

AGENDA BOARD OF EDUCATION REGULAR MEETING

MONDAY, JUNE 16, 2025
6:30 PM

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

A public hearing on the 2024-2025 Amended Budget will be held during the meeting.

I.	Call to Order	
II.	Public Hearing on the 2024-2025 Amended Budget	
III.	Presentations	3
	A. School Perceptions Community Survey Report	
IV.	Public Participation	
V.	Reports	
	A. Superintendent's Report	48
	• Kindergarten Update	
	• Title I Plan Report	
	B. Board Reports	
VI.	Adjourn to Closed Session	
VII.	Return to Open Session	
VIII.	Action Items	
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	• June 2, 2025, Special Meeting Minutes	
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	• Board Member Recognition	
	• Swearing In of New Board Member	
X.	Upcoming Meetings	
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XIII.	Adjournment	

Superintendent Dr. Jeff McHugh



Glen Ellyn School District 41

Community Survey Report

May 14th, 2025

Contents



Background Info



**Survey/Respondent
Information**



Results & Analysis



Wrap-up/Questions





Our mission is to help educational leaders gather, organize, and use data to make strategic decisions.

- Founded in **2002** to provide independent research
- Conducted over **3 million** staff, parent, and student, and community surveys for school improvement
- Helped more than **1,000** school districts navigate the strategic planning and referendum planning process

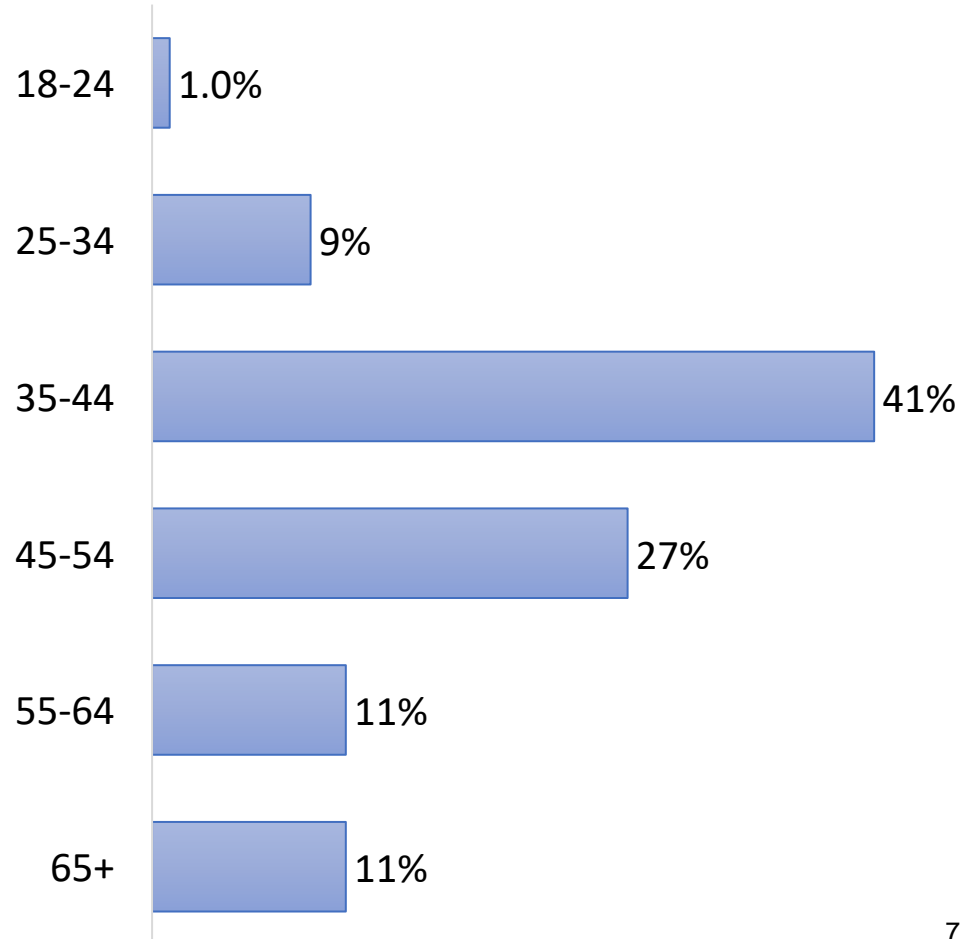


Survey Information

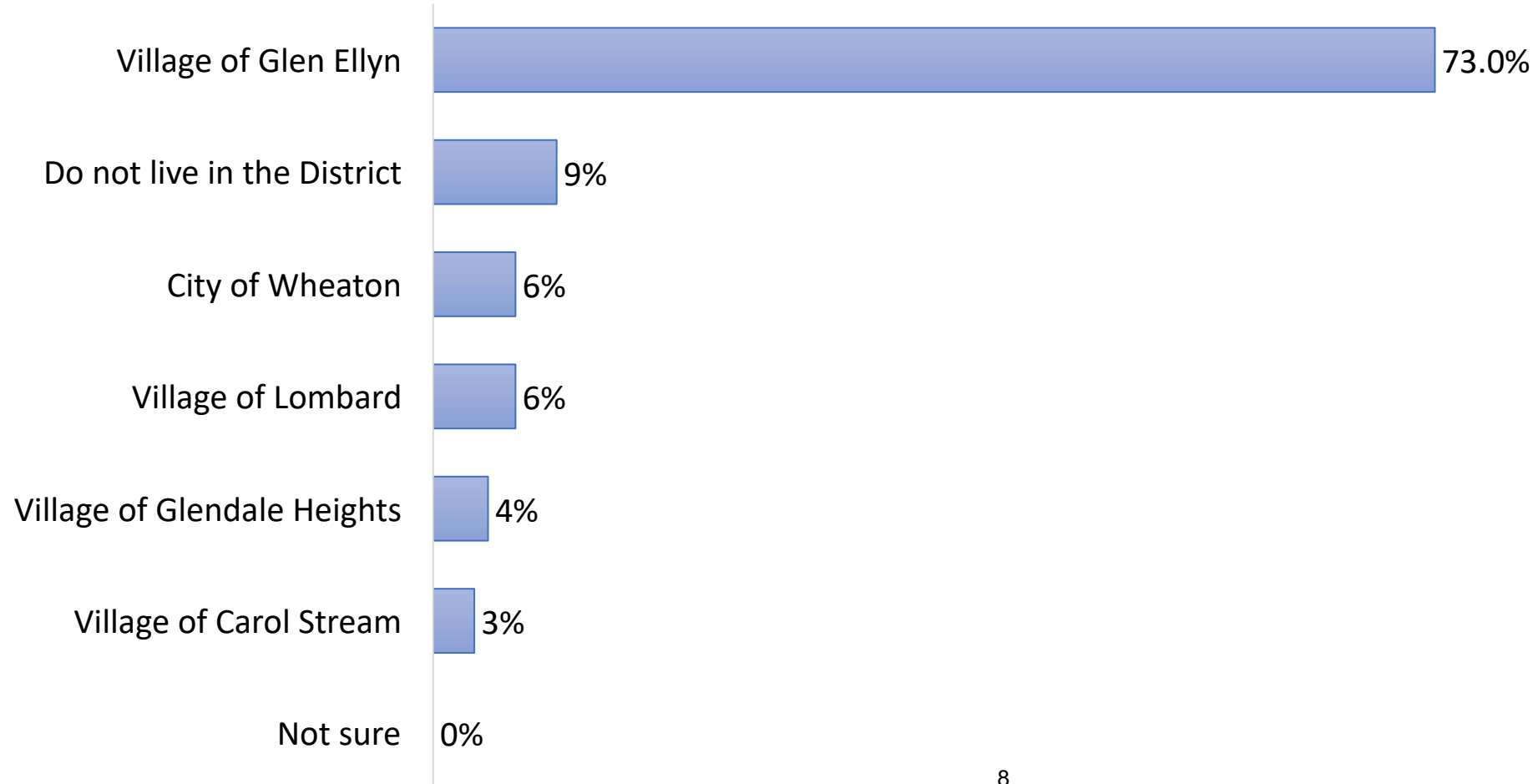
- **April 28th, 2025** survey deadline
- **877** total respondents
- **7%** response rate



What is your age?



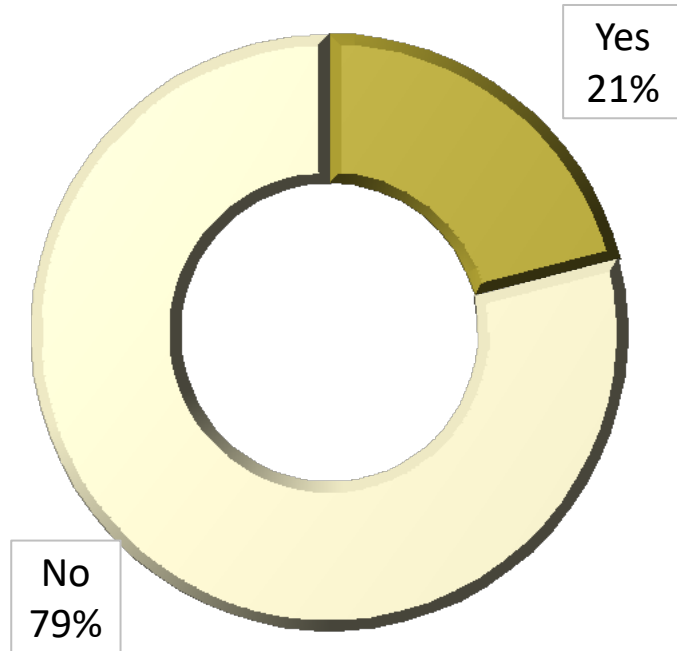
In which municipality do you live?



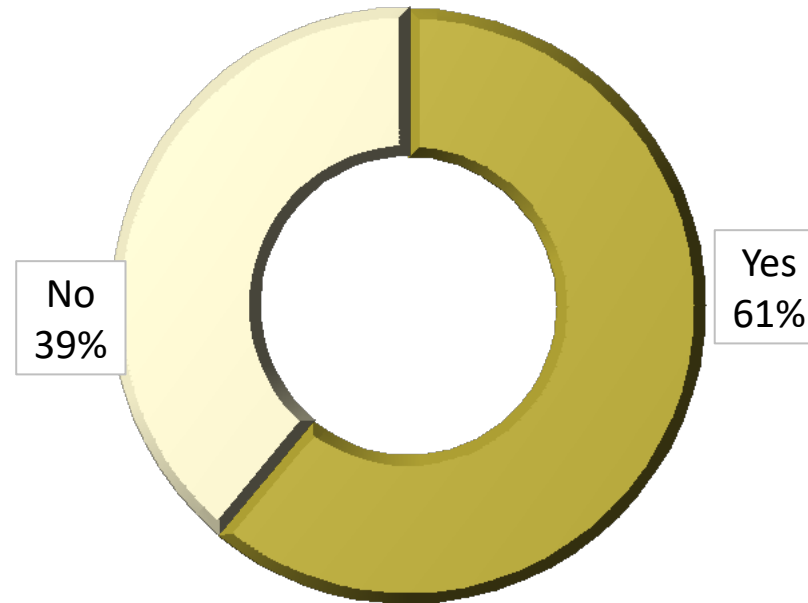
Respondent Information



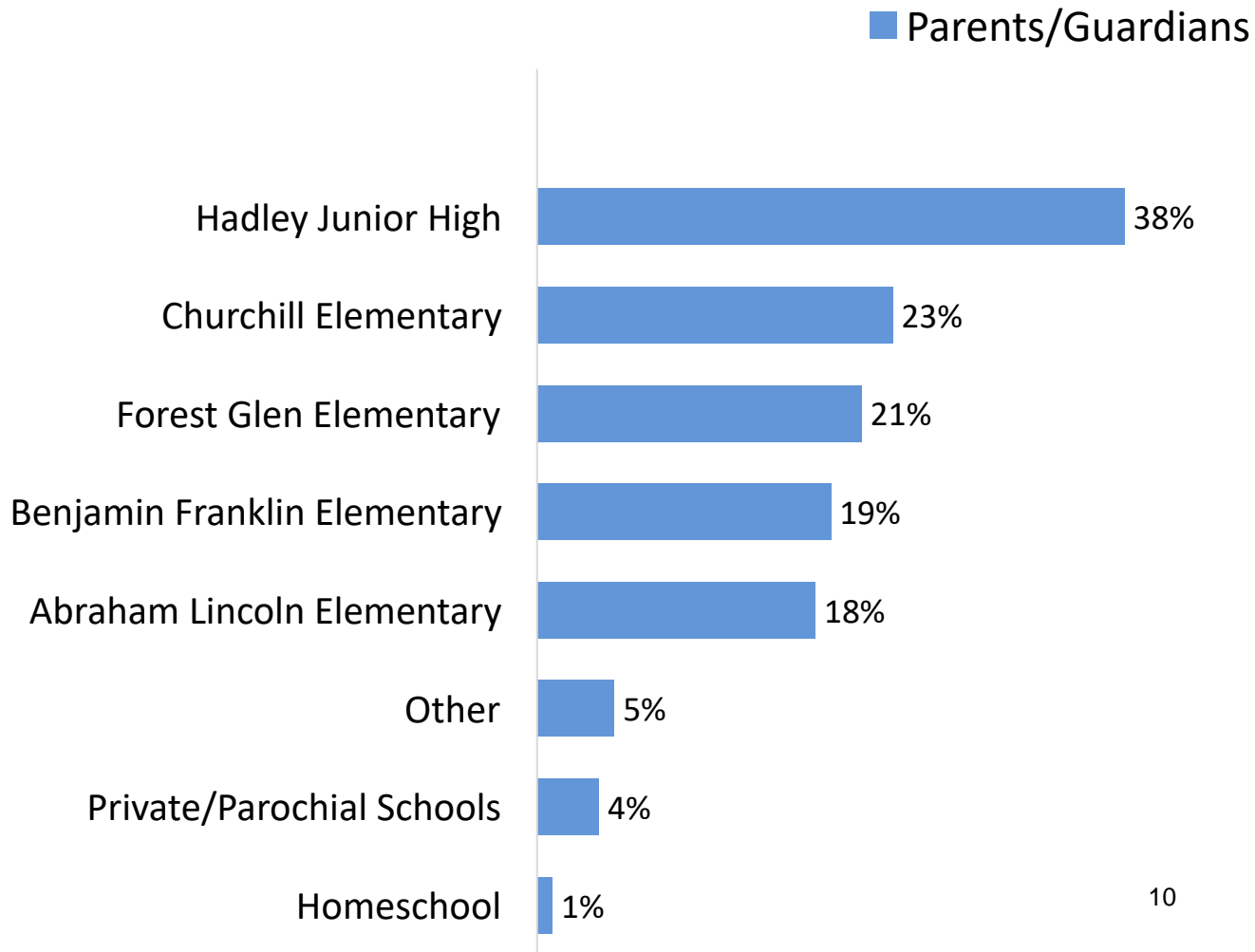
Are you an employee of the District?



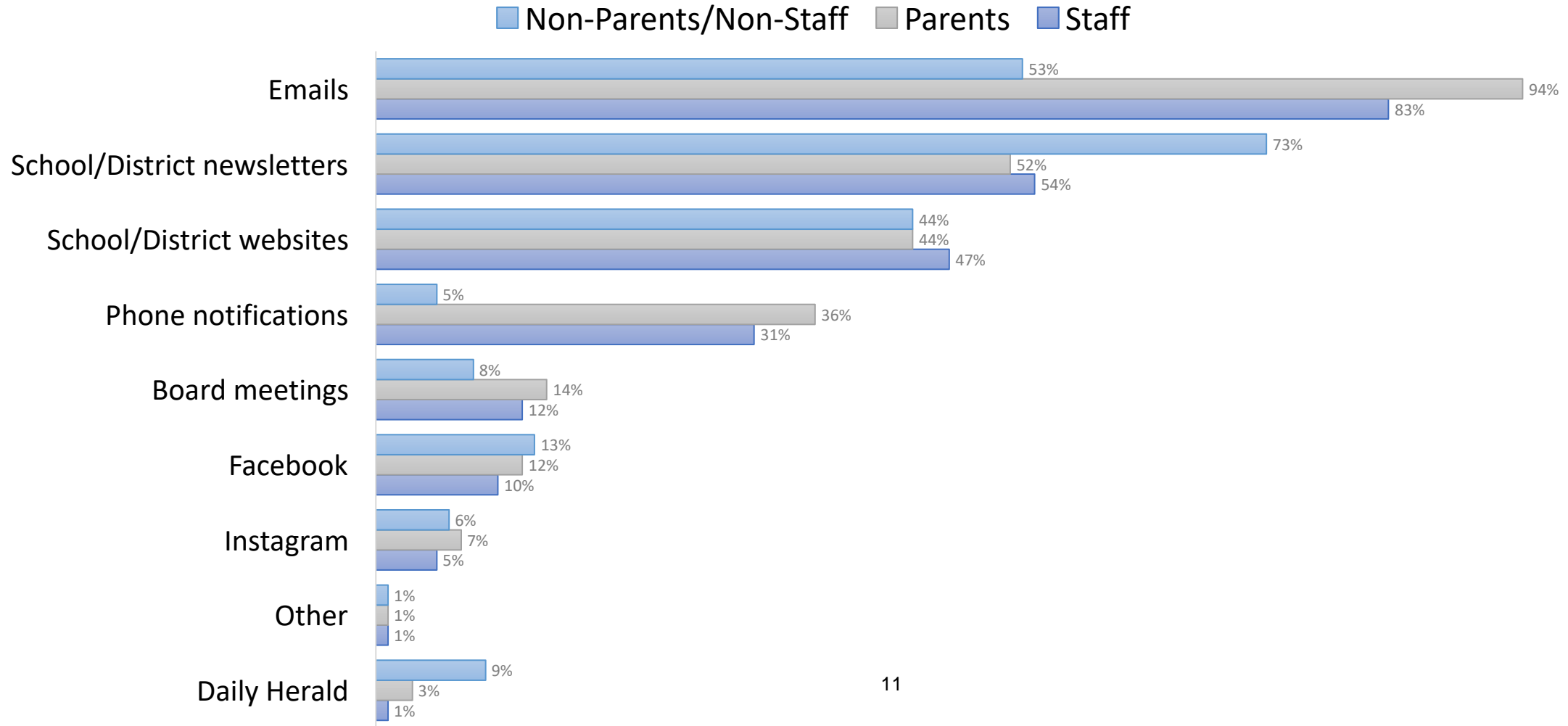
Do you have children attending a school in the District?



If you have school-aged children, what school(s) do they attend? *(Mark all that apply.)*



How do you like to receive school/District information? (Mark all that apply.)





Results & Analysis

What's in a "comparison score"?

- NCES method of identifying "comparable" districts
 - Total enrollment
 - Student-teacher ratio
 - Proportion of students experiencing poverty
- Recency: We include only results from the past two years.
- Average score for each item = "comparison average"



Results & Analysis

Section: Overall Satisfaction

The following scores are calculated based on these weights:

Great = 4

Good = 3

Fair = 2

Poor= 1

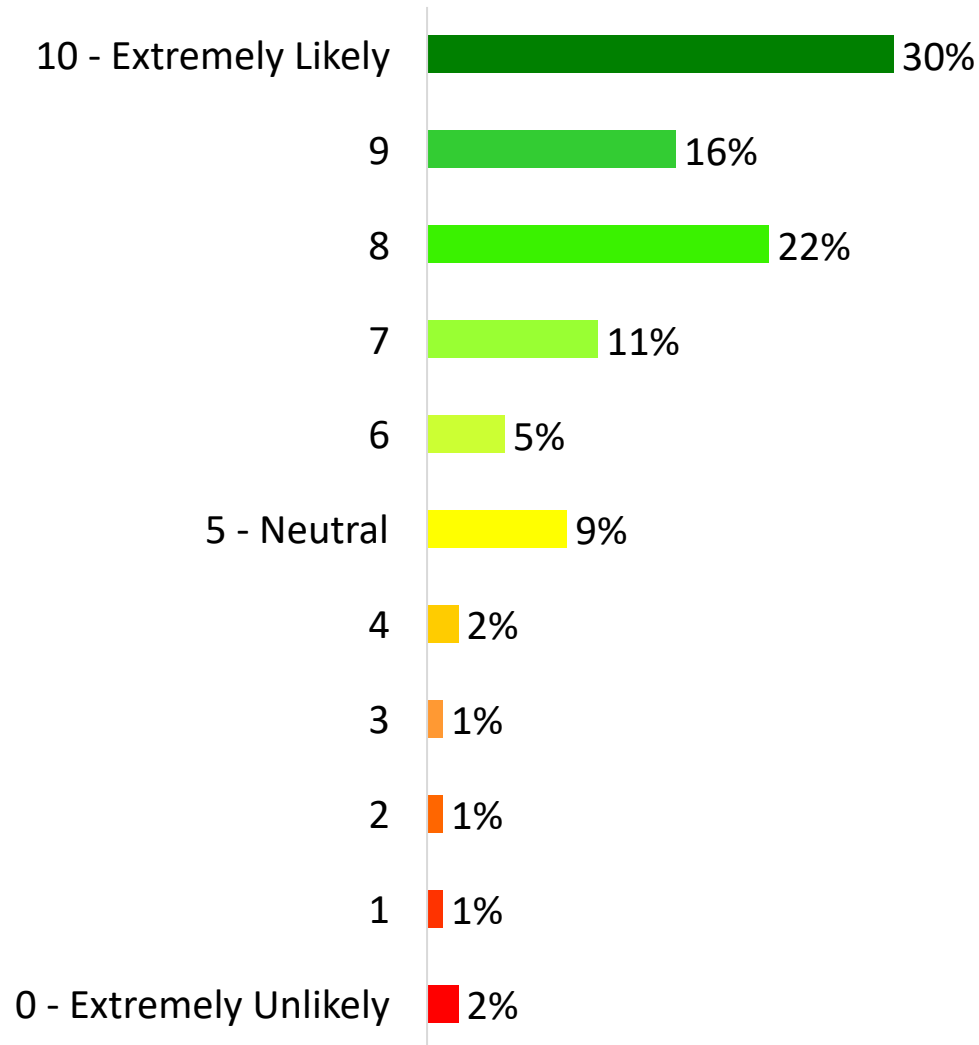
How is the District doing in each of the following areas?

Great (4), Good (3), Fair (2), Poor (1)



Item	Percent "Great" or "Good"	D41 Average	Comparison average
Delivering a high-quality education	85%	3.24	3.00
Keeping the public informed	81%	3.12	2.80
Building pride in the community	82%	3.16	2.95
Managing funds appropriately	72%	2.91	2.66

On a scale of 0 – 10, how likely would you be to recommend the District to a friend or family member?



District Score: 7.91
Comparison Score: 7.17



Results & Analysis

Section: Strategic Plan Refresh

The following scores are calculated based on these weights:

Strongly agree = 5

Agree = 4

Disagree = 2

Strongly disagree = 1

Strategic Plan Refresh

The core purpose of our strategic plan is to accelerate academic growth, improve student learning outcomes, and close opportunity and achievement gaps. The following strategic goals are in service of that central focus. The following statements will establish a baseline from which we will measure our progress. Each item invites feedback on the current state of the District.

All items begin with “District 41...”



Goal # 1: Foster Growth-Focused Academic Excellence



Item	% Agree	D41 Average	Comparison Average
Has high expectations for students	88%	4.05	3.68
Prepares students for high school and beyond.	86%	4.05	N/A
Ensures that all students have access to high quality instructional resources	84%	4.00	N/A
Provides rigorous coursework	77%	3.75	N/A

Goal #2: Nurture a culture of belonging



Item	% Agree	D41 Average	Comparison Average
Maintains a safe and secure schools.	92%	4.28	3.99
Has the support of the community.	92%	4.25	3.80
Employs high-quality teachers/staff.	91%	4.22	3.96
Effectively partners with local businesses and community members.	85%	3.96	3.82

Goal #3: Optimize early learning facilities for student success



Item	% Agree	D41 Average	Comparison Average
Is meeting our community's Kindergarten needs	83%	3.92	N/A
Has the right level of preschool offerings	73%	3.66	N/A

Goal #4: Strengthen community connections



Item	% Agree	D41 Average	Comparison Average
Provides me with opportunities to offer feedback	83%	3.91	3.69
Communicates with me effectively	84%	3.94	3.67
Has a website that is an effective place for me to learn about what's going on at school	84%	3.92	3.75



Results & Analysis

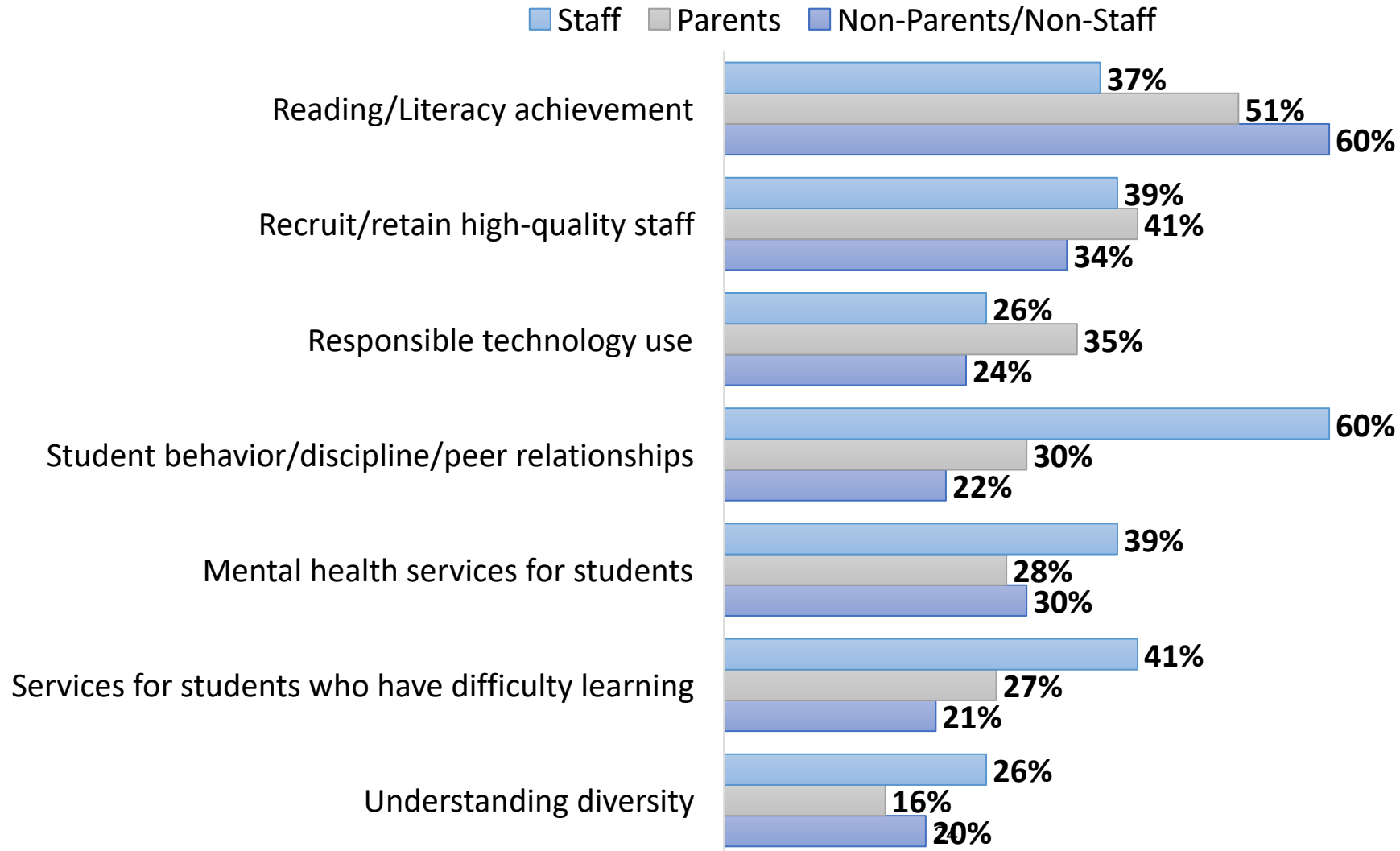
Section: Planning Priorities

Planning Priorities

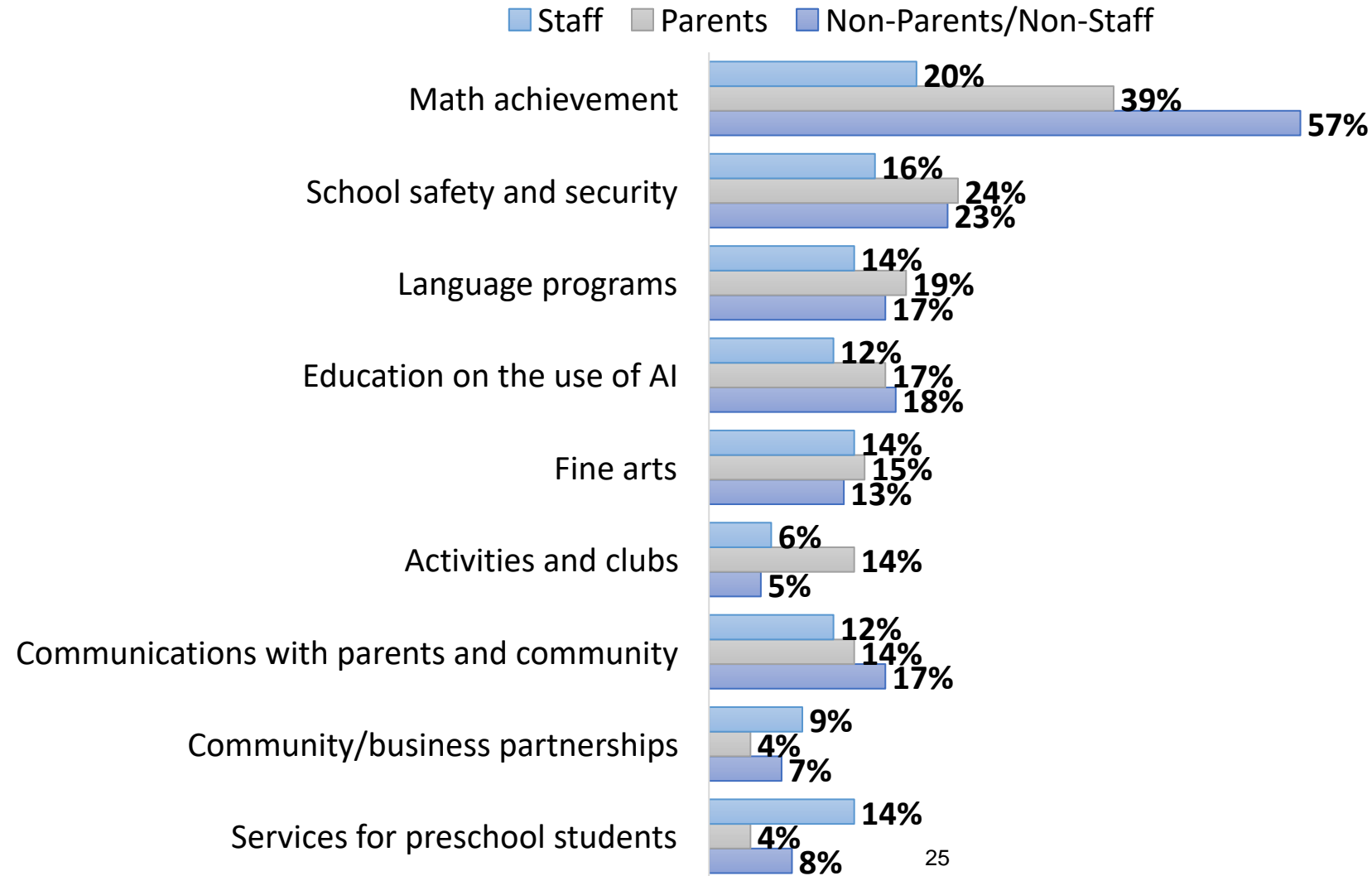
Respondents were asked to choose up to four areas that they believe you should focus your planning efforts.



Future Planning (1/2)



Future Planning (2/2)



Top Five “Planning Priorities” Items by Subgroup

(Items in the top five across all three groups are in blue.)



Rank	Staff	Parents	Non-Parents/Non-Staff
1	Student behavior/discipline	Reading/literacy achievement	Reading/literacy achievement
2	Services for students who have difficulty learning	Recruit/retain high-quality staff	Math achievement
3	Recruit/retain high-quality staff	Responsible technology use	Recruit/retain high-quality staff
4	Mental health services for students	Student behavior/discipline	Mental health services for students
5	Reading/literacy achievement	Mental health services for students	Responsible technology use



Results & Analysis

Section: District Feedback

The following scores are calculated based on these weights:

Great = 4

Good = 3

Fair = 2

Poor= 1

How satisfied are you with the job District 41 is doing?

Great (4), Good (3), Fair (2), Poor (1)

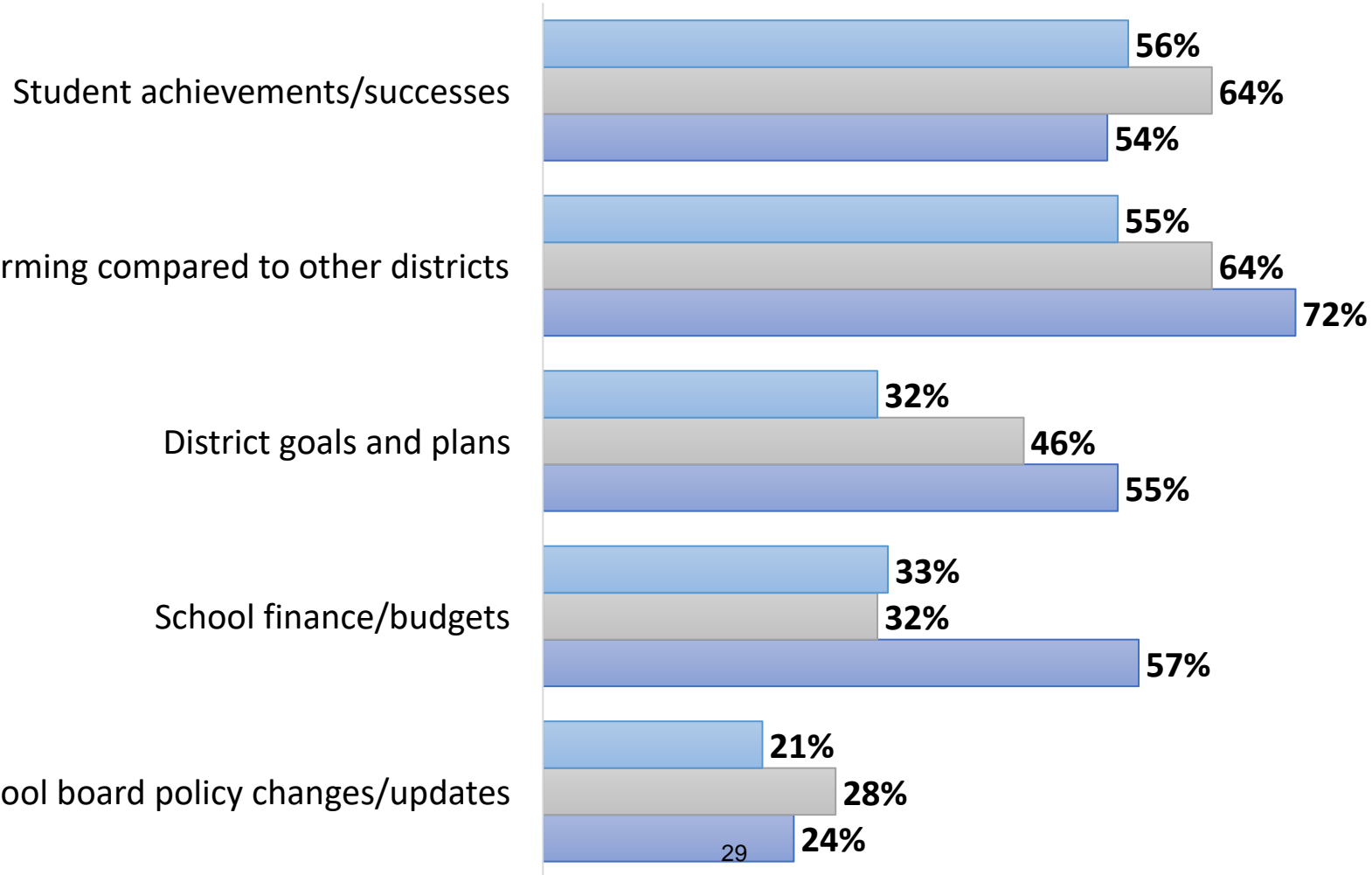


Item	Percent “Great” or “Good”	Average	Comparison Percentile
Maintaining an informative website	80%	3.05	N/A
Involving community members in decision making	68%	2.81	N/A

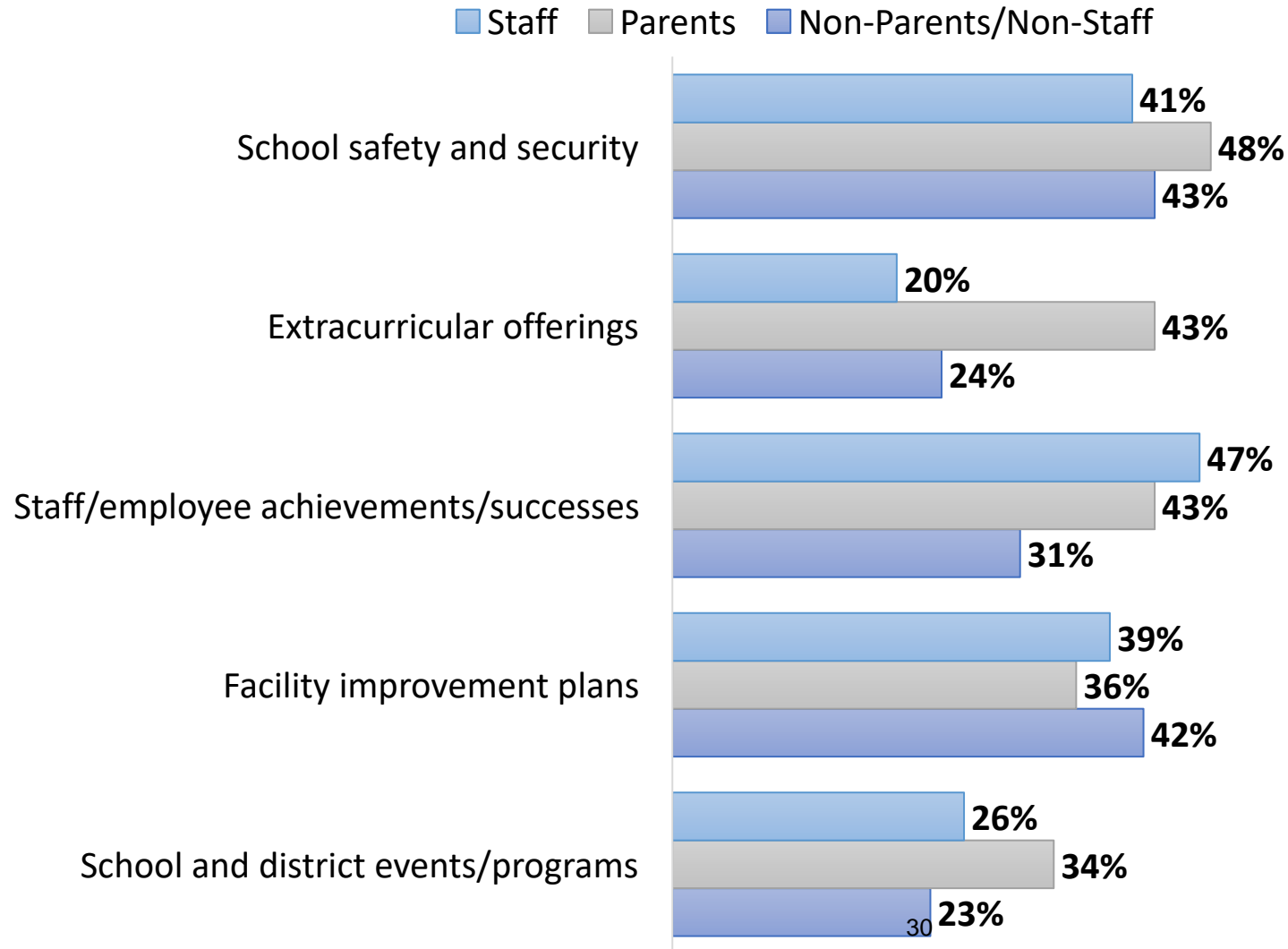
What topics are you interested in learning more about? (1/2)



Staff Parents Non-Parents/Non-Staff



What topics are you interested in learning more about? (2/2)



Top Five “Topics of Interest” Items by Subgroup

(Items in the top five across all three groups are in blue.)



Rank	Staff	Parents	Non-Parents/Non-Staff
1	Student achievements/successes	Student achievements/successes	How our district compares to others
2	How our district compares to others	How our district compares to others	School finance/budgets
3	Staff/employee achievements/successes	School safety and security	District goals and plans
4	School safety and security	District goals and plans	Student achievements/successes
5	Facility improvement plans	Extracurricular offerings	School safety and security



Results & Analysis

Section: District Feedback

The following scores are calculated based on these weights:

Strongly agree = 5

Agree = 4

Disagree = 2

Strongly disagree = 1

How satisfied are you with District 41 leadership?



Item	% Agree	D41 Average	Comparison Average
District administration is doing what it takes to make our district successful.	84%	3.92	3.52
The school board is doing what it takes to make our district successful.	80%	3.80	3.36
The District is heading in the right direction.	85%	3.94	3.14
Overall, I am satisfied with District 41.	85%	3.98	N/A



Results & Analysis

Section: School Experience (Parents only)

The following scores are calculated based on these weights:

Strongly agree = 5

Agree = 4

Disagree = 2

Strongly disagree = 1

School Experience (1/5)



Item	% Agree	D41 Average	Comparison Average
I feel welcome in my child's school.	93%	4.32	4.17
My child feels safe at school.	92%	4.33	4.11
School facilities are clean and well-kept.	94%	4.34	4.27
School staff treat my child with dignity and respect.	93%	4.35	4.14

School Experience (2/5)



Item	% Agree	D41 Average	Comparison Average
If my child breaks a rule at school, they are treated fairly.	93%	4.27	4.01
Most days, my child enjoys going to school.	92%	4.19	3.95
Overall, my child is able to handle the emotional challenges of school.	95%	4.23	3.99
I am satisfied with our school's efforts to address bullying.	79%	3.79	3.42

School Experience (3/5)



Item	% Agree	D41 Average	Comparison Average
There is a healthy culture at our school.	88%	4.05	3.73
I'm satisfied with how much my child is learning.	77%	3.79	3.91
My child gets help when they need it.	87%	4.04	3.95
The school teaches with materials that reflect my family's cultural and racial backgrounds.	92% <small>37</small>	4.15	3.93

School Experience (4/5)



Item	% Agree	D41 Average	Comparison Average
I am comfortable contacting the principal.	91%	4.24	4.04
District 41 does a good job meeting the needs of Special Education students.	73%	3.71	N/A
District 41 does a good job meeting the needs of English Language Learners.	90%	4.18	N/A
I have at least one school staff member I feel comfortable contacting when I have an idea or concern.	92%	4.28	4.10

School Experience (5/5)



Item	% Agree	D41 Average	Comparison Average
I am updated on how my child is doing at school.	77%	3.78	3.86
School communication is both timely and transparent.	84%	3.96	3.79
The school provides opportunities for parental involvement.	88%	4.10	3.81



Findings & Takeaways

*Stakeholders feel very positively about District 41's progress on the elements of the **Strategic Plan** in both absolute and relative terms:*

- Each item has **over 70% agreement**, and often upwards of **90% agreement**
- Where we have comparisons, **D41's scores are higher** than similar districts' scores.
- Items with <80% agreement include ***preschool offerings*** and ***academic rigor***.



Findings & Takeaways

*Stakeholders agree on **planning priorities and topics they want to be informed on:***

- In future planning, stakeholders request a focus on:
 - ❖ *Literacy instruction*
 - ❖ *High quality staffing*
 - ❖ *Student mental health services.*

- In communication priorities, stakeholders request information on:
 - ❖ *Student successes and achievements*
 - ❖ *How D41 compares to other districts*
 - ❖ *School safety and security*



Findings & Takeaways

*In the **School Experience** section to which **Parents** alone responded, four areas for improvement stood out:*

- D41's efforts to address **bullying**.
- D41's provision of **special education services**.
- The **rigor** of D41's academic experience.
- Classroom- and building-level **communication** around student progress.



SCHOOL PERCEPTIONS

Measuring what matters

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**Glen Ellyn School District 41
2025 Community Survey
Comment Analysis**

This comment analysis report identifies the prevailing themes from comments gathered in the District’s community survey. A theme is identified when respondents reference similar suggestions, ideas, or concerns. Because these themes represent diverse opinions, they may sometimes contradict one another.

Of the 880 total survey respondents, 445 participants (51%) left at least one comment.

Comment frequency:

- 241 respondents wrote one comment.
- 204 respondents wrote two comments.

Topics

What do you believe makes our district special or unique? 2

Are there other areas you believe we should focus our planning and resources on? 3

What do you believe makes our district special or unique?

High-Quality Staff: Respondents highlight the exceptional quality, dedication, and caring nature of the teachers and staff. District employees are seen as going above and beyond for students, fostering a supportive and nurturing environment, and being a key strength of the District.

Parent Involvement: Participants point to high levels of parent engagement, including active PTAs, parent volunteers, and community support for school activities and events. This involvement is understood to enhance the educational experience and provide additional resources and opportunities for students.

Strong Sense of Community: Comments reference the District's close-knit, supportive community, as well as its small-town atmosphere. Respondents included praise for the strong relationships among families, staff, and students; and the ability for children to walk to neighborhood schools, which fosters deeper local connections.

Diversity: Programs and attitudes that celebrate and support diversity are viewed as unique strengths. Participants favorably commented on the District's growing diversity in terms of culture, race, and socioeconomic status, as well as efforts to be supportive of all students.

Languages Programming: The District's language offerings, especially the early and widespread instruction in Spanish (which includes the FLES and dual language programs), are recognized as both unique and valuable. These programs are seen as setting the District apart and providing important opportunities for students.

Educational Excellence: Respondents laud the District for providing a high-quality education, rigorous academic standards, and a variety of advanced or accelerated programs. Comments on this theme included positive references to academic outcomes, exemplary preparation for high school and college, and specialized offerings like advanced math and arts.

Are there other areas you believe we should focus our planning and resources on?

Academics: Comments include concerns that the current curriculum lacks sufficient rigor, especially in middle school, and does not adequately prepare students for the demands of high school and beyond. There is a call for higher expectations, more challenging coursework, and better alignment with high school standards.

Support for Advanced Learners: Respondents highlight the need for more opportunities, earlier identification, and better programming for gifted and high-achieving students. Participants feel these students are often overlooked in favor of focusing on struggling learners, leading to boredom and underachievement.

Behavioral Challenges: Concerns about disruptive student behavior, lack of effective discipline, and overall school safety are prevalent. Respondents want clearer policies, more support for teachers, and a safer environment for all students, both in terms of physical security and classroom management.

Communication: Respondents mention poor communication from the District and school levels, including a lack of timely information, unclear policies, and insufficient opportunities for parent input. There is a call for more transparency in decision-making and better engagement with families, as well as the broader community.

Equitable Access to Programming: Equity in access to opportunities and resources is a recurring theme, with concerns especially about perceived disparities across schools, the dual language program, and inadequate support for underserved populations. Respondents want all students to have similar opportunities regardless of background or school attended.

Teacher Retention: There are community concerns about high staff turnover, especially in key programs like dual language and special education. Respondents emphasize the need to recruit and retain high-quality, experienced teachers. They also mention the importance of continuing to support and develop the current staff.

Special Education: Respondents tend to feel the District is not meeting the needs of students with IEPs, 504s, or other learning challenges, and that inclusion is not always implemented effectively. There is a call for improved special education services, including more resources, better-trained staff, as well as a wider continuum of supports for students with disabilities.

Technology Use: Comments point to the overuse or inappropriate use of technology in classrooms, especially for younger students. There is a desire for a more balanced approach, as respondents worry that foundational skills are going undeveloped. There are also concerns about screen time and digital distractions.

Student-to-Teacher Ratios: Participants voice the need for smaller class sizes and lower student-to-teacher ratios, arguing that large classes make it difficult to meet individual student needs, especially for those with learning or behavioral challenges.

Mental Health: Respondents stress the importance of social-emotional learning, mental health supports, and counseling services. They see SEL as distinct from academic achievement and believe it is essential for student well-being and success.

Enrichment Opportunities: There is a desire for more enrichment programs, extracurricular activities, and opportunities in the arts, STEM, and other non-core areas. Respondents believe these experiences are important for developing well-rounded students and fostering joy in learning.

Fiscal Responsibility: Concerns about District spending, tax increases, and the need for fiscal responsibility are common. Respondents want the District to prioritize spending on direct educational needs, reduce administrative costs, and be transparent about financial decisions.

Transportation: Commentators mention ongoing issues with bus services, including reliability, safety, and logistics — particularly, they say, with changes related to the kindergarten center and after-school activities.

Early Childhood Programming: Respondents cheer the opportunity to expand access to preschool and early intervention services, though they also voice concerns about the planning and implementation of full-day kindergarten and early learning centers.

Board Report

Date: June 16, 2025

Title: Churchill Elementary Title I Schoolwide Plan Update

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

Strategic Priority Goal Area 1: Growth Focused Learning: The District 41 community of learners, educators and stakeholders cultivate students who are actively engaged and committed to their own learning. District 41 provides a guaranteed rigorous and differentiated learning environment where all students can demonstrate high levels of growth and success. District 41 uses data to form a detailed profile of student, school and district performance; illuminate successes; and identify opportunities for improvement.

Background: District 41 receives federal money through the ESEA of 1965 As Amended by the Every Student Succeeds Act (ESSA) Grant for Title I (improving basic programs) and Title II (high quality professional development). Title I funds are spent at Churchill School, the only elementary school in the district that qualifies. Title II grants are spent throughout the district. In accordance with Board Policy 6:170 *Title I Programs*, The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

Discussion: This year (2024-2025), 49% of Churchill's enrollment qualified as low-income. The district continues to implement what is known as a "Schoolwide" Title I plan. In Schoolwide Programs: Funds may be used to implement comprehensive strategies for improving the educational program of the whole school and providing services to all students. The school must meet the following eligibility requirements:

1. Have a poverty rate of 40 percent or higher.
2. Have completed a comprehensive needs assessment and adequately planned to transition from Targeted Assistance to Schoolwide.
3. Have a written plan that incorporates the components required by federal regulations. (34 CFR 200.28)
4. Have a plan approved by the local school board.
5. Evaluate the schoolwide plan annually.

The Churchill Elementary Title I plan was approved by the District 41 Board on May 20, 2019. Therefore, no additional board approval is needed. This report serves for information purposes only, to highlight the completion of Churchill's Building Leadership Team annual evaluation of the schoolwide plan, which occurred on April 17, 2025 and May 15, 2025 with the Churchill's BLT team. The plan is an amended version of the approved plan to reflect the team's annual evaluation to ensure accuracy of school reforms offered and to update school and district information. This plan conforms to the Illinois State Board of Education's guidelines.

Budgetary Funding: None

Other Information: Attached Plan

Recommendation: This report is for information purposes only.

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN

Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Churchill Elementary		
RCDT:	19022041002-2003		
Principal:	Christine Ahrens		
Address:	240 Geneva Rd		
City, ZIP code:	Glen Ellyn, IL 60137		
Telephone:	630-790-6485		
Email address:	cahrens@d41.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
	47%		

DISTRICT INFORMATION

District Name/Number:	Glen Ellyn District 41
Superintendent:	Dr. Jeff McHugh
Telephone:	630-790-6400
Email address:	jmchugh@d41.org

Superintendent's Signature

Date

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Diana Neukirch	Director of Language Programs
Christine Aherns	Principal
Timothy Shermak	Asst. Principal
Carol Van Gorp	Literacy Coach
Tami Allen	AEC
Katie Barille	Teacher
Kathy Maxon	Admin Asst.
Sara Myhydari	Teacher
Michelle Meneses	Teacher
Kristy Doyle	51 Teacher

Julia Bacarella	Teacher
Sandra Scheuller	SST Teacher
Bao Tran Fournier	EL Teacher
Julie Steinhilber	Teacher

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

N/A

3. Conduct a comprehensive needs assessment of the entire school:

- a. Include a copy of the document used to conduct the assessment.
- b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

During the regular BLT meetings, the team conducted a needs assessment as part of the SIP process. This included analysis of historical Map Data, behavior data, Human X data and common assessments data for all students and student subgroups. Human X survey data is used to identify needs regarding school culture, and student data is used to drive academic initiatives. Behavior data is used to drive student social and emotional support. As part of this needs assessment process, the team drafted smart goals options that would focus progress towards school improvement. SMART goals were selected based on the needs identified. This led to the development of action steps that would be put into place and monitored. Monthly reiteration of these goals occurs at staff meetings.

4. Describe schoolwide reform strategies in narrative form to include the following:

- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;*
- b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and*
- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.*

Academic: A student centered master schedule was created, defining core academic areas across the instructional day. The work of PLC included reviewing assessment data, intentional instructional planning, and best ways to direct instructional coaches to support teachers in the classroom and in the MTSS process.

Behaviors: A focus on PBIS systems in Tier I and Tier II has been established. This included providing students multiple opportunities to reinforce expectations. Classroom buddy systems, school rewards, check in and check out are led by guidance teams. There is connectivity between the admin team and guidance team to monitor student behaviors.

School Culture: The building has come together around a theme and created opportunities for staff to get to know each other and build community. An increase in positive recognition in people's efforts and accomplishments is a focus. The social committee has created positive experiences for people to build relationships.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

- PBIS (Universal, Secondary, Tertiary)
- Social Academic Instructional Groups (SAIG)
- Individual Problem Solving
- School Counseling and Social Work
- Individual Classroom management systems.
- CASE professional development on behavior management at the universal level (certified staff and non-certified)
- Behavior Specialist and Registered Behavior Technician coaching for staff of students at the tertiary level student behavior supports
- PBIS Reward System for Recognition of student behavior
- Building Wide Student Recognition Certificates and Announcements
- Building Wide Classroom Recognition Award
- PBIS Expectation Stations
- DARE
- Classroom Buddy Program
- Second Step-SEL
- Pilot of SAEBERS
- Mental Health supports: Referral GPS.
- Student Leadership Team

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

- High Interest Day
- Collaboration with GECRC on High Impact Tutoring
- ESL Family Literacy Night
- School Wide Literacy Event
- Collaboration with Glen Ellyn Public Library
- Bilingual Parent Advisory: Parent Sessions
- Student clubs/Extracurricular activities RE: career and technical.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

- MTSS Training for Certified Staff Members
- Coaching Weekly in PLCs (Math and Literacy)
- Bilingual Coaching accessible for DUAL
- School Psychologist bi monthly meetings focusing on student supports and analysis of data to inform decision making
- Designated MTSS time by content area in all grade levels
- Instructional Supports by Non Certified Interventionists
- Extended day programming for kindergarten.
- Individual Problem Solving Academic and Social Emotional
- Weekly SST Meeting

- PBIS (Universal, Secondary, Tertiary)
- Social Academic Instructional Groups (SAIG)
- School Counseling
- School Social Work
- CHAMPS
- Individualized Behavior Intervention Planning/Functional Behavior Assessments
- Dual MTSS process updates
- Use of Lexia Reading with identified Tier 3 students
- Use of Lexia English with identified ESL students

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

- Instructional Coaches (Math, Literacy & bilingual)
- PLC data analysis
- Professional Learning Communities
- Targeted Instructional Strategies by subgroups (Faculty/Staff Meetings) based on Key Performance Indicators in Long Range Plan
- School Improvement Goals based on analysis of MAP Data (BLT led)
- Professional Development Opportunities around New Reading Curriculum
- Building Leadership Team
- Building Mentor Program for New/Newer teachers
- Monthly Administrator and New Teacher Meetings
- New Teacher Introduction Meeting (District and Building Level)
- Paraprofessional monthly meetings RE: reading and math interventions.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

- Observation by receiving Educational Teams
- Collaboration Time with Current Educational Teams and Receiving Educational Teams
- Transition Meetings (parents/guardians, stakeholders-General Education Teacher, Special Education Teacher, Speech, Social Work)
- Bilingual Parent Liaison
- School Visits
- Back to School Day
- Curriculum Night
- Kindergarten Orientation
- KIDS Assessment

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS nn,

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment program

Board Report

Date: June 16, 2025
Title: Personnel Report-Final
Contact: David Bruno, Assistant Superintendent for Human Resources

Strategic Priority Goal Area 1: Growth Focused Learning: The District 41 community of learners, educators and stakeholders cultivate students who are actively engaged and committed to their own learning. District 41 provides a guaranteed rigorous and differentiated learning environment where all students can demonstrate high levels of growth and success. District 41 uses data to form a detailed profile of student, school and district performance; illuminate successes; and identify opportunities for improvement.

Employment Recommendations:

Name	School	Position	Placement/ Salary	Effective Date	Budget/Funding
Adduci, Molly	Forest Glen Elementary	Special Education Paraeducator	\$18.46 per hour/ \$25,197.90	2025-2026 School Year	Forest Glen Elementary Paraeducator Salary Account
Blank, Emily	Forest Glen Elementary	Special Education Teacher	\$59,462.00/BA	2025-2026 School Year	Forest Glen Elementary Teacher Salary Account
Cano, Leticia	Forest Glen Elementary	Early Childhood Special Education Paraeducator-Spanish	\$18.46 per hour/ \$25,197.90	2025-2026 School Year	Forest Glen Elementary EC Paraeducator Salary Account
Halla, Sabrina	Hadley Jr High	Summer School Teacher	\$44.00 per hour	July 28th-August 8th, 2025	Districtwide summer teaching salary account
Hodges, Karen	Hadley Jr High	Summer School Teacher	\$44.00 per hour	July 28th-August 8th, 2025	Districtwide summer teaching salary account
Jung, Katharine	Hadley Jr High	Summer School Teacher	\$44.00 per hour	July 28th-August 8th, 2025	Districtwide summer teaching salary account
Koszela, Stacey	Churchill Elementary	Special Education Paraeducator	\$22.22 per hour/\$30,330 .30	2025-2026 School Year	Churchill Elementary Paraeducator Salary Account
Meersman, Leah	Churchill Elementary	1st Grade Teacher	\$60,324.00/BA	2025-2026 School Year	Churchill Elementary Teacher Salary Account
Mollas, Besmir	Hadley Jr High	Night Custodian	\$19.31 per hour/ \$39,083.44	July 01, 2025	Hadley Custodial Salary Account
Toronyi, Olivia	Benjamin Franklin Elementary	Special Education Paraeducator	\$22.22 per hour/\$30,330 .30	2025-2026 School Year	Franklin Elementary Paraeducator Salary Account

Schultz, Nicole	Hadley Jr High	Registered Nurse .50 FTE	\$32.00 per hour/\$21,960 .00	August 18, 2025	Hadley Jr High RN Salary Account
Shelton, Kari	Hadley Jr High	Science/Math Teacher	\$67,078.00/B A	2025-2026 School Year	Hadley Jr High Teacher Salary Account
Randal, John	Central Services Office	Summer Custodial Assistant	\$15.00 per hour	June 16,2025	District wide summer worker salary account
Reynolds, Casey	All Schools	Certified School Nurse	\$63,031.00/BA+15	2025-2026 School Year	Districtwide Nurse Salary Account
Ruschke, Megan	Hadley Jr High	Summer School Teacher	\$44.00 per hour	July 28th-August 8th, 2025	Districtwide summer teaching salary account
Walsh, Brooke	Central Services Office	Summer Custodial Assistant	\$15.00 per hour	June 13,2025	District wide summer worker salary account

Resignations:

Name	School	Position	Effective Date
Anderson, Katie	Benjamin Franklin Elementary	Lunchroom/Playground Supervisor	End of the 2024-2025 School Year
Biewer, Megan	Forest Glen Elementary	Early Childhood Teacher	End of the 2024-2025 School Year
Carpenter, Lisa	Benjamin Franklin Elementary	Lunchroom/Playground Supervisor	End of the 2024-2025 School Year
Kramer, Anne	Churchill Elementary	Lunchroom/Playground Supervisor	End of the 2024-2025 School Year
Martinez Horteales, Jeimi	Churchill Elementary	Lunchroom/Playground Supervisor	End of the 2024-2025 School Year
Nikols, Lesley	Benjamin Franklin Elementary	Lunchroom/Playground Supervisor	End of the 2024-2025 School Year
Salazar, Adrianna	Hadley Jr High	Special Education Paraeducator	End of the 2024-2025 School Year
Sanchez, Adeline	All Schools	Adapted Physical Education Teacher	End of the 2024-2025 School Year
Strom, Kimberly	Benjamin Franklin Elementary	Lunchroom/Playground Supervisor	End of the 2024-2025 School Year

Resignation and Retirement:

Name	School	Position	Effective Date
Lawler, Anita	Hadley Jr High	Lunchroom/Playground Supervisor	End of 2024-2025 School Year
Webster, Kristine	Central Services Office	Assistant Superintendent of Teaching and Learning	End of the 2025-2026 School Year

Termination:

Name	School	Position	Effective Date
Mendez, Danielle	Churchill Elementary	Special Education Paraeducator	June 17, 2025

Recommendation: It is recommended that the Board accept the actions included in this Personnel Report as presented.

Board Report

Date: June 16, 2025

Title: Disposal of Surplus Property

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

Strategic Priority Goal Area 6: Community Partnerships & Engagement: District 41 is dedicated to creating and sustaining community partnerships that enhance education and provide social, emotional and academic support for our students. By creating strong connections with community partners and engaging with all five communities we serve, District 41 prepares each student for a successful future.

Background: Periodically, district administration requests board approval for disposal of equipment which is obsolete or not in working order. The assets are then donated or disposed of upon said approval.

Discussion: See attached spreadsheet for listing of assets for disposal.

Other Information: None at this time.

Budgetary Funding: N/A

Recommendation: The administration recommends approval of the resolution of disposal of surplus property.

Glen Ellyn School District 41
 Assets for Disposal May 2025

Asset Tag	Current Location	Originating School Site	Description (Make, Model, etc.)	Serial Number	QTY	Working Order	Obsolete Y/N?	Disposal
N/A	CSO	HA	Dell 3100 Chromebook	2QP7ZW2	1	N	N	Disposal
23000253	CSO	HA	Dell 3100 Chromebook	4QJQHK3	1	N	N	Disposal
N/A	CSO	HA	Dell 3100 Chromebook	8XG2RV2	1	N	N	Disposal
N/A	CSO	HA	Dell 3100 Chromebook	3CZBZW2	1	N	N	Disposal
N/A	CSO	HA	Dell 3100 Chromebook	HXQZHK3	1	N	N	Disposal
N/A	CSO	HA	Dell 3100 Chromebook	5M2DZW2	1	N	N	Disposal
N/A	CSO	HA	Dell 3100 Chromebook	JRCBZW2	1	N	N	Disposal
N/A	CSO	HA	Dell 3100 Chromebook	73FVZW2	1	N	N	Disposal
N/A	CSO	HA	Dell 3100 Chromebook	J90PZW2	1	N	N	Disposal
N/A	CSO	HA	Dell 3100 Chromebook	2X29ZW2	1	N	N	Disposal
24000142	CSO	HA	Dell 3110 Chromebook	97SBDF3	1	N	N	Disposal
24000165	CSO	HA	Dell 3110 Chromebook	FF2W8W3	1	N	N	Disposal
24000706	CSO	HA	Dell 3110 Chromebook	GBSBDF3	1	N	N	Disposal

**RESOLUTION FOR THE DISPOSAL
OF SURPLUS PERSONAL PROPERTY**

WHEREAS, the Board of Education of Glen Ellyn School District 41, DuPage County, Illinois, declares that there is surplus personal property in the School District; and

WHEREAS, such property is described in the attached document; and

WHEREAS, this personal property is no longer needed for school purposes and/or is not functioning; and

NOW, THEREFORE, Be It Resolved, by the Board of Education, as follows:

1. That the Superintendent is hereby authorized to properly dispose of the property listed on the attachment.

ADOPTED this 16th day of June, 2025, by roll call vote as follows:

YES _____

NO _____

ABSENT _____

Board of Education
Glen Ellyn School District 41
DuPage County, Illinois

President

ATTEST:

Secretary

Board Report

Date: May 19, 2025
Title: Donations and Gifts - May 2025
Submitted by: Dr. Jeff McHugh, Superintendent

Strategic Priority Goal Area 6: Community Partnerships & Engagement: District 41 is dedicated to creating and sustaining community partnerships that enhance education and provide social, emotional and academic support for our students. By creating strong connections with community partners and engaging with all five communities we serve, District 41 prepares each student for a successful future.

Background: District 41 occasionally accepts donated funds and equipment from outside sources, provided the items are in working condition and meet the needs of the District. In accordance with board policy 8:80 regarding public gifts to the district, monetary donations or non-monetary donations and gifts with a value equal to or greater than \$500 shall be reviewed by the Superintendent and approved by the Board. Donations are reviewed and vetted by building and district administration in order to make the biggest impact and be consistent with district adopted curriculum or goals.

Discussion: Below are donations received during the month of April.

Individual/Organization	Amount/Item	Purpose	Building
Scott Hopper	\$999.00	District Instrumental Programs	District Instrumental Programs
Gail Martin	\$1,000.00	trumpet and Trombone	District Instrumental Programs

The District 41 administration and staff are incredibly grateful to everyone who donates to our district in support of student events, field trips, and special experiences throughout the school year. We also want to recognize and thank those who have donated musical instruments, helping to enrich our arts programs and give more students the chance to explore their talents. A huge thank you goes out to the many PTA groups who work so hard to raise funds with these goals in mind—it truly makes a difference. The support helps create memorable, meaningful opportunities for our students at every grade level and across all our schools. We appreciate the PTA's collaboration and thoughtful input as we continue to shape processes that ensure the student experiences are not only fun but also impactful and unique.

Recommendation: The administration recommends that the Board formally accept this generous donation.

**Glen Ellyn School District 41
FOIA Report
May 1 - May 30, 2025**

Date Received	Date of Response	Request Summary	FOIA Officer Time	Admin Time	Attorney Contacted
05.08.25	05.13.25	<p><u>Request:</u> Abbas Khan requested: "All purchasing records from 01/01/2022 to date for all purchases from your record keeping system with the following details"</p> <ul style="list-style-type: none"> · Vendor Number or Vendor ID · Vendor Name · Identifier for each purchase, such as purchase order number(PO#) or, alternatively, an invoice or check number · Purchase Date · Line item details or description of each purchase · Line item quantity · Line Item price <p><u>Response:</u> Unduly burdensome</p> <p><u>Appeal:</u> None</p>	2hr	1hr	yes
05.16.25	5.20.25	<p><u>Request:</u> Abbas Khan requested: "All purchasing records from 01/01/2022 to date for all purchases from your record keeping system with the following details" "Request then narrowed to " Jan 1, 2022 to present day"</p> <ul style="list-style-type: none"> · Vendor Number or Vendor ID · Vendor Name · Identifier for each purchase, such as purchase order number(PO#) or, alternatively, an invoice or check number · Purchase Date · Line item details or description of each purchase · Line item quantity · Line Item price <p><u>Response:</u> Responsive information provided</p> <p><u>Appeal:</u> None</p>	2hr	1hr	YES

05.21.25	05.29.2025	<p><u>Request:</u> Mike Vichich requested: all purchase orders issued by the Glen Ellyn School District 41 from January 1, 2020, through March 31, 2025, across all departments.</p> <p>For each purchase order, please include:</p> <ul style="list-style-type: none"> - Contract number or purchase order number (or comparable identifier such as invoice, check number, or internal ID) - Purchase date - Vendor details (name, ID, address, contact person, email address) - Line item description - Line item quantity - Line item price/amount - Contract start and end dates (if applicable) - Contract signatory (if available) - Yes / No for competitive process. If not, please indicate reason <p>Additional clarifications:</p> <ul style="list-style-type: none"> - If vendor names are represented by codes, please provide the vendor list matching those codes. - Providing raw electronic purchase orders without additional compilation is acceptable if more convenient. - Electronic records are preferred, without copying, scanning, or printing. - If this request has reached the wrong department, please forward it to the appropriate individual and inform me of their contact information. - Should you deny any part of this request, please specify your reasoning clearly, citing relevant exemptions under Illinois Freedom of Information Act (5 ILCS 140), and release any segregable, non-exempt portions. <p><u>Response:</u> Denied district is not in possession of a report responsive to request</p> <p><u>Appeal:</u> None at this time</p>	2hr	1hr	YES
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05.22.25	Extended 05.30.25	<p><u>Request:</u> Stephanie Clark requested: <i>"All names, applications and information submitted by those who applied in 2025 to fill the board vacancy left by Jessica Buttmer"</i>.</p> <p><u>Response:</u> Extension issued.</p> <p><u>Appeal:</u> NA</p>	.5 hr	0hr	Yes
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ISDLAF+ Monthly Statement

Glen Ellyn School District #41

Current Portfolio

5/31/2025

Type	Code	Holding Id	Trade Date	Settle Date	Maturity Date	Description	Cost	Rate	NAV	Face/Par	Market Value
LIQ				05/31/2025		LIQ Account Balance	\$1,064,661.82	4.209%	\$1.000	\$1,064,661.82	\$1,064,661.82
MAX				05/31/2025		MAX Account Balance	\$11,984,191.92	4.225%	\$1.000	\$11,984,191.92	\$11,984,191.92
							\$13,048,853.74			\$13,048,853.74	\$13,048,853.74

Time and Dollar Weighted Average Portfolio Yield: n/a

Weighted Average Portfolio Maturity: n/a

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated using "Market Value" and are only based on the fixed rate investments.

Portfolio Summary

Type	Allocation (%)	Allocation (\$)	Description
LIQ	8.159%	\$1,064,661.82	LIQ Account
MAX	91.841%	\$11,984,191.92	MAX Account

Index

Cost is comprised of the total amount you paid for the investment including any fees and commissions.

Rate is the average monthly rate for liquid investments or the rate on the last business day of the month for SDA investments or the yield to maturity or yield to worst for fixed term investments.

Face/Par is the amount received at maturity for fixed rate investments.

Market Value reflects the market value as reported by an independent third-party pricing service. Certificates of Deposit and other assets for which market pricing is not readily available from a third-party pricing service are listed at "Cost".



Report: Glen Ellyn Accounting
 Account: 53-Glen Ellyn SD #41 (96403)
 As of: 05/31/2025

Settle Date	CUSIP	Description	Coupon Rate	Final Maturity	Coupon Frequency	Face Amount	Original Cost Basis
---	60934N104	FEDERATED HRMS GV O INST	4.190	05/31/2025	---	9,313,829.38	9,313,829.38
---	91282CLX7	UNITED STATES TREASURY	4.125	11/15/2027	Semi-Annual	1,750,000.00	1,746,418.75
06/15/2022	91282CEU1	UNITED STATES TREASURY	2.875	06/15/2025	Semi-Annual	600,000.00	592,770.00
07/25/2022	32022RRW9	1st Financial Bank USA	3.050	07/25/2025	Monthly	245,000.00	245,000.00
07/28/2022	95001DC40	WELLS FARGO & CO	4.500	07/28/2025	Semi-Annual	250,000.00	250,000.00
08/17/2022	14042RTQ4	Capital One, National Association	3.300	08/18/2025	Semi-Annual	245,000.00	245,000.00
08/17/2022	14042TJL2	Capital One, National Association	3.300	08/18/2025	Semi-Annual	245,000.00	245,000.00
09/02/2022	91282CFE6	UNITED STATES TREASURY	3.125	08/15/2025	Semi-Annual	250,000.00	247,390.00
09/15/2022	17330RAA3	CTIGROUP GLOBAL MARKETS HOLDINGS INC	4.600	09/15/2025	Semi-Annual	250,000.00	250,000.00
10/20/2022	3133ENUJ32	FEDERAL FARM CREDIT BANKS FUNDING CORP	4.500	10/20/2025	Semi-Annual	500,000.00	501,390.95
01/18/2023	795451CR2	Sallie Mae Bank	4.400	01/20/2026	Semi-Annual	245,000.00	245,000.00
01/19/2023	90355GAM8	UBS Bank USA	4.350	01/20/2026	Monthly	245,000.00	245,000.00
01/20/2023	27002YFL5	EagleBank	4.500	07/21/2025	Monthly	245,000.00	245,000.00
02/02/2023	61768ENY5	Morgan Stanley Private Bank, National Association	4.250	02/02/2026	Semi-Annual	245,000.00	245,000.00
02/02/2023	61690UY20	Morgan Stanley Bank, N.A.	4.250	02/02/2026	Semi-Annual	245,000.00	245,000.00
02/08/2023	3130ATUC9	FEDERAL HOME LOAN BANKS	4.500	12/12/2025	Semi-Annual	500,000.00	505,260.00
02/13/2023	3133EPAQR	FEDERAL FARM CREDIT BANKS FUNDING CORP	4.125	02/13/2026	Semi-Annual	500,000.00	500,345.00
03/14/2023	800364EX5	Sandy Spring Bank	4.900	03/16/2026	Semi-Annual	245,000.00	245,000.00
03/17/2023	66736ACE7	Northwest Bank	5.000	03/17/2026	Monthly	245,000.00	245,000.00
03/17/2023	05580AW91	BMW Bank of North America	4.950	03/17/2026	Semi-Annual	245,000.00	245,000.00
03/17/2023	564759SD1	Manufacturers and Traders Trust Company	4.950	03/17/2026	Semi-Annual	245,000.00	245,000.00
03/23/2023	02007GM42	Ally Bank	5.050	03/23/2026	Semi-Annual	245,000.00	245,000.00
03/24/2023	82669LKF9	Signature Bank of Arkansas	5.100	09/24/2025	Monthly	245,000.00	245,000.00
03/24/2023	23204HN99	Customers Bank	5.050	03/24/2026	Semi-Annual	245,000.00	245,000.00
03/24/2023	12547CAU2	CIBC Bank USA	5.000	03/24/2026	Semi-Annual	245,000.00	245,000.00
03/30/2023	910286GB3	United Fidelity Bank, Fsb	5.000	03/30/2026	Monthly	185,000.00	185,000.00
04/19/2023	73317ABZ4	Popular Bank New York Branch	4.500	04/16/2026	Quarterly	245,000.00	245,000.00
04/19/2023	064455AU2	Bank of Pontiac	4.500	04/20/2026	Semi-Annual	245,000.00	245,000.00
04/21/2023	549104D38	Luana Savings Bank	4.450	10/21/2025	Semi-Annual	245,000.00	245,000.00
05/08/2023	72345SLN9	Pinnacle Bank	4.600	05/08/2026	Semi-Annual	245,000.00	245,000.00
05/09/2023	05600XQB9	BMO BANK NATIONAL ASSOCIATION	4.600	05/08/2026	Semi-Annual	245,000.00	245,000.00
05/10/2023	065427AE6	Bank of Utah	4.500	05/11/2026	Monthly	100,000.00	100,000.00
05/11/2023	32116QB4	First National Bank of Middle Tennessee	4.500	05/11/2026	Semi-Annual	245,000.00	245,000.00
07/21/2023	174178AC7	The Citizens Bank of Philadelphia	4.750	07/21/2026	Monthly	240,000.00	240,000.00
07/26/2023	43708WKG8	Home Federal Savings Bank	4.750	07/27/2026	Semi-Annual	200,000.00	200,000.00
09/20/2023	02589AF31	American Express National Bank	5.000	09/21/2026	Semi-Annual	245,000.00	245,000.00
09/21/2023	32026UZ58	First Foundation Bank	5.000	09/21/2026	Semi-Annual	245,000.00	245,000.00
09/22/2023	8562853R0	State Bank of India - New York Branch	5.050	09/22/2026	Semi-Annual	245,000.00	245,000.00
09/26/2023	227563EA7	Cross River Bank	5.000	09/28/2026	Semi-Annual	245,000.00	245,000.00
09/27/2023	024263DB8	American Bank & Trust Company Inc.	5.150	03/27/2026	Semi-Annual	245,000.00	245,000.00
09/29/2023	061785FM8	The Bank of Deerfield	5.000	09/29/2026	Monthly	245,000.00	245,000.00
09/29/2023	501798VG4	Milestone Bank	5.000	09/29/2026	Semi-Annual	245,000.00	245,000.00
09/29/2023	319267LD0	First Bank Richmond	5.150	03/30/2026	Semi-Annual	245,000.00	245,000.00
10/04/2023	59013KXD3	Merrick Bank	5.000	10/05/2026	Monthly	245,000.00	245,000.00
10/16/2023	68405VAV1	Optum Bank, Inc.	5.150	04/16/2026	Semi-Annual	245,000.00	245,000.00
10/20/2023	666613MJ0	Northpointe Bank	5.100	10/20/2026	Monthly	245,000.00	245,000.00
11/30/2023	65344AAC9	NexTier Bank, NA	5.000	12/01/2025	Monthly	245,000.00	245,000.00
12/06/2023	02519ACD7	AMERICAN COMMERCIAL BANK & TRUST NA	5.000	12/08/2025	Monthly	245,000.00	245,000.00
12/08/2023	76883EAM3	Rivers Edge Bank	5.050	12/08/2025	Monthly	245,000.00	245,000.00
12/15/2023	320055CY0	First Credit Bank	5.000	06/13/2025	Monthly	100,000.00	100,000.00
02/05/2024	05584CLF1	BNY Mellon, National Association	4.050	02/05/2027	Semi-Annual	245,000.00	245,000.00
02/07/2024	32021JKL9	First Federal Savings Bank	4.100	02/08/2027	Monthly	245,000.00	245,000.00
02/09/2024	13135NCG3	CalPrivate Bank	4.100	02/09/2027	Monthly	245,000.00	245,000.00
02/09/2024	88054RBZ2	Tennessee State Bank	4.150	02/09/2027	Semi-Annual	245,000.00	245,000.00
02/14/2024	42236XBD6	Heartland Bank	4.150	02/12/2027	Monthly	245,000.00	245,000.00
02/16/2024	90385LDU0	Ultima Bank Minnesota	4.100	02/16/2027	Monthly	245,000.00	245,000.00
03/05/2024	919853KS9	Valley National Bank	4.600	03/05/2027	Semi-Annual	245,000.00	245,000.00
11/21/2024	91282CFK8	UNITED STATES TREASURY	4.625	11/15/2026	Semi-Annual	750,000.00	756,675.00
11/21/2024	91282CFM8	UNITED STATES TREASURY	4.125	09/30/2027	Semi-Annual	750,000.00	749,700.00
11/21/2024	91282CKR1	UNITED STATES TREASURY	4.500	05/15/2027	Semi-Annual	750,000.00	756,150.00
11/21/2024	91282CFU0	UNITED STATES TREASURY	4.125	10/31/2027	Semi-Annual	750,000.00	749,700.00
11/21/2024	91282CKE9	UNITED STATES TREASURY	4.250	03/15/2027	Semi-Annual	750,000.00	751,575.00
11/21/2024	91282CKZ3	UNITED STATES TREASURY	4.375	07/15/2027	Semi-Annual	1,500,000.00	1,508,250.00
11/21/2024	91282CKJ9	UNITED STATES TREASURY	4.500	04/15/2027	Semi-Annual	750,000.00	755,925.00
11/21/2024	91282CJP7	UNITED STATES TREASURY	4.375	12/15/2026	Semi-Annual	750,000.00	753,300.00
02/13/2025	91282CMB4	UNITED STATES TREASURY	4.000	12/15/2027	Semi-Annual	1,000,000.00	993,359.38
02/18/2025	91282CMN8	UNITED STATES TREASURY	4.250	02/15/2028	Semi-Annual	1,000,000.00	1,000,000.00
02/27/2025	3130AVXG2	FEDERAL HOME LOAN BANKS	4.000	05/23/2028	Semi-Annual	1,000,000.00	993,950.23
03/21/2025	3135GAVU2	FEDERAL NATIONAL MORTGAGE ASSOCIATION	4.000	10/07/2027	Semi-Annual	1,000,000.00	998,000.00
03/25/2025	38150VSP1	Goldman Sachs Bank USA	4.000	03/27/2028	Semi-Annual	245,000.00	245,000.00
04/08/2025	36039GW1	FULTON MASON & KNOX CNTY ILL CMNTY COLLEGE DIST NO	1.900	12/01/2027	Semi-Annual	800,000.00	758,176.00
05/30/2025	91159XCS2	U.S. BANCORP	4.550	05/30/2028	Semi-Annual	1,000,000.00	1,000,000.00
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Monthly Summary Report Overview Revenue & Expenditures May 2025

Attached please find an updated spreadsheet demonstrating the current year's month and fiscal year to date revenues and expenditures versus the previous fiscal year. This updated presentation will hopefully provide the board with greater clarity when reviewing the monthly results of operations. The results will be summarized below.

Revenues:

To date, expressed as a percent of the district budget, revenues received year to date are 94.38% versus 60.73% of the budget from a year ago.

Revenues are greater in the areas of:

- Property Taxes (56.26% versus 55.37%)
- Food Services (94.91% versus 75.39%)

Revenues are less in the areas of:

- Personal Property Taxes (48.07% versus 47.13%)
- Tuition (64.81% versus 81.63%)
- Field Trip/Bus Fees (100.00% versus 100.00%)
- Interest Earnings (118.45% versus 174.56%)
- Student Fees (84.53% versus 88.51%)
- Donations/Misc Revenue (83.62% versus 134.59%)
- Unrestricted State Funds (90.82 versus 90.96%)
- Restricted State Funds (84.08% versus 110.84%)
- Fund Transfers (2253.85% versus 100%)

Expenditures:

To date, expressed as a percent of the district budget, expenditures year to date are 102.36% versus 82.88% of the budget from a year ago.

Expenditures are greater in the areas of:

- Supplies/Materials (88.69% versus 67.84%)
- Capital Outlay (64.39% versus 58.40%)
- Dues & Fees (100.35% versus 55.73%)
- Fund Transfers (2253.85% versus 222.04%)

Expenditures are less in the areas of:

- Salaries (82.43% versus 83.60%)
- Benefits (88.69% versus 92.31%)
- Purchased Services (89.91% versus 95.64%)
- Principal/Interest Payments (100% versus 100%)
- Tuition (107.6% versus 123.25%)

Glen Ellyn School District 41
Monthly Revenue/Expenditure Summary Report
Comparing May 2025 Fiscal Year to Date to May 2024

Revenues

Function	Category	May-24	Fiscal Year to Date April 2024	Revenue Budget 2023-2024	Percent of Budget Received	May-25	Fiscal Year to Date April 2025	Revenue Budget 2024-2025	Comparing January 2023 Fiscal Year to Date to January 2024
All Funds									
1100	Property Taxes	\$4,551,593	\$30,601,752	\$55,267,947	55.37%	\$4,733,944	\$32,542,877	\$57,847,932	56.26%
1200	Personal Property Taxes	\$ 401,341	\$2,316,026	\$2,837,216	81.63%	\$340,093	\$1,535,733	\$2,369,560	64.81%
1300	Tuition	\$2,350	\$74,197	\$65,000	114.15%	\$863	\$72,300	\$71,500	101.12%
1400	Field Trip/Bus Fees	\$0	\$0	\$0	100.00%	\$0	\$0	\$0	100.00%
1500	Interest Earnings	\$196,581	\$2,835,536	\$1,624,400	174.56%	\$220,943	\$3,223,468	\$2,721,450	118.45%
1600	Food Services	\$35,571	\$395,808	\$525,000	75.39%	\$28,827	\$427,093	\$450,000	94.91%
1700	Student Fees	\$2,311	\$307,904	\$347,875	88.51%	\$1,980	\$278,012	\$328,900	84.53%
1900	Donations/Misc Revenue	\$1,402	\$188,174	\$139,812	134.59%	\$450	\$126,253	\$150,980	83.62%
3000	Unrestricted State Funds	\$239,670	\$2,398,035	\$2,636,360	90.96%	\$239,940	\$2,399,733	\$2,642,402	90.82%
3100	Restricted State Funds	\$95,932	\$1,703,696	\$1,537,012	110.84%	\$2,790	\$1,513,587	\$1,800,212	84.08%
4000	Federal Funds	\$21,949	\$2,547,926	\$1,808,593	140.88%	\$320,348	\$1,741,957	\$1,590,518	109.52%
7000	Fund Transfers	\$0	\$6,850,000	\$6,850,000	100.00%	\$0	\$29,300,000	\$1,300,000	2253.85%
Grand Total		\$5,548,698	\$50,219,056	\$73,639,215	68.20%	\$5,890,178	\$73,161,012	\$71,273,454	102.65%

Expenditures

Object		May-24	Fiscal Year to Date April 2024	Expenditure Budget 2023-2024	Percent of Budget Expended	May-25	Fiscal Year to Date April 2025	Expenditure Budget 2023-2024	Percent of Budget Expended
All Funds									
100	Salaries	\$3,143,381	\$29,652,718	\$35,467,866	83.60%	\$3,240,810	\$31,147,465	\$37,785,125	82.43%
200	Benefits	\$699,905	\$6,749,121	\$7,311,045	92.31%	\$754,876	\$7,453,185	\$8,403,459	88.69%
300	Purchased Services	\$394,116	\$6,062,624	\$6,338,994	95.64%	\$809,629	\$8,068,244	\$8,973,475	89.91%
400	Supplies/Materials	\$396,674	\$2,222,453	\$3,275,897	67.84%	\$411,379	\$3,721,952	\$4,196,735	88.69%
500	Capital Outlay	\$22,997	\$3,856,084	\$6,602,862	58.40%	\$1,830,409	\$16,501,302	\$25,628,264	64.39%
640-642	Dues & Fees	(\$78)	\$38,053	\$68,287	55.73%	\$3,892	\$61,465	\$61,250	100.35%
610/620	Principal/Interest Payments	\$0	\$1,759,913	\$1,759,913	100.00%	\$0	\$1,757,413	\$1,757,412	100.00%
670/690	Tuition	\$420,337	\$2,600,649	\$2,110,000	123.25%	\$924,211	\$3,106,766	\$2,887,338	107.60%
660/666	Fund Transfers	\$0	\$6,850,000	\$3,085,000	222.04%	\$ -	\$29,300,000	\$1,300,000	2253.85%
Grand Total		\$5,077,332	\$59,791,615	\$66,019,864	90.57%	\$7,975,207	\$101,117,790	\$90,993,058	111.13%

School District Payment Order

The Treasurer of Glen Ellyn School District 41 in DuPage County, has paid or shall pay to the order of the attached list of vendors for accounts payable and payroll liability checks the sum of \$5,432,008.83 for the period of May 14, 2025 through June 10, 2025.

This order authorizes the Treasurer to pay board-approved bills before the meeting minutes are officially approved.

By order of the School Board of Glen Ellyn District 41.

Order Date: June 16, 2025

President

Secretary

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	AMOUNT	DESCRIPTION
568072	05/16/2025	NEUCO	-447.01	HVAC REPAIRS
568147	05/15/2025	AFSCME	1,853.49	Multiple Invoices
568148	05/16/2025	NEUCO	162.13	Multiple Invoices
568149	05/16/2025	GARCIA, RAYMUNDO	90.72	MILEAGE REIMBUR APRIL
568150	05/16/2025	HUNT, RUSSEL	148.00	Soccer ref 5/8
568151	05/16/2025	IDENTITY GRAPHICS, L	360.00	Kindergarten Center lanyards
568152	05/16/2025	KONICA MINOLTA BUSIN	2,805.24	Multiple Invoices
568153	05/16/2025	SAMMARCO, NICOLA	148.00	Soccer Ref 5/9
568154	05/16/2025	SHALANKO, JOHN	148.00	Soccer ref 5/9
568155	05/19/2025	BRIDGES FOR LANGUAGE	575.70	Translation services
568156	05/19/2025	COOK CENTER FOR HUMA	16,500.00	Parent Coaching
568157	05/20/2025	COMMONWEALTH EDISON	154.71	CH ELECTRIC 04/11-05/13/25
568158	05/20/2025	DEKALB HUNTLEY	300.00	Wrestling tournament fee for January 11, 2025.
568158	05/28/2025	DEKALB HUNTLEY	-300.00	Wrestling tournament fee for January 11, 2025.
568159	05/20/2025	DUPAGE ROE	1,500.00	Multiple Invoices
568160	05/20/2025	FOX BOWL	739.50	4th Grade Field Trip
568161	05/20/2025	ILLINOIS ASSN OF SCH	125.00	Invoice 462988- Board reference materials; New Board Member training - Becker INvoice 463567 = Board member training - Martelli
568162	05/20/2025	NEXTERA ENERGY SERVI	40.83	GAS 04/01-04/30/2025
568163	05/20/2025	NICOR GAS	2,507.80	Multiple Invoices
568164	05/20/2025	WASTE MANAGEMENT WES	3,163.43	DISPOSAL SERVICES - MAY
568165	05/23/2025	AISLE	20.00	Monarch and Bluestem award website. https://aisled.org/readers-choice-registration/
568166	05/23/2025	CORRECT ELECTRIC	16,809.00	Sound system replacement for Hadley's gym B
568167	05/23/2025	GARCIA, RAYMUNDO	104.09	MILEAGE REIMBURSE March
568168	05/23/2025	ILLINOIS ASSN OF SCH	225.00	Invoice 462988- Board reference materials; New Board Member training - Becker INvoice 463567 = Board member training - Martelli
568169	05/23/2025	ILLINOIS STATE POLIC	216.00	Background checks 4.25
568170	05/23/2025	JOHN J LUKANCIC MIDD	300.00	Wrestling tournament fee for 2/8/25 at Lukancic Middle School in Romeoville.
568171	05/23/2025	KAESER & BLAIR/SCHOO	1,813.57	Multiple Invoices
568172	05/23/2025	LEXIA LEARNING SYSTE	390.90	Multiple Invoices
568173	05/23/2025	LIBERTY JUNIOR HIGH	275.00	tournament fee for JV wrestling team
568174	05/23/2025	MARQUARDT SCHOOL DIS	389.50	HOMELESS TRANSPORTATION - ██████████
568175	05/23/2025	MOGK, NANCY	150.00	student board member gifts
568176	05/23/2025	ROBERTS, WILLIAM	45.64	MILEAGE REIMBURSEMENT
568177	05/23/2025	RUSH DAY SCHOOL	8,036.00	Outplacement Tuition
568178	05/30/2025	AFSCME	1,853.49	Multiple Invoices
568179	05/30/2025	DIRECT ENERGY BUSINE	24,563.64	Multiple Invoices
568180	05/30/2025	NICOR GAS	31.67	1N253 BLOOMINGDALE GAS 04/17-05/19/25
568181	05/30/2025	WHEATON COLLEGE	526.50	WHEATON A/V MEDIA FOR HADLEY

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	AMOUNT	DESCRIPTION
				GRADUATION 6/3/2025
568182	06/04/2025	ELITE BRANDING LLC	1,865.20	V-ball uniforms
568183	06/06/2025	INSPIRED DESIGN LLC	20,871.59	Indoor play pieces for the kindergarten center. Inspired Design LLC 1712 Pioneer Ave. Suite 115 Cheyenne, WY 82001 888-424-5855
568184	06/10/2025	A RELIABLE PRINTING	693.20	Programs for Hadley Graduation
568185	06/10/2025	ACQUA CONTRACTORS CO	7,832.59	Emergency repair for broken water line at Hadley 2-11-2025
568186	06/10/2025	AHS STAFFING, LLC	5,018.54	Multiple Invoices
568187	06/10/2025	ALTORFER POWER SYSTE	1,296.44	Generator Repair at CSO #50894-1
568188	06/10/2025	AMERGIS HEALTHCARE S	8,820.00	Multiple Invoices
568189	06/10/2025	AMERICAN TAXI DISPAT	13,503.75	Multiple Invoices
568190	06/10/2025	AMITA GLENOAKS SCHOO	14,394.46	Multiple Invoices
568191	06/10/2025	ASTOUND	27.16	B&G UTILITY FEE ACCT #0201-4167628-01
568192	06/10/2025	AUTOMATIC BUILDING C	2,245.00	HVAC REPAIRS
568193	06/10/2025	BATTERIES PLUS	182.04	Multiple Invoices
568195	06/10/2025	BOB'S DAIRY SERVICE	2,255.70	Multiple Invoices
568196	06/10/2025	BOOKSTORE LTD, THE	75.56	Books
568197	06/10/2025	BRITTEN SCHOOL	14,282.55	Multiple Invoices
568198	06/10/2025	BUSINESS SOLVER	2,541.25	HSA Bank File Feed
568199	06/10/2025	CAREY ELECTRIC CONTR	274,500.00	FQC #576 PAYMENT #12
568200	06/10/2025	CLARE WOODS ACADEMY	8,328.39	Outplacement Tuition
568201	06/10/2025	CLIENTFIRST CONSULTI	843.75	Client First Consulting PON site visit and testing Invoice# 18239
568202	06/10/2025	COKER SERVICE INC	1,506.62	US COOLER REPAIR
568203	06/10/2025	COMMERCIAL MECHANICA	173,543.00	FQC #576 PAYMENT #12
568204	06/10/2025	COMMUNITY UNIT SCHL	1,612.50	HOMELESS TRANSPORTATION
568205	06/10/2025	COMPASS HEALTH CENTE	480.00	Hospital Tutoring
568206	06/10/2025	COMPLETE FENCE	32,150.00	Fencing for FDK project.
568207	06/10/2025	CONSOLIDATED FLOORIN	49,448.00	Multiple Invoices
568208	06/10/2025	CORRECT ELECTRIC	30,462.48	Multiple Invoices
568209	06/10/2025	CORRECT MONITORING S	2,700.00	MONITORING 7/1-9/30/25
568210	06/10/2025	CRISIS PREVENTION IN	4,699.00	Professional Development
568211	06/10/2025	CT MECHANICAL LLC	42,478.00	Multiple Invoices
568212	06/10/2025	DEMCO	208.94	library supplies
568213	06/10/2025	DOHERTY CONSTRUCTION	38,986.00	FQC #576 PAYMENT #12
568214	06/10/2025	DOLLAMUR SPORT SURFA	25,684.00	Multiple Invoices
568215	06/10/2025	DOTY & SONS CONCRETE	10,856.00	8 trash, and 8 Recycling containers for CH FDK Including delivery Doty & Sons 1275 East State Street Sycamore, IL 60178 800-233-3907 fx 815-895-8035
568216	06/10/2025	DREISILKER ELECTRIC	49.08	HVAC REPAIRS
568217	06/10/2025	DUPAGE FEDERATION ON	1,354.26	translation services for paril
568218	06/10/2025	E&K OF CHICAGO INC	117,675.00	FQC #576 PAYMENT #12
568219	06/10/2025	ELENS & MAICHIN ROOF	116,944.00	FQC #576 PAYMENT #12
568220	06/10/2025	ELIM CHRISTIAN SERVI	12,261.69	Outplacement Tuition

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	AMOUNT	DESCRIPTION
568221	06/10/2025	ENABLING DEVICES	221.95	sensory tube and ball
568222	06/10/2025	ENCOURAGING ARTS INC	1,227.00	Logo for Hadley stairs
568223	06/10/2025	EXTRA SPACE STORAGE	1,151.00	STORAGE RENTAL #1019
568224	06/10/2025	EXTRA SPACE STORAGE	934.00	STORAGE RENTAL #1033
568225	06/10/2025	FACS	5,418.00	Multiple Invoices
568226	06/10/2025	FERGUSON	12.23	SUPPLIES
568227	06/10/2025	FITNESS FINDERS	322.83	Shoe tokens for 5 min/run walk contest
568228	06/10/2025	FOLLETT SOFTWARE, LL	134.45	Book supplies
568229	06/10/2025	FOLLETT CONTENT SOLU	2,128.80	Multiple Invoices
568230	06/10/2025	FQC	107,136.00	FQC #576 PAYMENT #12
568231	06/10/2025	FRANCZEK RADELET	8,128.00	Multiple Invoices
568232	06/10/2025	G.P. MAINTENANCE SER	30,204.00	FQC #576 PAYMENT #12
568233	06/10/2025	GARCIA, RAYMUNDO	91.42	MILEAGE REIMBURSEMENT MAY
568234	06/10/2025	GIANT STEPS	24,954.60	Outplacement Tuition
568235	06/10/2025	HARGRAVE BUILDERS IN	316,204.00	FQC #576 PAYMENT #12
568236	06/10/2025	HELPING HAND CENTER	6,522.39	Outplacement Tuition
568237	06/10/2025	HOWARD INDUSTRIES, I	9,200.00	Howard Technology Juniper AI integration CHKinder Quote# TT12 1514657.00
568238	06/10/2025	HYDE PARK DAY SCHOOL	15,970.20	Outplacement Tuition
568239	06/10/2025	IDENTATRONICS C/O BA	560.38	Prox card reorder
568240	06/10/2025	IDENTITY GRAPHICS, L	1,868.00	Multiple Invoices
568241	06/10/2025	IMAGINE NATION, LLC	18,411.00	Indoor slide for the CH FKd Imagine Nation, LLC Westchester, IL 60154 847-640-0904
568242	06/10/2025	IMPERIAL DADE	891.00	Multiple Invoices
568243	06/10/2025	IPSD 204	1,082.22	HOMELESS TRANSPORTATION
568244	06/10/2025	JOSTENS	1,400.60	Diplomas
568245	06/10/2025	K & K IRON WORKS LLC	142,979.00	Multiple Invoices
568246	06/10/2025	KAGAN & GAINES INC	7,377.97	Multiple Invoices
568247	06/10/2025	KEYGUARD ASSISTIVE T	79.96	Speech Supplies
568248	06/10/2025	KIRK, STACIE	300.00	Professional Development
568249	06/10/2025	KONICA MINOLTA BUSIN	4,086.00	Multiple Invoices
568250	06/10/2025	LA FORCE	15,979.00	FQC #576 PAYMENT #12
568251	06/10/2025	LAB AIDS INC	800.00	Math Materials
568252	06/10/2025	LANDSCAPE STRUCTURES	91,820.00	Installation of PIP surfacing for the kindergarten's last playground area 2,658 sq. ft. Sourcewell # 010521
568254	06/10/2025	LARSON EQUIPMENT & F	262,205.56	Multiple Invoices
568255	06/10/2025	LAUREATE DAY SCHOOL	15,104.76	Outplacement Tuition
568256	06/10/2025	LEARNWELL	331.18	Multiple Invoices
568257	06/10/2025	LITTLE FRIENDS CNT F	4,826.64	Outplacement Tuition
568258	06/10/2025	MARQUARDT SCHOOL DIS	348.50	HOMELESS TRANSPORTATION
568259	06/10/2025	METRO PREP	7,679.54	Outplacement Tuition
568260	06/10/2025	NICOR GAS	2,133.20	Multiple Invoices
568261	06/10/2025	OFFICE DEPOT	121.93	Packing Tape
568262	06/10/2025	OLIVE GROVE LANDSCAP	35,364.00	Multiple Invoices
568263	06/10/2025	OPENTEXT	123.66	OpenText May 2025 Invoice# 2506870717
568264	06/10/2025	ORKIN LLC	4,576.00	Multiple Invoices
568265	06/10/2025	PACE SYSTEMS INC	51,657.00	Multiple Invoices
568266	06/10/2025	PALMER HAMILTON LLC	34,241.00	Cafeteria tables for CH FDK
568267	06/10/2025	PARKWAY FORMING	18,000.00	FQC #576 PAYMENT #12

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	AMOUNT	DESCRIPTION
568268	06/10/2025	PHAXIS, LLC	8,330.00	Multiple Invoices
568269	06/10/2025	PITNEY BOWES GLOBAL	872.31	EQUIP LEASE 3/30-6/29/25
568270	06/10/2025	PRIME ARCHITECTURAL	460,026.00	FQC #576 PAYMENT #12
568271	06/10/2025	PROFESSIONAL PAVING	26,468.00	Multiple Invoices
568272	06/10/2025	PROUDLY BILINGUAL BO	791.97	BPAC guest speaker
568273	06/10/2025	QUEST FOOD MANAGEMEN	75,292.21	Multiple Invoices
568274	06/10/2025	QUINLAN & FABISH MUS	480.00	Multiple Invoices
568275	06/10/2025	ROBERTS, WILLIAM	33.04	MILEAGE REIMBURSEMENT
568276	06/10/2025	ROSCOE CO	1,230.64	Multiple Invoices
568277	06/10/2025	RUSSO POWER EQUIPMEN	4,840.00	Kubota aerator
568278	06/10/2025	SAFEWAY TRANSPORTATI	516,914.34	Multiple Invoices
568279	06/10/2025	SCHOLASTIC	159.28	Scholastic
568280	06/10/2025	SCHOOL HEALTH	108.89	Gym Supplies Please Order!
568281	06/10/2025	SCHOOL SPECIALTY, LL	7,577.97	Multiple Invoices
568282	06/10/2025	SEAL OF ILLINOIS	7,119.40	Outplacement Tuition
568283	06/10/2025	SHERWIN WILLIAMS CO	647.17	SUPPLIES
568284	06/10/2025	SHRED-IT	2,054.32	MAY DISPOSAL
568285	06/10/2025	SOUND INC	572.50	RAULAND ICS - SYSTEM SERVICE
568286	06/10/2025	SOUTH SIDE CONTROL S	41.25	HVAC REPAIR
568287	06/10/2025	SPECIAL EDUCATION SE	5,057.01	Outplacement Tuition
568288	06/10/2025	STAPLES ADVANTAGE	329.94	Multiple Invoices
568289	06/10/2025	T-MOBILE	537.18	CELL PHONES 04/21-05/20/25
568290	06/10/2025	THE DAVEY TREE EXPER	6,475.00	Multiple Invoices
568291	06/10/2025	THERMOSYSTEMS	1,255.00	HVAC REPAIRS
568292	06/10/2025	TRANE	1,657.00	HVAC REPAIR
568293	06/10/2025	TSI COMMERCIAL FLOOR	15,291.00	FQC #576 PAYMENT #12
568294	06/10/2025	UNITED RADIO COMMUNI	8,665.00	Multiple Invoices
568295	06/10/2025	VILLAGE OF GLEN ELLY	7,357.15	Multiple Invoices
568296	06/10/2025	VT SERVICES INC	1,140.00	Multiple Invoices
568297	06/10/2025	WAREHOUSE DIRECT	8,086.36	Multiple Invoices
568298	06/10/2025	WASTE MANAGEMENT WES	3,273.43	DISPOSAL SERVICES - JUNE
568299	06/10/2025	WEPA LIBROS LLC	675.00	Professional development guest speaker
568300	06/10/2025	WIESBROOK SHEET META	15,853.00	FQC #576 PAYMENT #12
568301	06/10/2025	WIGHT & COMPANY	51,963.52	FDK CENTER - CH
568302	06/10/2025	WILSON LANGUAGE TRAI	750.00	Professional Development
568303	06/10/2025	██████████	136.00	REFUND OF FEES
568304	06/10/2025	ZIONS FIRST NATIONAL	450.00	ANNUAL PAYING AGENT FEE
568305	06/10/2025	AMAZON CAPITAL SERVI	1,519.22	Multiple Invoices
202400441	05/12/2025	BMO MASTERCARD	24,962.40	BMO STATEMENT 04/20
202400442	05/15/2025	ILL MUNICIPAL RETIRE	41,088.78	Multiple Invoices
202400443	05/15/2025	ILLINOIS DEPT OF REV	65,931.02	Multiple Invoices
202400444	05/15/2025	INTERNAL REV SERVICE	219,047.66	Multiple Invoices
202400445	05/15/2025	T H I S	21,109.78	Multiple Invoices
202400446	05/15/2025	TEACHERS RETIREMENT	130,181.82	Multiple Invoices
202400447	05/15/2025	OMNI	44,324.28	Multiple Invoices
202400448	05/15/2025	EXPERT PAY	847.00	Payroll accrual
202400449	05/15/2025	TEACHERS RETIREMENT	2,939.16	Multiple Invoices
202400450	05/15/2025	WEBSTER BANK, N.A.	7,146.73	Multiple Invoices
202400452	05/15/2025	ILLINOIS DEPT OF REV	0.00	Payroll accrual
202400453	05/15/2025	INTERNAL REV SERVICE	3.48	Multiple Invoices
202400454	05/15/2025	WEBSTER BANK, N.A.	-22.72	Payroll accrual
202400456	05/30/2025	ILL MUNICIPAL RETIRE	41,267.41	Multiple Invoices
202400457	05/30/2025	ILLINOIS DEPT OF REV	62,935.29	Multiple Invoices
202400458	05/30/2025	INTERNAL REV SERVICE	210,196.12	Multiple Invoices
202400459	05/30/2025	T H I S	19,970.15	Multiple Invoices

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	AMOUNT	DESCRIPTION
202400460	05/30/2025	TEACHERS RETIREMENT	123,228.14	Multiple Invoices
202400461	05/30/2025	OMNI	44,264.78	Multiple Invoices
202400462	05/30/2025	EXPERT PAY	847.00	Payroll accrual
202400463	05/30/2025	TEACHERS RETIREMENT	2,839.12	Multiple Invoices
202400464	05/30/2025	WEBSTER BANK, N.A.	7,146.73	Multiple Invoices
202400465	05/28/2025	INTERNAL REV SERVICE	11,834.52	TAXES FOR 06/30/2024, FORM 941
202400466	05/30/2025	EDUCATIONAL BENEFIT	709,791.48	JUN - MEDICAL, DENTAL, LIFE, AD&D
202400467	06/02/2025	EYEMED	4,343.19	VISION - JUNE 2025
202400468	06/01/2025	RELIANCE STANDARD LI	406.78	JUN - VOL LONG TERM DISABILITY
202400469	06/01/2025	RELIANCE STANDARD LI	4,308.98	JUN - LONG TERM DISABILTIY
202400483	06/03/2025	T H I S	3,729.40	EMPLOYER PAY INSURANCE
Totals for checks			5,432,008.83	

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	Education Fund	1,534,151.75	136.00	340,806.92	1,875,094.67
20	Operations & Maintenance Fund	102,368.16	0.00	347,490.41	449,858.57
30	Debt Service Fund	0.00	0.00	450.00	450.00
40	Transportation Fund	444.65	0.00	535,527.06	535,971.71
50	Social Security/Medicare Fund	91,727.41	0.00	0.00	91,727.41
51	Ill Municipal Retirement Fund	50,991.69	0.00	0.00	50,991.69
60	Capital Projects Fund	0.00	0.00	2,427,914.78	2,427,914.78
***	Fund Summary Totals ***	1,779,683.66	136.00	3,652,189.17	5,432,008.83

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

**Glen Ellyn School District 41
Summary of Bills and Payroll
May 2025**

Fund	Expenditures	Payroll	Total Expenditures
Education	\$ 1,434,949	\$ 3,633,873	\$5,068,823
Operations & Maintenance	233,242	230,253	463,495
Debt Service	-	-	-
Transportation	437,215	676	437,891
Social Security	-	79,893	79,893
IMRF	-	50,992	50,992
Capital Projects	1,874,114	-	1,874,114
Working Cash	-	-	-
Tort	-	-	-
TOTAL	\$ 3,979,520	\$ 3,995,686	7,975,207

Glen Ellyn School District 41
Treasurer's Report - Statement of Cash & Investments
May-25

FUND	<i>*Cash & Investment Balance</i>	<i>Revenues</i>	<i>Revenues</i>	<i>Expenditures</i>	<i>Expenditures</i>	<i>Transfers & Adjustments</i>	<i>Cash & Investment Balance</i>	<i>Investments at Cost</i>
	<i>FY24 Beginning Balance</i>	<i>May</i>	<i>July - June</i>	<i>May</i>	<i>July - June</i>	<i>YTD</i>	<i>5/31/2025</i>	<i>(Information Only)</i>
Education	\$65,622,814	\$3,892,843	\$36,824,217	\$5,068,823	\$72,156,763	(\$951,397)	\$29,338,871	\$28,755,000
Operations and Maintenance	\$586,075	\$684,074	\$4,523,094	\$463,495	\$4,686,647	(\$1,463)	\$421,059	\$0
Debt Service	\$1,334,131	\$668,285	\$1,552,608	\$0	\$2,397,289	\$0	\$489,449	\$0
Transportation	\$3,815,469	\$210,040	\$2,005,501	\$437,891	\$3,238,477	(\$175)	\$2,582,319	\$0
Social Security	\$1,550,416	\$118,938	\$761,492	\$79,893	\$788,635	\$0	\$1,523,273	\$0
IMRF	\$1,420,754	\$190,019	\$569,667	\$50,992	\$513,992	\$0	\$1,476,430	\$0
Capital Projects	\$3,217,168	\$118,688	\$26,893,146	\$1,874,114	\$17,335,988	\$0	\$12,774,326	\$0
Working Cash	\$700,010	\$6,919	\$29,386	\$0	\$0	\$0	\$729,396	\$0
Tort	\$22,824	\$372	\$1,902	\$0	\$0	\$0	\$24,725	\$0
Totals	\$78,269,661	\$5,890,178	\$73,161,012	\$7,975,207	\$101,117,790	(\$953,035)	\$49,359,848	\$28,755,000

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

Board Report

Date: June 16, 2025

Title: Resolution to Authorize Payment of Summer Bills

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

Strategic Priority Goal Area 6: Community Partnerships & Engagement: District 41 is dedicated to creating and sustaining community partnerships that enhance education and provide social, emotional and academic support for our students. By creating strong connections with community partners and engaging with all five communities we serve, District 41 prepares each student for a successful future.

Background: In the past, the Board of Education has authorized the treasurer to pay summer bills in July without holding a board meeting. All bills that are paid, based on the board approved payment procedure for summer, will then be presented for formal approval at the next regular Board of Education meeting.

Discussion: As a result of not having a regular board meeting from June 16th to August 18, 2025, the District needs a way to issue payments for outstanding obligations. Without an established process to issue payments, invoices received during late June, July and early August would likely be paid late, possibly subjecting the District to financial penalties.

The procedure to timely issue summer payments is as follows: check registers will be prepared bi-weekly. The business office will email board members the check register on Thursday and ask that board members review the check register and reply to Mr. DePorter with any questions by the following Monday at 9am. Checks will then be released later that Monday unless there are unaddressed concerns presented by the Board.

By adopting the summer pay procedure, the Board will still have advance notice and the opportunity to review and question all payments prior to them being released. The benefit to the District is the ability to avoid late payment fees, while also being a good partner to vendors who have provided goods or services to the District and are awaiting payment.

Other Information: The first round of checks issued with this authorization will be near the end of June as we have many invoices that need to be paid soon after July 1.

Budgetary Funding: This affects the 2024-2025 and 2025-2026 budgets.

Recommendation: The administration recommends that the Board of Education approve the attached resolution giving the Treasurer permission to pay summer bills during the month of July, as outlined above.

**RESOLUTION AUTHORIZING EXECUTION OF CERTAIN PAYMENTS
DURING THE PERIOD OF JUNE 17, 2025 THROUGH JULY 31, 2025**

Be it resolved by the Board of Education of Glen Ellyn School District 41, DuPage County, Illinois as follows:

Section 1: That this Board of Education has approved and does hereby approve the voucher used by its School District Treasurer, all pursuant to the powers granted under the Illinois School Code.

Section 2: That the Treasurer be authorized to execute and sign checks with all required information for the expenditures during the period of June 17, 2025 through the month of July, 2025 only.

Further provided, however, that all such payments shall contain information as required by law in order that the School District Treasurer can make the appropriate disbursements and entries into the records.

Section 3: This resolution shall be in full force and effect upon its adoption.

ADOPTED this 16th day of June, 2025

President, Board of Education

Secretary to the Board of Education

Regular Board Meeting Minutes Hadley Jr. High School May 19, 2025

Call to Order

The May 19, 2025 regular board meeting was called to order at 6:31 p.m. Mr. Estes led in the pledge of allegiance.

Roll Call

The following Board members were in attendance: Jessica Buttmer, Amy Becker, Ted Estes, Chris Martelli and Jason Loebach. Bob Bruno was absent.

Student Board Members: Alessia D'argento, Helen Manak, Tess Reinman.

Also in Attendance: Superintendent Dr. Jeff McHugh, Assistant Superintendent of Human Resources Dr. David Bruno, Assistant Superintendent of Teaching, Learning and Accountability Dr. Kristine Webster, Assistant Superintendent of Finance, Facilities and Operations Eric DePorter, Director of Language Programs Juan Suarez, Executive Director of Student Services Molly Victor, Executive Director of Buildings and Grounds Dave Scarmardo, Chief Communications Officer Erika Krehbiel and Director of Technology and Innovation Andrew Peterman.

In the absence of Board President Bruno, Mr. Loebach served as President Protem

Celebration

Hadley Special Olympic Team: Mrs. Victor introduced staff members Michelle Niforatos and Lindsay Montgomery from Glenbard West who served as sponsors for the district's first Special Olympics team. Between the six athletes, the team earned an impressive 14 medals. Ms. Nioratos introduced students Lucy Osterholm, Tucker Guare, Milan Vukmirovic, Jamari Johnson, Morgan Densmore, Muaaz Sheikh and noted which athletes would be advancing to the state competition in June, expressing appreciation for the support from Hadley and CASE staff. She also thanked the board and administration for their support.

Hadley St. Baldrick's Program: Hadley Principal Steve Diveley invited Kate Baumgartner and Allison Ritter to be recognized for their efforts in raising funds for the St. Baldrick's event. They shared the origin of the event, how it has grown over time, and provided an overview of the fundraising efforts that have supported its success.

Presentation

Parent Teacher Advisory Committee Report: Mrs. Victor and Ben Franklin Principal Jeff Burke presented an overview of the PTAC's work this year, emphasizing the importance of including voices from staff, administration, students, and parents. Key themes included improving clarity—ensuring everyone knows what policies mean, where to find information, and how to follow up. They stressed the need for two-way communication and making resources more accessible for families. Student perspectives highlighted challenges in distinguishing between joking and bullying, and the need to tailor training for students while also educating parents using consistent language. Topics like code-switching, reteaching expectations throughout the year, and recognizing positive behavior were also discussed.

The presentation covered data review practices, suggesting more consistent definitions and better tools to monitor behavior-related data. Concerns were raised about ensuring all staff are properly trained. Other focus areas included the consistent enforcement and education around the personal device policy, implementing peer buddy systems, and offering parent education opportunities like Parent Camp. Student Board member Alessia D'Argento and Mrs. Victor reinforced the message that bullying isn't acceptable and emphasized the school's responsibility to guide students. Board members discussed the importance of balancing prevention and intervention, using student-friendly approaches, and helping families and staff understand how policies and administrative procedures translate into action.

Public Participation

None

Superintendent's Report

Dr. McHugh provided an update on the following:

- Kindergarten Center Update: The district will host an information night on May 28th to introduce a new, district-wide kindergarten screening process that will take place at the start of the school year. The first day of kindergarten will now be September 2nd, the day after Labor Day. This new approach will become the standard moving forward, with the goal of creating a smoother and more effective start for students.
- Recognition: The annual district recognition night was held last week. The event included a celebration of staff names Those Who Excel recipients as well as retirees.
- Student Board Members Recognition: Dr. McHugh recognized the student board members who were finishing up their term with the Board

Board Reports

- Mrs. Hill reported on her attendance at the Ben Franklin drama production
- Dr. Martelli reported on his attendance at the Churchill PTA meeting.
- Mr. Estes reported on his attendance at the Forest Glen PTA meeting and thanked the student board members for their service and contributions to the Board.
- Mrs. Buttimer reported on her attendance at the D41 Kids Foundation meeting.
- Mr. Loebach reported on his attendance at the Abraham Lincoln PTA meeting and wished the student board members best of luck in high school.

Student Board Reports

Student Board members thanked everyone for their kind words and shared reflections on their role as a representative, emphasizing the value of hard work. They also shared information on upcoming events and end of year activities.

Discussion Items

Supplemental Pay: The Supplemental Pay Committee met on May 7, 2025, to review current and proposed sports, clubs, and activities across the district. All new club proposals align with the Strategic Plan's goals for inclusion and social-emotional learning, and no existing activities are recommended for removal. The committee approved six new clubs: Lincoln Girls Running Club (replacing the costly Girls on the Run), Special Olympics (district-wide), Safety Patrol at Churchill, Student Leadership/Safety Patrol at Forest Glen, Wildcat Word (Hadley's student publication), and a 6th Grade Jazz Band at Hadley. Each club is assigned a pay rate based on the current supplemental pay salary schedule. These additions aim to enhance student engagement, leadership, and school-community connection. Funding for these positions is covered by the Supplemental Pay budget as outlined in the 2022-2026 Teachers' Agreement. The full report can be found [here](#).

Hadley ESL Curriculum: Hadley Junior High’s ESL curriculum is undergoing its first review in over five years. During this time there have been shifts in student demographics and the adoption of the WIDA 2020 English Language Development Standards. The goal of this review is to align instruction with current standards, improve equity, and strengthen outcomes for multilingual learners. Over the past year, the ESL team piloted two programs—National Geographic Lift and HMH English 3D—while reviewing essential standards and gathering feedback from other districts. The review process included input from ESL staff, school and district administrators, and involved evaluating instructional effectiveness and alignment to District 41 priorities.

Based on positive pilot results and strong alignment with instructional goals, the administration recommends a six-year adoption of the National Geographic Lift Program. The \$21,230 cost includes both print and digital student materials (\$18,080) and professional development (\$3,150), funded through the FY26 TLA budget. This long-term adoption ensures stability, consistent access to high-quality resources, and cost efficiency. The full report can be found [here](#).

Action Items

Consent Agenda: *Board members Hill motioned and Martelli seconded to approve the consent agenda which included:*

- *Employment recommendations, resignations, and termination as noted on the personnel report*
- *Disposal of Surplus Property*
- *Freedom of Information Act (FOIA) Report*
- *Investment Schedule*
- *Monthly Overview of the Revenue and Expenditure Summary Report*
- *Summary of Bills and Payroll*
- *Treasurer's Report*
- *Board Meeting Minutes of April 16, 2025 and May 5, 2025*

Roll Call

Aye: Loebach, Hill, Estes, Buttimer, Martelli, Becker.

Nay: None

Motion passed

Dr. McHugh introduced Jamie Westergaard who was approved as the new Assistant Principal for Benjamin Franklin. Mr. Westergaard thanked the Board and administration for the opportunity.

Recommendations

Donations: *Board members Buttimer motioned and Martelli seconded to approve the Donation Report recommendations which includes the generous donation of a Steinway Grand piano gift which is consistent with the Board's educational objectives and policies and that the equal opportunity and resource equity provisions of Policy 8:80 will be satisfied by the use of the piano at Hadley.*

Mr. Loebach noted that in addition to Ms. Elizabeth Lewis and her family, for the generous donation, the Board and Administration would like to thank staff members Kim Bradley, Chris Cooper, Dr. David Bruno and the Maintenance and facility teams who helped facilitate the donation as well as helped with the logistics related to the donation.

Roll Call

Aye: Loebach, Hill, Estes, Buttimer, Martelli, Becker.

Nay: None

Motion passed

Learning Together/Other

None

Upcoming Meetings

- Monday, June 16, 2025, Public Hearing and Regular Board of Education Meeting, 6:30 p.m.
- Monday, August 18, 2025, Regular Board of Education Meeting, 6:30 p.m.

Adjourn to Closed Session

Board members Estes motioned and Martelli seconded May I have a motion to adjourn to closed session to confidentially discuss section Section 2(c) 2 Collective negotiating matters between the school board and its employees or their representatives, section 2(c) 3 The selection of a person to fill a vacancy on the school board, and section 2(c) 11 Litigation,when an action against, affecting or on behalf of the school board has been filed and is pending before a court or administrative tribunal, or when the school board finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting.

Roll Call

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

Nay: None

Motion passed

Return to Open Session

At 9:13 p.m., the Board returned to open session.

Adjournment

At 9:14 p.m. Board members Martelli motioned and Buttimer seconded to adjourn the January 13, 2025 regular board meeting. Approved by unanimous vote.

Respectfully submitted,
Nancy Mogk
Board Recording Secretary

Bob Bruno, Board President

Julie Hill, Board Secretary

Approved June 16, 2025

**Special Board Meeting Minutes
Central Services Office
793 N Main St, Glen Ellyn
June 2, 2025**

Call to Order

Dr. Bruno called the meeting to order at 6:00 p.m. Mr. Loebach led in the pledge of allegiance.

Roll Call

The following Board members were in attendance: Amy Becker, Jason Loebach, Chris Martelli, Julie Hill, and Robert Bruno. Ted Estes and Jessica Buttimer were absent.

Adjourn to Closed Session: Board members Martelli motioned and Becker seconded to adjourn to closed session to confidentially discuss the Section (c) 3 The selection of a person to fill a vacancy on the school board, or the discipline, performance or removal of the occupant of a public office, when the public body is given power to remove the occupant under law or ordinance

Roll Call

Aye: Hill, Loebach, Martelli, Becker, and Bruno

Nay: None

Absent: Buttimer, Estes

Motion passed

Return to Open Session: At 9:43 p.m. and the Board returned to open session.

Board President Bob Bruno noted that during the closed session, the board reviewed and interviewed individuals to fill the vacancy of Jessica Buttimer. He stated that the Board came to consensus to appoint Katie LaDow. Mrs. LaDow has accepted the position and will be officially sworn in at the next regular Board meeting and will assume the role on June 17, 2025.

Action: Appointment of a Board member to fill a vacancy: Board members Becker motioned and Loebach seconded to appoint Mrs. Katie LaDow to fill the board member vacancy.

Roll Call

Aye: Hill, Loebach, Martelli, Becker, and Bruno

Nay: None

Absent: Buttimer, Estes

Motion passed

Public Participation

None

Adjournment *Board members Loebach motioned and Becer seconded to adjourn the June 2, 2025 Special Board meeting at 9:43 p.m. Motion carried by unanimous voice vote.*

Respectfully submitted,

Nancy Mogk, Board Recording Secretary

Dr. Robert Bruno, Board President

Julie Hill, Board Secretary

Minutes approved: June 16, 2025

Board Report

Date: June 16, 2025

Title: 2025-26 Supplemental Pay Approvals

Submitted by: Dr. David Bruno, Assistant Superintendent of Human Resources

Strategic Priority Goal Area 3: Social Emotional Learning: The District 41 community of learners, educators and stakeholders cultivate resourceful resilient citizens by teaching social emotional and academic skills in a nurturing learning environment. District 41 connects, engages, educates and problem-solves with community partners, families and caregivers to promote the social emotional needs of all diverse learners.

Background: Article XVII of the 2022-2026 Teachers’ Agreement with the Glen Ellyn Education Association (GEEA) addresses Supplemental Pay for teachers. Included in this article is the establishment of a Supplemental Pay Committee that is charged to meet at least tri-annually. This committee consists of representation from administration, teacher, GEEA leadership, and the Board of Education. This group is responsible for reviewing existing supplemental pay positions and new proposals for supplemental pay. Additionally, the Committee examines and removes from the supplemental pay structure any activities, clubs, or sports that have not been active for two school years. Recommendations for new activities from this committee are brought forth to GEEA and to the Board of Education for approval.

Discussion: The Supplemental Pay Committee met on May 7, 2025 to review current and new sports, clubs and activities from the current year and reviewed a variety of proposals that were submitted from both elementary and junior high. All new clubs meet the goals set out in the Strategic Plan for inclusion and social emotional learning. No activities are recommended to be removed from the supplemental pay structure.

Activities listed below will continue in the 2025-2026 school year under Supplemental Pay:

Sports

Fall Sports	Winter Sports	Spring Sports
Cross Country	B Basketball 7th grade	Girls Soccer- Coach
G Volleyball coach - 8th Grade	Wrestling - Head Coach - Double Season	Girls Soccer- Coach
G Volleyball coach - 7th Grade	B Volleyball coach - 7th Grade	Track - coach
Soccer coach	B Volleyball coach - 8th Grade	
	G Basketball 7th grade coach	
	G Basketball 8th grade coach	

Hadley Clubs and Activities

Animal Helpers Club	Jazz Band - Ensemble	Sewing and Cooking Club
Athletic Director	Performing Arts Club - Speech	Student Council

Best Buddies Club(Circle of Friends)	Hadley Choral Director	Board Games Club
Intramural Director	Latin Dance	Triple Fret
Builders Club	LEGO Robotics Team	Ukulele Club
Chess	Kindness Club	Yearbook
Early Supervision	Math Counts Team	Digital Literacy Club
ELL Club	Middle School Band Director's Stipend	Yarn Club
	Middle School Band Director's Stipend	Prism Club
	Middle School Orchestra Director	Italian Club

Elementary Clubs and Activities

Broadcast Club (Churchill)	Elementary Science Olympiad (Churchill)	Elementary Band (All Schools)
Drumming Club (Lincoln)	Student Leadership (Churchill)	Elementary Orchestra (All Schools)
Art Club (Lincoln)	Debate Club (Churchill)	Music -Elementary (All Schools)
Environmental Club - Forest Glen	Mindful Mornings (Lincoln)	Music (Chorus) - Elementary (All Schools)
LEGO First Explorer (Churchill)		

New Clubs Recommended to be Approved by Supplemental Pay Committee

Lincoln Girls Running Club: This will replace Girls on the Run that has become very expensive for families to participate in. All the same values of building confidence, kindness and decision making skills for young girls. This club will be paid Group 5 Step 4 per the pay salary schedule for supplemental pay.

Special Olympics(District Wide): To provide athletic competition in a variety of Olympic-type sports for children with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and friendship with their families, other Special Olympics athletes and the community. Special Olympics Track and Field offers athletes the chance to compete at their individual ability level in events that highlight their unique talents and interests. This club will be paid Group 5 Step 3 per the pay salary schedule for supplemental pay.

Safety Patrol (Churchill): This club will promote leadership for 5th-grade students to take on positions before and after school to promote safety at Churchill Additionally this club will contribute to the school community. This club will be paid Group 5 Step 2 per the pay salary schedule for supplemental pay.

Student Leadership/ Safety Patrol Forest Glen: This will be an opportunity to create community within Forest Glen and participate in activities that better our school and help connect with the Glen Ellyn community where students will be active members. Additionally,students will take on positions before and after school to promote safety at Forest Glen and contribute to the school community. This club will be paid Group 4 Step 1 per the pay salary schedule for supplemental pay.

Wildcat Word (Hadley): A student-driven newspaper/magazine which would create a monthly written and digital production of school news along with other written works and art created by students. This club would provide

significant educational and developmental benefits for our students such as student voice and engagement, meaningful communication within the school community, communication and journalism skills, teamwork and collaborative skills, real-world experience in journalism and publication processes, the promotion of school spirit and community connection, and the provision of transparent communication about school accomplishments. This club will be paid Group 4 Step 1 per the pay salary schedule for supplemental pay.

Jazz Band (Hadley): Starting a 6th grade jazz band will give younger students the opportunity to explore the jazz idiom and continue to improve on their instruments. This will allow eager students an extracurricular music group to participate in. Students will learn basic jazz styles, including swing, Latin, and rock, and begin to build improvisation skills. This will be a no cut, non auditioned ensemble open to any 6th grade student with prior instrumental music background. This club will be paid Group 5 Step 2 per the pay salary schedule for supplemental pay.

Budgetary Information: The pay salary schedule for supplemental pay is outlined in the [2022-2026 Teachers' Agreement](#) and supported through the Supplemental Pay budget.

Recommendation: Administration recommends the Board of Education approve the supplemental pay recommendations for the 2025-2026 school year as outlined in this report supported with the District Supplemental Pay budget.

Board Report

Date: June 16, 2025

Title: 6-8 ESL Instructional Materials Purchase Recommendation

Submitted by: Mr. Juan Suarez, Director of Language Programs

Strategic Priority Goal Area 1: Growth Focused Learning: The District 41 community of learners, educators and stakeholders cultivate students who are actively engaged and committed to their own learning. District 41 provides a guaranteed rigorous and differentiated learning environment where all students can demonstrate high levels of growth and success. District 41 uses data to form a detailed profile of student, school and district performance; illuminate successes; and identify opportunities for improvement.

Background: The ESL courses at Hadley have not undergone a comprehensive instructional review in the past five years. During that time, there have been significant shifts in both student demographics and instructional standards. With Illinois' adoption of the WIDA 2020 English Language Development Standards and continued growth in our multilingual learner population, a full review of the Hadley ESL program is both timely and necessary. This process ensures alignment with updated standards (WIDA 2020) to meet state instructional requirements, support equitable access to instruction, and strengthen outcomes for multilingual learners at Hadley Junior High.

To learn more about the District 41 Curriculum Review Process click [here](#).

Discussion: Over the past year, the ESL team at Hadley Junior High engaged in reviewing available resources, piloting instructional materials, and evaluating their effectiveness in supporting language development for Multilingual Learners at the Junior High level.

During the review process, the committee which consisted of the ESL Team, building administration and CSO administration, evaluated current instructional resources, reviewed grade level essential standards, and the WIDA 2020 standards. Administration also reached out to other districts to gather feedback about instructional tools being used, their effectiveness and to schedule a building visit to connect with their teams. Members of the committee then conducted a one unit pilot of two ESL curriculum resources (National Geographic Lift & HMH English 3D) to review alignment to D41 priorities, WIDA 2020 standards and instructional effectiveness in supporting language development for Multilingual Learners at the Junior High level.

In response to current enrollment trends, the adoption of the WIDA 2020 English Language Development Standards, and timely instructional review cycle, the administration recommends a six-year adoption of updated ESL curricular materials (National Geographic Lift Program). This recommendation is based on teacher feedback, student needs, and the importance of aligning instruction with current standards and best practices.

Budgetary and Financial Information: Based on the positive pilot feedback, the administration recommends entering into a six year contract for both print and digital instructional materials and implementation professional development, to ensure long term stability, instructional continuity, and cost efficiency. Committing to a multiyear agreement allows the district to secure more favorable pricing while ensuring that educators and students have access to high quality resources over the full instructional review cycle.

Below is a summary of the projected costs for the six-year student materials purchase.

Student Print Materials and Digital Licensing Cost (6 year contract)

- ESLResources
 - \$18,080.00
- Professional Development
 - \$3,150.00

Full Adoption Cost (One time payment for 6 year contract)

- \$ 21,230 (FY26 TLA Budget)

Recommendation: Administration recommends the Board approve the adoption of a six year agreement with National Geographic for student materials and professional development for an total amount of \$21,230 from the 2025-2026 Teaching and Learning budget as outlined in this report.

PENALTIES – ADDENDUM REVISIONS - Effective July 1, 2025

1. The Contractor selected agrees that the highest standards of service are expected to be provided to each school district at all times during the term of the Contract.
2. Each school district reserves the right to withhold certain payments in part or in whole based on the Contractor's performance under the terms of the Contract. By accepting the Contract, the Contractor agrees that in the event of the specific service violations listed below, that sums listed under each occurrence may be withheld from the next subsequent payment due the Contractor.

Conditions such as weather, traffic accidents that impede traffic, and construction that are outside of the Contractor's control will not result in the assessment of a penalty for applicable situations outlined below, provided that the Contractor provides reasonable notice to the relevant school district's Supervisor of Transportation of the event and the Supervisor of Transportation, in his or her discretion, determines that the Contractor's reason for the service violation is valid. Each school district's Supervisor of Transportation will utilize current service expectations when assessing penalties.

- a. Late AM drop off at school program site after final bell with or without advance notification to relevant school district's Supervisor of Transportation, \$100 per occurrence. In addition, starting with the fourth late route at any single school within a month, with or without notification, the penalty will increase to \$500 per occurrence.
- b. Late AM drop off at school program site after the final bell (8:30am) ON TESTING days with or without notice to relevant school district's Supervisor or Transportation team, \$500 per occurrence.
- c. Late PM arrival at school site after dismissal bell with or without advance notice to relevant school district's Supervisor of Transportation, \$100 per occurrence.
- d. Late pickup for activity bus routes (athletic; field trips; etc.) defined as later than 10 minutes from the scheduled departure time and/or late drop off for activity bus routes (athletic; field trips; etc.) defined as later than 10 minutes from the scheduled arrival time, \$100 per occurrence.
- e. Failure to stop at a designated bus stop resulting in missed pick-ups, 50% of route cost for first occurrence, 100% of route cost thereafter.
- f. Non-functional GPS system after Contractor has received 14 days' notice from a school district and has not rendered the GPS system functional, 5% reduction on following months' invoice.
- g. No service to or from a regularly scheduled route, daily rate per vehicle. In addition, three or more no service routes per school within a month with or without notification, will be charged additional \$500 per occurrence.
- h. Leaving a child on a bus after the Contractor has completed the last stop,

\$10,000.00 per occurrence.

- i. Camera system non-operational, \$500 per occurrence. District may request compliance at any given time.
- j. Noncompliance with vehicle fleet stipulations will result in a penalty equal to a 50% reduction for each out of compliance vehicle's cost.
- k. Failure to perform a scheduled route will result in no charge for the route and a penalty equal to the cost for the route. District may enforce for routes not performed within 45 minutes of scheduled time.

In conjunction with the monthly billing report a late route report must be attached.

ROUTE COSTS

Starting effective July 1, 2025, and continuing until June 30, 2029, for each single tiered route that Safeway services for District 41's daily AM and PM routes, an additional \$30 will be added to the route rate identified in the original Bid Pricing Form for both AM and PM routes provided for in Exhibit E.

For example, the 2025/2026 cost per bus: AM Route is set to \$137.69. For any untiered (single tier) route an additional \$30 will be added to the route cost. In this example both the AM and PM route would then be billed at \$167.69.

All annual rate increases as reflected in Exhibit E remain in force. Stipulations regarding the establishment and changes to routes in the bid documents remain in force and effect.

<p>Safeway Transportations Services, Corp.</p> <p>By: _____ President</p> <p>Date: _____</p> <p>ATTEST:</p> <p>By: _____</p>	<p>Board of Education Glen Ellyn School District 41</p> <p>By: _____ Superintendent or Board President</p> <p>Date: _____</p> <p>ATTEST:</p> <p>By: _____</p>
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Board Report

Date: June 16, 2025

Title: Addendum to Safeway Contract

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

Strategic Priority Goal Area 6: Community Partnerships & Engagement: District 41 is dedicated to creating and sustaining community partnerships that enhance education and provide social, emotional and academic support for our students. By creating strong connections with community partners and engaging with all five communities we serve, District 41 prepares each student for a successful future.

Background: During the school year that just ended the District had a high number of issues related to performance from our busing contractor Safeway Transportation Services, Corp. In order to improve service, we asked Safeway to untier a number of our bus routes so that the likelihood of them arriving on time at school would increase. This request increased the number of vehicles and drivers that Safeway needed to operate, and as such increased their costs beyond what our existing contract outlined.

Discussion: Over the past several months we have discussed with the Board the need to amend our agreement with Safeway to compensate them for the increased costs connected to untiering a number of our routes, as well as the upcoming addition of new routes to serve the Kindergarten Center. Additionally, in recognition of the poor performance received during the just ended school year we expressed an interest in increasing the penalties related to performance deficiencies contained within our existing contract.

Attached to this report is a proposed addendum to our existing contract with Safeway which captures the above referenced items. The financial impact of this addendum calls for an increase of \$30 per each untiered route completed. For the year we just ended, considering we ultimately untiered 10 routes the total cost impact had those routes run untiered all year it would have been approximately \$106,000 in additional cost. Next school year we will also have the Kindergarten routes which will be subject to the amended single tier route.

Other Information: None.

Budgetary Funding: The 2025-2026 school year will be the 2nd year of a five year contract with Safeway Transportation Services, Corp. The addendum would impact each of the remaining four years of our contract.

Recommendation: The administration recommends that the Board of Education approve the attached addendum to the existing Safeway Transportation Services, Corp. contract which was originally signed on February 21, 2024.

Board Report

Date: June 16, 2025

Title: Board Member Conference Expense

Submitted by: Dr. Jeff McHugh, Superintendent

Strategic Priority Goal Area 6: Community Partnerships & Engagement: District 41 is dedicated to creating and sustaining community partnerships that enhance education and provide social, emotional and academic support for our students. By creating strong connections with community partners and engaging with all five communities we serve, District 41 prepares each student for a successful future.

Background: The Local Government Travel Expense Control Act requires the School Board to adopt a resolution regulating the reimbursement of travel, meal, and lodging expenses for officers and employees. This includes specifying the types of official business for which such expenses are allowed, setting maximum reimbursement limits, and using a standardized submission form with required documentation. These requirements are outlined in Board Policies 2:125 (Board Member Compensation; Expenses) and 5:60 (Expenses).

Policy 2:125 mandates that board members obtain prior Board approval before attending any out-of-district conferences or events. The request must include the purpose, location, dates, estimated costs, and the anticipated benefits to the district.

Discussion: The Consortium of State School Boards Associations will host the Federal Advocacy Conference in Washington, D.C., from September 7–9, 2025. This conference offers board members a valuable opportunity to engage directly with federal policymakers, explore legislative priorities, and advocate for public education alongside leaders from across the country. Featuring expert speakers, policy briefings, and participation from the Illinois Association of School Boards, the event supports the Board's ongoing commitment to advocacy at both the state and federal levels.

With Board approval, Board Members Bob Bruno and Julie Hill will attend the conference. All travel and related expenses will comply with the guidelines established in Policies 2:125 and 5:60.

Estimated Expenses per Board Member:

- Conference Registration: \$675
- Travel (Airfare/Transfers): \$573
- Hotel & Meals: \$950
- **Total: \$2,198**

Other Information: The District will make the arrangements for Board members and will reimburse for expenses incurred following the conference.

Budgetary Funding: These expenses will be supported from the 2025-2026 Board Conference/Meeting Budget.

Recommendation: Approve attendance for Board members Bob Bruno and Julie Hill to attend the Federal Advocacy Conference and authorize related expenses in line with Board policies estimated at \$4,396 to be supported from the 2025-2026 Board Conference/Meeting Budget.

Board Report

Date: June 16, 2025

Title: Amended Budget 2024-2025

Submitted by: Eric DePorter, Assistant Superintendent Finance, Facilities & Operations

Strategic Priority Goal Area 6: Community Partnerships & Engagement: District 41 is dedicated to creating and sustaining community partnerships that enhance education and provide social, emotional and academic support for our students. By creating strong connections with community partners and engaging with all five communities we serve, District 41 prepares each student for a successful future.

Background: The Illinois School Code requires the Board of Education to adopt an annual budget each year no later than the September 30 of each school year. The budget must be presented in tentative form and placed on display for at least 30 days before final adoption. The District must hold a public hearing before adopting the final budget. The 2024-2025 Original Budget was adopted by the Board of Education on September 16, 2024.

The District is required to amend the original budget if specific revenue or expenditure line items will exceed their budget by +/- 10% or more. The procedure for amending the budget is the same as the original budget process.

Discussion: In March 2025, the District purchased a property adjacent to Churchill Elementary School. This acquisition was unanticipated, as the property was not on the market when the original 2024-2025 budget was approved. Additionally, the District entered into an agreement to purchase another property prior to the end of the current fiscal year which ends June 30, 2025. Consequently, the property acquisition budget account will have exceeded its original allocation by more than 10%. To remain in compliance with the Illinois School Code, we are presenting a tentative amended 2024-2025 budget for consideration.

During the preparation of this amended budget, a review of year-to-date financial performance revealed a few additional accounts that require adjustment. A worksheet outlining these accounts is attached to this report. These proposed adjustments aim to better align the budget with projected actual figures for the fiscal year.

The changes presented within the amended budget show an increase in budgeted revenue of \$347,848, along with an increase in budgeted expenditures of \$1,553,556. The net impact to the original budget will reflect an excess of expenditures over revenues of \$1,205,708.

With the ongoing construction of the Kindergarten Center, the original budget for 2024-2025 reflected a deficit of \$19,469,599. Importantly, this deficit was planned and contained expenses for the Kindergarten center of approximately \$24,280,000. Once the amended budget changes are incorporated the overall deficit would be \$20,675,307.

Budgetary Funding: ISBE form 50-36 is attached. This form is required to be presented for Board

action, and will be filed with the county clerk as required by the Property Tax Code. This affects the 2024-2025 budget.

Other Information: The tentative budget has been on display since April 21, 2025 and a public hearing on the tentative budget will be held earlier in the meeting .

Recommendation: The administration recommends the Board of Education approve and adopt the amended 2024-25 school district budget plan as presented.

District Type:

- School District
- Joint Agreement

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM *
July 1, 2024 - June 30, 2025

Accounting Basis:

- Cash
- Accrual

Is this an amended budget? Yes _____

Date of Amended Budget: 06/16/2025
(MM/DD/YY)

District Name: Glen Ellyn SD 41

District RCDT No: 19022041002

Balanced budget; no Deficit Reduction Plan is required.

If your FY2024 AFR states that you need to do a deficit reduction plan and your FY2025 budget is balanced, please state the measures you took to have your budget become balanced. (Bckgrnd-Assumpt 25-26)

Budget of Glen Ellyn SD 41, County of Dupage,
State of Illinois, for the Fiscal Year beginning July 1, 2024 and ending June 30, 2025.

WHEREAS the Board of Education of Glen Ellyn SD 41,
County of Dupage, State of Illinois, caused to be prepared in tentative form a budget, and the Secretary of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;

AND WHEREAS a public hearing was held as to such budget on the 16 day of June, 2025,
notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

NOW, THEREFORE, Be it resolved by the Board of Education of said district as follows:

Section 1: That the fiscal year of this school district be and the same hereby is fixed and declared to be
beginning July 1, 2024 and ending June 30, 2025.

Section 2: That the following budget containing an estimate of amounts available in each Fund, separately, and expenditures from each be
and the same is hereby adopted as the budget of this school district for said fiscal year.

ADOPTION OF BUDGET

The budget shall be approved and signed below by members of the School Board. Adopted this _____ day of _____, 20____
by a roll call vote of _____ Yeas, and _____ Nays, to wit:

** MEMBERS VOTING YEA:	** MEMBERS VOTING NAY:

* Based on the 23 Illinois Administrative Code-Part 100 and inconformity with Section 17-1 of the School Code.
 ** Type in the members who voted "YEA" nor "NAY". Actual school board member signatures are not required for electronic submission.
 (1) A certified copy of this document must be filed with the county clerk within 30 days of adoption as required by Section 18-50 of the Property Tax Code (35 ILCS 200/18-50).
 (2) Districts are required to submit the adopted/amended budget electronically to ISBE within 30 days of adoption or by October 30, whichever comes first. Budgets are submitted through IWAS: <https://apps.isbe.net/iwas/asp/login.asp?js=true>
Please type the member signatures before submitting to ISBE. We do not accept PDF copies.

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
3	ESTIMATED BEGINNING FUND BALANCE (without Student Activity Funds) ¹ as of July 1, 2024		33,682,050	2,389,018	528,391	2,556,421	1,225,670	1,215,012	670,662	19,614		
4	RECEIPTS/REVENUES (without Student Activity Funds)											
5	LOCAL SOURCES	1000	55,908,561	1,687,938	1,796,477	2,337,962	2,177,700	105,000	24,392	2,292	0	
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
7	STATE SOURCES	3000	2,409,553	550,000	524,166	920,000	0	50,000	0	0	0	
8	FEDERAL SOURCES	4000	1,822,459	0	0	0	0	0	0	0	0	
9	Total Direct Receipts/Revenues ⁸		60,140,573	2,237,938	2,320,643	3,257,962	2,177,700	155,000	24,392	2,292	0	
10	Receipts/Revenues for "On Behalf" Payments ²	3998										
11	Total Receipts/Revenues		60,140,573	2,237,938	2,320,643	3,257,962	2,177,700	155,000	24,392	2,292	0	
12	DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)											
13	INSTRUCTION	1000	33,753,368				659,940			0		
14	SUPPORT SERVICES	2000	16,392,822	5,246,743		3,238,802	846,189	26,089,564		0	0	
15	COMMUNITY SERVICES	3000	113,411	0		0	5,137			0		
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	1,754,313	0	0	0	0	0		0	0	
17	DEBT SERVICES	5000	0	0	2,407,289	0	0			0	0	
18	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
19	Total Direct Disbursements/Expenditures ⁹		52,013,914	5,246,743	2,407,289	3,238,802	1,511,266	26,089,564		0	0	
20	Disbursements/Expenditures for "On Behalf" Payments ²	4180	0	0	0	0	0	0		0	0	
21	Total Disbursements/Expenditures		52,013,914	5,246,743	2,407,289	3,238,802	1,511,266	26,089,564		0	0	
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		8,126,659	(3,008,805)	(86,646)	19,160	666,434	(25,934,564)	24,392	2,292	0	
23	OTHER SOURCES/USES OF FUNDS											
24	OTHER SOURCES OF FUNDS (7000)											
25	PERMANENT TRANSFER FROM VARIOUS FUNDS											
26	Abolishment the Working Cash Fund ¹⁶	7110										
27	Abatement of the Working Cash Fund ¹⁶	7110										
28	Transfer of Working Cash Fund Interest	7120										
29	Transfer Among Funds	7130		3,000,000								
30	Transfer of Interest	7140										
31	Transfer from Capital Projects Fund to O&M Fund	7150		0								
32	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	7160		0								
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int ^{3a} Proceeds to Debt Service Fund	7170			0							
34	SALE OF BONDS (7200)											
35	Principal on Bonds Sold ⁴	7210										
36	Premium on Bonds Sold	7220										
37	Accrued Interest on Bonds Sold	7230										
38	Sale or Compensation for Fixed Assets ⁵	7300										
39	Transfer to Debt Service to Pay Principal on GASB 87 Leases	7400			0							
40	Transfer to Debt Service to Pay Interest on GASB 87 Leases	7500			0							
41	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			0							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
43	Transfer to Capital Projects Fund	7800						26,300,000				
44	ISBE Loan Proceeds	7900										
45	Other Sources Not Classified Elsewhere	7990										
46	Total Other Sources of Funds ⁸		0	3,000,000	0	0	0	26,300,000	0	0	0	

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
48	OTHER USES OF FUNDS (8000)											
49	TRANSFER TO VARIOUS OTHER FUNDS (8100)											
50	Abolishment or Abatement of the Working Cash Fund ¹⁶	8110							0			
51	Transfer of Working Cash Fund Interest	8120							0			
52	Transfer Among Funds	8130	3,000,000									
53	Transfer of Interest ⁶	8140										
54	Transfer from Capital Projects Fund to O&M Fund	8150										
55	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	8160										
56	Transfer of Excess Accumulated Fire Prev & Safety Bond ^{3a} and Int Proceeds to Debt Service Fund	8170										
57	Taxes Pledged to Pay Principal on GASB 87 Leases	8410										
58	Grants/Reimbursements Pledged to Pay Principal on GASB 87 Leases	8420										
59	Other Revenues Pledged to Pay Principal on GASB 87 Leases	8430										
60	Fund Balance Transfers Pledged to Pay Principal on GASB 87 Leases	8440										
61	Taxes Pledged to Pay Interest on GASB 87 Leases	8510										
62	Grants/Reimbursements Pledged to Pay Interest on GASB 87 Leases	8520										
63	Other Revenues Pledged to Pay Interest on GASB 87 Leases	8530										
64	Fund Balance Transfers Pledged to Pay Interest on GASB 87 Leases	8540										
65	Taxes Pledged to Pay Principal on Revenue Bonds	8610										
66	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620										
67	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630										
68	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640										
69	Taxes Pledged to Pay Interest on Revenue Bonds	8710										
70	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720										
71	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730										
72	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740										
73	Taxes Transferred to Pay for Capital Projects	8810										
74	Grants/Reimbursements Pledged to Pay for Capital Projects	8820										
75	Other Revenues Pledged to Pay for Capital Projects	8830										
76	Fund Balance Transfers Pledged to Pay for Capital Projects	8840	26,300,000									
77	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910										
78	Other Uses Not Classified Elsewhere	8990										
79	Total Other Uses of Funds ⁹		29,300,000	0	0	0	0	0	0	0	0	
80	Total Other Sources/Uses of Fund		(29,300,000)	3,000,000	0	0	0	26,300,000	0	0	0	
81	ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2025		12,508,709	2,380,213	441,745	2,575,581	1,892,104	1,580,448	695,054	21,906	0	
82												
83	Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2024		49,020									
84	RECEIPTS/REVENUES (For Student Activity Funds)											
85	Total Student Activity Direct Receipts/Revenues (Local Sources)	1799	15,000									
86	DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)											
87	Total Student Activity Direct Disbursements/Expenditures	1999	10,000									
88	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		5,000									
89	Student Activity ESTIMATED ENDING FUND BALANCE as of June 30, 2025		54,020									
90												

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
91	Total ESTIMATED BEGINNING FUND BALANCE (All Sources Including Student Activity Funds) as of July 1, 2024		33,731,070	2,389,018	528,391	2,556,421	1,225,670	1,215,012	670,662	19,614	0	
92	RECEIPTS/REVENUES (All Sources with Student Activity Funds)											
93	LOCAL SOURCES	1000	55,923,561	1,687,938	1,796,477	2,337,962	2,177,700	105,000	24,392	2,292	0	
94	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0	0	0	0	0	0	0	
95	STATE SOURCES	3000	2,409,553	550,000	524,166	920,000	0	50,000	0	0	0	
96	FEDERAL SOURCES	4000	1,822,459	0	0	0	0	0	0	0	0	
97	Total Direct Receipts/Revenues ⁸		60,155,573	2,237,938	2,320,643	3,257,962	2,177,700	155,000	24,392	2,292	0	
98	Receipts/Revenues for "On Behalf" Payments ²	3998	0	0	0	0	0	0	0	0	0	
99	Total Receipts/Revenues		60,155,573	2,237,938	2,320,643	3,257,962	2,177,700	155,000	24,392	2,292	0	
100	DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)											
101	INSTRUCTION	1000	33,763,368				659,940			0		
102	SUPPORT SERVICES	2000	16,392,822	5,246,743		3,238,802	846,189	26,089,564		0	0	
103	COMMUNITY SERVICES	3000	113,411	0		0	5,137			0		
104	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	1,754,313	0	0	0	0	0	0	0	0	
105	DEBT SERVICES	5000	0	0	2,407,289	0	0			0	0	
106	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0	0	0	0	
107	Total Direct Disbursements/Expenditures ⁹		52,023,914	5,246,743	2,407,289	3,238,802	1,511,266	26,089,564		0	0	
108	Disbursements/Expenditures for "On Behalf" Payments ²	4180	0	0	0	0	0	0	0	0	0	
109	Total Disbursements/Expenditures		52,023,914	5,246,743	2,407,289	3,238,802	1,511,266	26,089,564		0	0	
110	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		8,131,659	(3,008,805)	(86,646)	19,160	666,434	(25,934,564)	24,392	2,292	0	
111	OTHER SOURCES/USES OF FUNDS											
112	OTHER SOURCES OF FUNDS (7000)											
113	Total Other Sources of Funds ⁸		0	3,000,000	0	0	0	26,300,000	0	0	0	
114	OTHER USES OF FUNDS (8000)											
116	Total Other Uses of Funds ⁹		29,300,000	0	0	0	0	0	0	0	0	
117	Total Other Sources/Uses of Fund		(29,300,000)	3,000,000	0	0	0	26,300,000	0	0	0	
118	ESTIMATED ENDING FUND BALANCE (All Sources with Student Activity Funds) as of June 30, 2025		12,562,729	2,380,213	441,745	2,575,581	1,892,104	1,580,448	695,054	21,906	0	
119												
120	SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)											
121			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
122	Description	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	Total By Object
123	Object Name											
124	Salaries	100	35,710,060	2,175,901		5,250		0		0	0	37,891,211
125	Employee Benefits	200	6,353,376	433,842		2,858	1,511,266	0		0	0	8,301,342
126	Purchased Services	300	2,903,944	1,167,500	0	3,230,694		1,908,627		0	0	9,210,765
127	Supplies & Materials	400	3,009,824	802,000		0		950,000		0	0	4,761,824
128	Capital Outlay	500	917,872	667,500		0		23,230,937		0	0	24,816,309
129	Other Objects	600	3,118,838	0	2,407,289	0	0	0		0	0	5,526,127
130	Non-Capitalized Equipment	700	0	0		0		0		0	0	0
131	Termination Benefits	800	0	0		0				0		0
132	Total Expenditures		52,013,914	5,246,743	2,407,289	3,238,802	1,511,266	26,089,564		0	0	90,507,578

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	BEGINNING CASH BALANCE ON HAND (without Student Activity Funds)7 as of July 1, 2024		65,622,814	586,075	1,334,131	3,815,469	2,971,170	3,217,168	700,010	22,824	0
4	Total Direct Receipts & Other Sources⁸		60,140,573	5,237,938	2,320,643	3,257,962	2,177,700	26,455,000	24,392	2,292	0
5	OTHER RECEIPTS										
6	Interfund Loans Payable (Loans from Other Funds)	411									
7	Interfund Loans Receivable (Repayment of Loans)	141									
8	Notes and Warrants Payable	433									
9	Other Current Assets	199									
10	Total Other Receipts		0	0	0	0	0	0	0	0	0
11	Total Direct Receipts, Other Sources, & Other Receipts		60,140,573	5,237,938	2,320,643	3,257,962	2,177,700	26,455,000	24,392	2,292	0
12	Total Amount Available		125,763,387	5,824,013	3,654,774	7,073,431	5,148,870	29,672,168	724,402	25,116	0
13	Total Direct Disbursements & Other Uses⁹		81,313,914	5,246,743	2,407,289	3,238,802	1,511,266	26,089,564	0	0	0
14	OTHER DISBURSEMENTS										
15	Interfund Loans Receivable (Loans to Other Funds) ¹⁰	141									
16	Interfund Loans Payable (Repayment of Loans)	411									
17	Notes and Warrants Payable	433									
18	Other Current Liabilities	499									
19	Total Other Disbursements		0	0	0	0	0	0	0	0	0
20	Total Direct Disbursements, Other Uses, & Other Disbursements		81,313,914	5,246,743	2,407,289	3,238,802	1,511,266	26,089,564	0	0	0
21	ENDING CASH BALANCE ON HAND (without Student Activity Funds) as of June 30, 2025		44,449,473	577,270	1,247,485	3,834,629	3,637,604	3,582,604	724,402	25,116	0
22											
23	Activity Funds BEGINNING CASH BALANCE ON HAND7 as of July 1, 2024		49,020								
24	Total Direct Receipts & Other Sources⁸		15,000								
25	Total Amount Available		64,020								
26	Total Direct Disbursements & Other Uses⁹		10,000								
27	Activity funds ENDING CASH BALANCE ON HAND7 as of June 30, 2025		54,020								
28											
29	Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds)7 as of July 1, 2024		65,671,834	586,075	1,334,131	3,815,469	2,971,170	3,217,168	700,010	22,824	0
30	Total Direct Receipts & Other Sources⁸		60,155,573	5,237,938	2,320,643	3,257,962	2,177,700	26,455,000	24,392	2,292	0
31	Total Other Receipts		0	0	0	0	0	0	0	0	0
32	Total Direct Receipts, Other Sources, & Other Receipts		60,155,573	5,237,938	2,320,643	3,257,962	2,177,700	26,455,000	24,392	2,292	0
33	Total Amount Available		125,827,407	5,824,013	3,654,774	7,073,431	5,148,870	29,672,168	724,402	25,116	0
34	Total Direct Disbursements & Other Uses⁹		81,323,914	5,246,743	2,407,289	3,238,802	1,511,266	26,089,564	0	0	0
35	Total Other Disbursements		0	0	0	0	0	0	0	0	0
36	Total Direct Disbursements, Other Uses, & Other Disbursements		81,323,914	5,246,743	2,407,289	3,238,802	1,511,266	26,089,564	0	0	0
37	Total ENDING CASH BALANCE ON HAND (with Student Activity Funds)7 as of June 30, 2025		44,503,493	577,270	1,247,485	3,834,629	3,637,604	3,582,604	724,402	25,116	0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
2	RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)										
3	AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY										
4	AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY	1100									
5	Designated Purposes Levies ^{11 (1110-1120)}	-	49,157,582	1,650,938	1,757,477	2,207,412	1,971,640		1,642	1,642	
6	Leasing Purposes Levy ¹²	1130									
7	Special Education Purposes Levy	1140	1,099,599								
8	FICA and Medicare Only Levies	1150									
9	Area Vocational Construction Purposes Levy	1160									
10	Summer School Purposes Levy	1170									
11	Other Tax Levies (Describe & Itemize)	1190									
12	Total Ad Valorem Taxes Levied by District		50,257,181	1,650,938	1,757,477	2,207,412	1,971,640	0	1,642	1,642	0
13	PAYMENTS IN LIEU OF TAXES										
14	Mobile Home Privilege Tax	1210									
15	Payments from Local Housing Authority	1220									
16	Corporate Personal Property Replacement Taxes ¹³	1230	1,750,000				119,560				
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290									
18	Total Payments in Lieu of Taxes		1,750,000	0	0	0	119,560	0	0	0	0
19	TUITION										
20	Regular Tuition from Pupils or Parents (In State)	1311	71,500								
21	Regular Tuition from Other Districts (In State)	1312									
22	Regular Tuition from Other Sources (In State)	1313									
23	Regular Tuition from Other Sources (Out of State)	1314									
24	Summer School Tuition from Pupils or Parents (In State)	1321									
25	Summer School Tuition from Other Districts (In State)	1322									
26	Summer School Tuition from Other Sources (In State)	1323									
27	Summer School Tuition from Other Sources (Out of State)	1324									
28	CTE Tuition from Pupils or Parents (In State)	1331									
29	CTE Tuition from Other Districts (In State)	1332									
30	CTE Tuition from Other Sources (In State)	1333									
31	CTE Tuition from Other Sources (Out of State)	1334									
32	Special Education Tuition from Pupils or Parents (In State)	1341									
33	Special Education Tuition from Other Districts (In State)	1342									
34	Special Education Tuition from Other Sources (In State)	1343									
35	Special Education Tuition from Other Sources (Out of State)	1344									
36	Adult Tuition from Pupils or Parents (In State)	1351									
37	Adult Tuition from Other Districts (In State)	1352									
38	Adult Tuition from Other Sources (In State)	1353									
39	Adult Tuition from Other Sources (Out of State)	1354									
40	Total Tuition		71,500								
41	TRANSPORTATION FEES										
42	Regular Transportation Fees from Pupils or Parents (In State)	1411									
43	Regular Transportation Fees from Other Districts (In State)	1412									
44	Regular Transportation Fees from Other Sources (In State)	1413									
45	Regular Transportation Fees from Co-curricular Activities (In State)	1415									
46	Regular Transportation Fees from Other Sources (Out of State)	1416									
47	Summer School Transportation Fees from Pupils or Parents (In State)	1421									
48	Summer School Transportation Fees from Other Districts (In State)	1422									
49	Summer School Transportation Fees from Other Sources (In State)	1423									
50	Summer School Transportation Fees from Other Sources (Out of State)	1424									
51	CTE Transportation Fees from Pupils or Parents (In State)	1431									
52	CTE Transportation Fees from Other Districts (In State)	1432									
53	CTE Transportation Fees from Other Sources (In State)	1433									
54	CTE Transportation Fees from Other Sources (Out of State)	1434									
55	Special Education Transportation Fees from Pupils or Parents (In State)	1441									
56	Special Education Transportation Fees from Other Districts (In State)	1442									
57	Special Education Transportation Fees from Other Sources (In State)	1443									

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	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
58	Special Education Transportation Fees from Other Sources (Out of State)	1444									
59	Adult Transportation Fees from Pupils or Parents (In State)	1451									
60	Adult Transportation Fees from Other Districts (In State)	1452									
61	Adult Transportation Fees from Other Sources (In State)	1453									
62	Adult Transportation Fees from Other Sources (Out of State)	1454									
63	Total Transportation Fees					0					
64	EARNINGS ON INVESTMENTS	1500									
65	Interest on Investments	1510	2,900,000	37,000	39,000	130,550	86,500	105,000	22,750	650	
66	Gain or Loss on Sale of Investments	1520									
67	Total Earnings on Investments		2,900,000	37,000	39,000	130,550	86,500	105,000	22,750	650	0
68	FOOD SERVICE	1600									
69	Sales to Pupils - Lunch	1611	450,000								
70	Sales to Pupils - Breakfast	1612									
71	Sales to Pupils - A la Carte	1613									
72	Sales to Pupils - Other (Describe & Itemize)	1614									
73	Sales to Adults	1620									
74	Other Food Service (Describe & Itemize)	1690									
75	Total Food Service		450,000								
76	DISTRICT/SCHOOL ACTIVITY INCOME	1700									
77	Admissions - Athletic	1711	1,650								
78	Admissions - Other	1719									
79	Fees	1720	303,500								
80	Book Store Sales	1730	23,750								
81	Other District/School Activity Revenue (Describe & Itemize)	1790									
82	Student Activity Fund Revenues	1799	15,000								
83	Total District/School Activity Income (without Student Activity Funds 1799)		328,900	0							
84	Total District/School Activity Income (with Student Activity Funds 1799)		343,900								
85	TEXTBOOK INCOME	1800									
86	Textbook Rentals - Regular Textbooks	1811									
87	Textbook Rentals - Summer School Textbooks	1812									
88	Textbook Rentals - Adult/Continuing Education Textbooks	1813									
89	Textbook Rentals - Other (Describe & Itemize)	1819									
90	Textbook Sales - Regular Textbooks	1821									
91	Textbook Sales - Summer School	1822									
92	Textbook Sales - Adult/Continuing Education	1823									
93	Textbook Sales - Other (Describe & Itemize)	1829									
94	Other Textbook Income (Describe & Itemize)	1890									
95	Total Textbooks		0								
96	OTHER REVENUE FROM LOCAL SOURCES	1900									
97	Rentals	1910									
98	Contributions and Donations from Private Sources	1920	57,480								
99	Impact Fees from Municipal or County Governments	1930									
100	Services Provided Other Districts	1940									
101	Refund of Prior Years' Expenditures	1950									
102	Payments of Surplus Moneys from TIF Districts	1960									
103	Drivers' Education Fees	1970									
104	Proceeds from Vendors' Contracts	1980	0	0	0	0	0	0	0	0	0
105	School Facility Occupation Tax Proceeds	1983									
106	Payment from Other Districts	1991									
107	Sale of Vocational Projects	1992									
108	Other Local Fees (Describe & Itemize)	1993									
109	Other Local Revenues (Describe & Itemize)	1999	93,500								
110	Total Other Revenue from Local Sources		150,980	0	0	0	0	0	0	0	0
111	Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)	1000	55,908,561	1,687,938	106,179,647	2,337,962	2,177,700	105,000	24,392	2,292	0

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
112	Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)		55,923,561								
113	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)										
114	Flow-Through Revenue from State Sources	2100									
115	Flow-Through Revenue from Federal Sources	2200									
116	Other Flow-Through Revenue (Describe & Itemize)	2300									
117	Total Flow-Through Receipts/Revenues From One District to Another District	2000	0	0		0	0				
118	RECEIPTS/REVENUES FROM STATE SOURCES (3000)										
119	UNRESTRICTED GRANTS-IN-AID (3001-3099)										
120	Evidence Based Funding Formula (Section 18-8.15)	3001	1,568,236	550,000	524,166						
121	Reorganization Incentives (Accounts 3005-3021)	3005									
122	Fast Growth District Grants	3030									
123	Other Unrestricted Grants-In-Aid From State Sources (Describe & Itemize)	3099									
124	Total Unrestricted Grants-In-Aid		1,568,236	550,000	524,166	0	0	0		0	0
125	RESTRICTED GRANTS-IN-AID (3100-3900)										
126	SPECIAL EDUCATION										
127	Special Education - Private Facility Tuition	3100	305,000								
128	Special Education - Funding for Children Requiring Sp Ed Services	3105									
129	Special Education - Personnel	3110									
130	Special Education - Orphanage - Individual	3120	11,105								
131	Special Education - Orphanage - Summer Individual	3130									
132	Special Education - Summer School	3145									
133	Special Education - Other (Describe & Itemize)	3199									
134	Total Special Education		316,105	0		0					
135	CAREER AND TECHNICAL EDUCATION (CTE)										
136	CTE - Technical Education - Tech Prep	3200									
137	CTE - Secondary Program Improvement (CTEI)	3220									
138	CTE - WECEP	3225									
139	CTE - Agriculture Education	3235									
140	CTE - Instructor Practicum	3240									
141	CTE - Student Organizations	3270									
142	CTE - Other (Describe & Itemize)	3299									
143	Total Career and Technical Education		0	0			0				
144	BILINGUAL EDUCATION										
145	Bilingual Education - Downstate - TPI and TBE	3305									
146	Bilingual Education - Downstate - Transitional Bilingual Education	3310									
147	Total Bilingual Education		0				0				
148	State Free Lunch & Breakfast	3360									
149	School Breakfast Initiative	3365									
150	Driver Education	3370									
151	Adult Education (from ICCB)	3410									
152	Adult Education - Other (Describe & Itemize)	3499									
153	TRANSPORTATION										
154	Transportation - Regular and Vocational	3500				95,000					
155	Transportation - Special Education	3510				825,000					
156	Transportation - Other (Describe & Itemize)	3599									
157	Total Transportation		0	0		920,000	0				
158	Learning Improvement - Change Grants	3610									
159	Scientific Literacy	3660									
160	Truant Alternative/Optional Education	3695									
161	Early Childhood - Block Grant	3705	522,380								
162	Chicago General Education Block Grant	3766									
163	Chicago Educational Services Block Grant	3767									
164	School Safety & Educational Improvement Block Grant	3775									

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	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
165	Technology - Technology for Success	3780									
166	State Charter Schools	3815									
167	Extended Learning Opportunities - Summer Bridges	3825									
168	Infrastructure Improvements - Planning/Construction	3920									
169	School Infrastructure - Maintenance Projects	3925						50,000			
170	Other Restricted Revenue from State Sources (Describe & Itemize)	3999	2,832								
171	Total Restricted Grants-In-Aid		841,317	0	0	920,000	0	50,000	0	0	0
172	Total Receipts/Revenues from State Sources	3000	2,409,553	550,000	524,166	920,000	0	50,000	0	0	0
173	RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)										
174	UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)										
175	Federal Impact Aid	4001									
176	Other Unrestricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4009									
177	Total Unrestricted Grants-In-Aid Received Directly from Fed Govt		0	0	0	0	0	0	0	0	0
178	RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)										
179	Head Start	4045									
180	Construction (Impact Aid)	4050									
181	MAGNET	4060									
182	Other Restricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4090									
183	Total Restricted Grants-In-Aid Received Directly from Federal Govt.		0	0		0	0	0			0
184	RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT. THRU THE STATE (4100-4999)										
185	TITLE V										
186	Title V - Flexibility and Accountability	4100									
187	Title V - SEA Projects	4105									
188	Title V - Rural Education Initiative (REI)	4107									
189	Title V - Other (Describe & Itemize)	4199									
190	Total Title V		0	0		0	0				
191	FOOD SERVICE										
192	Breakfast Start-Up Expansion	4200									
193	National School Lunch Program	4210									
194	Special Milk Program	4215	25,150								
195	School Breakfast Program	4220									
196	Summer Food Service Admin/Program	4225									
197	Child and Adult Care Food Program	4226									
198	Fresh Fruit and Vegetables	4240									
199	Food Service - Other (Describe & Itemize)	4299									
200	Total Food Service		25,150					0			
201	TITLE I										
202	Title I - Low Income	4300	292,718								
203	Title I - Low Income - Neglected, Private	4305									
204	Title I - Migrant Education	4340									
205	Title I - Other (Describe & Itemize)	4399									
206	Total Title I		292,718	0		0	0				
207	TITLE IV										
208	Title IV - Student Support & Academic Enrichment Grant	4400									
209	Title IV - Part A - Student Support & Academic Enrichment Grants Safe and Drug Free Schools	4415									
210	Title IV - 21st Century	4421									
211	Title IV - Other (Describe & Itemize)	4499									
212	Total Title IV		0	0		0	0				
213	FEDERAL - SPECIAL EDUCATION										
214	Federal Special Education - Preschool Flow-Through	4600	28,818								
215	Federal Special Education - Preschool Discretionary	4605									

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	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
216	Federal Special Education - IDEA Flow Through	4620	781,411								
217	Federal Special Education - IDEA Room & Board	4625									
218	Federal Special Education - IDEA Discretionary	4630									
219	Federal Special Education - IDEA - Other (Describe & Itemize)	4699									
220	Total Federal Special Education		810,229	0		0	0				
221	CTE - PERKINS										
222	CTE - Perkins-Title III E Tech Prep	4770									
223	CTE - Other (Describe & Itemize)	4799									
224	Total CTE - Perkins		0	0			0				
225	Federal - Adult Education	4810									
226	ARRA - General State Aid - Education Stabilization	4850									
227	ARRA - Title I - Low Income	4851									
228	ARRA - Title I - Neglected, Private	4852									
229	ARRA - Title I - Delinquent, Private	4853									
230	ARRA - Title I - School Improvement (Part A)	4854									
231	ARRA - Title I - School Improvement (Section 1003g)	4855									
232	ARRA - IDEA - Part B - Preschool	4856									
233	ARRA - IDEA - Part B - Flow-Through	4857									
234	ARRA - Title IID - Technology - Formula	4860									
235	ARRA - Title IID - Technology - Competitive	4861									
236	ARRA - McKinney - Vento Homeless Education	4862									
237	ARRA - Child Nutrition Equipment Assistance	4863									
238	Impact Aid Formula Grants	4864									
239	Impact Aid Competitive Grants	4865									
240	Qualified Zone Academy Bond Tax Credits	4866									
241	Qualified School Construction Bond Credits	4867									
242	Build America Bond Tax Credits	4868									
243	Build America Bond Interest Reimbursement	4869									
244	ARRA - General State Aid - Other Government Services Stabilization	4870									
245	Other ARRA Funds - II	4871									
246	Other ARRA Funds - III	4872									
247	Other ARRA Funds - IV	4873									
248	Other ARRA Funds - V	4874									
249	ARRA - Early Childhood	4875									
250	Other ARRA Funds - VII	4876									
251	Other ARRA Funds - VIII	4877									
252	Other ARRA Funds - IX	4878									
253	Other ARRA Funds - X	4879									
254	Other ARRA Funds - Ed Job Fund Program	4880									
255	Total Stimulus Programs		0	0	0	0	0	0		0	0
256	Race to the Top Program	4901									
257	Race to the Top - Preschool Expansion Grant	4902									
258	Title III - Instruction for English Learners & Immigrant Students	4905									
259	Title III - English Language Acquisition	4909	49,230								
260	McKinney Education for Homeless Children	4920									
261	Title II - Eisenhower - Professional Development Formula	4930									
262	Title II - Teacher Quality	4932	194,592								
263	Title II - Part A - Supporting Effective Instruction - State Grants	4935									
264	Federal Charter Schools	4960									
265	State Assessment Grants	4981									
266	Grant for State Assessments and Related Activities	4982									
267	Medicaid Matching Funds - Administrative Outreach	4991	45,000								
268	Medicaid Matching Funds - Fee-For-Service Program	4992	230,000								
269	Other Restricted Grants Received from Fed. Govt. thru State (Describe & Itemize)	4998	175,540								
270	Total Restricted Grants-in-Aid received from Federal Govt. thru the State		1,822,459	0	109	0	0	0	0	0	0
271	TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES	4000	1,822,459	0	109	0	0	0	0	0	0

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
272	TOTAL DIRECT RECEIPTS/REVENUES (WITHOUT STUDENT ACTIVITY FUNDS 1799)		60,140,573	2,237,938	2,320,643	3,257,962	2,177,700	155,000	24,392	2,292	0
273	TOTAL DIRECT RECEIPTS/REVENUES (WITH STUDENT ACTIVITY FUNDS 1799)		60,155,573								

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
3	10 - EDUCATIONAL FUND (ED)										
4	INSTRUCTION (ED)	1000									
5	Regular Programs	1100	18,307,906	2,801,338	139,606	986,239	700	1,900	0	0	22,237,689
6	Tuition Payment to Charter Schools	1115									0
7	Pre-K Programs	1125	363,085	77,411		17,500					457,996
8	Special Education Programs (Functions 1200 - 1220)	1200	4,052,383	734,011	24,950	15,540					4,826,884
9	Special Education Programs Pre-K	1225	506,906	123,300							630,206
10	Remedial and Supplemental Programs K-12	1250	395,004	146,237		13,924					555,165
11	Remedial and Supplemental Programs Pre-K	1275									0
12	Adult/Continuing Education Programs	1300									0
13	CTE Programs	1400									0
14	Interscholastic Programs	1500	127,000	1,588	12,875	11,625		3,275			156,363
15	Summer School Programs	1600	5,000			300					5,300
16	Gifted Programs	1650	441,701	47,956							489,657
17	Driver's Education Programs	1700									0
18	Bilingual Programs	1800	2,620,656	389,419	40,000	38,033		1,000			3,089,108
19	Truant Alternative & Optional Programs	1900	0	0	0	0	0	0	0	0	0
20	Pre-K Programs - Private Tuition	1910									0
21	Regular K-12 Programs Private Tuition	1911									0
22	Special Education Programs K-12 Private Tuition	1912						1,305,000			1,305,000
23	Special Education Programs Pre-K Tuition	1913									0
24	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
25	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
26	Adult/Continuing Education Programs Private Tuition	1916									0
27	CTE Programs Private Tuition	1917									0
28	Interscholastic Programs Private Tuition	1918									0
29	Summer School Programs Private Tuition	1919									0
30	Gifted Programs Private Tuition	1920									0
31	Bilingual Programs Private Tuition	1921									0
32	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
33	Student Activity Fund Expenditures	1999						10,000			10,000
34	Total Instruction¹⁴ (Without Student Activity Funds 1999)	1000	26,819,641	4,321,260	217,431	1,083,161	700	1,311,175	0	0	33,753,368
35	Total Instruction¹⁴ (With Student Activity Funds 1999)	1000	26,819,641	4,321,260	217,431	1,083,161	700	1,321,175	0	0	33,763,368
36	SUPPORT SERVICES (ED)	2000									
37	Support Services - Pupil	2100									
38	Attendance & Social Work Services	2110	939,135	187,528		1,500					1,128,163
39	Guidance Services	2120	273,864	59,902							333,766
40	Health Services	2130	447,350	51,243	12,842	11,100					522,535
41	Psychological Services	2140	551,285	79,091	4,445	7,855					642,676
42	Speech Pathology & Audiology Services	2150	993,548	124,951		5,139					1,123,638
43	Other Support Services - Pupils (Describe & Itemize)	2190									0
44	Total Support Services - Pupil	2100	3,205,182	502,715	17,287	25,594	0	0	0	0	3,750,778
45	Support Services - Instructional Staff	2200									
46	Improvement of Instruction Services	2210	357,045	97,487	173,989	2,050		500			631,071
47	Educational Media Services	2220	660,050	132,526	144	41,349					834,069
48	Assessment & Testing	2230			30,000						30,000
49	Total Support Services - Instructional Staff	2200	1,017,095	230,013	204,133	43,399	0	500	0	0	1,495,140
50	Support Services - General Administration	2300									
51	Board of Education Services	2310		117,500	796,314	17,500		15,000			946,314
52	Executive Administration Services	2320	331,968	88,041	19,000	6,000		5,250			450,259
53	Special Area Administration Services	2330	353,341	133,250	195,846	144,099	1,422	500			828,458
54	Tort Immunity Services	2361, 2365	0	0	0	0	0	0	0	0	0
55	Total Support Services - General Administration	2300	685,309	338,791	1,011,160	167,599	1,422	20,750	0	0	2,225,031
56	Support Services - School Administration	2400									
57	Office of the Principal Services	2410	1,800,537	604,286	111	4,300		6,000			2,418,623
58	Other Support Services - School Administration (Describe & Itemize)	2490									0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
59	Total Support Services - School Administration	2400	1,800,537	604,286	4,300	3,500	0	6,000	0	0	2,418,623
60	Support Services - Business	2500									
61	Direction of Business Support Services	2510	197,950	52,551	3,000			1,000			254,501
62	Fiscal Services	2520	234,276	34,680	24,000	8,500	750	8,100			310,306
63	Operation & Maintenance of Plant Services	2540			32,000						32,000
64	Pupil Transportation Services	2550									0
65	Food Services	2560	456,520	1,645	910,500	2,500	25,000	4,000			1,400,165
66	Internal Services	2570									0
67	Total Support Services - Business	2500	888,746	88,876	969,500	11,000	25,750	13,100	0	0	1,996,972
68	Support Services - Central	2600									
69	Direction of Central Support Services	2610									0
70	Planning, Research, Development & Evaluation Services	2620	4,500		38,947	19,500					62,947
71	Information Services	2630	238,790	62,036	51,219	1,531		2,500			356,076
72	Staff Services	2640	434,352	100,598	63,500	33,900		7,500			639,850
73	Data Processing Services	2660	529,121	102,914	314,750	1,607,620	890,000	3,000			3,447,405
74	Total Support Services - Central	2600	1,206,763	265,548	468,416	1,662,551	890,000	13,000	0	0	4,506,278
75	Other Support Services - Misc. (Describe & Itemize)	2900									0
76	Total Support Services	2000	8,803,632	2,030,229	2,674,796	1,913,643	917,172	53,350	0	0	16,392,822
77	COMMUNITY SERVICES (ED)	3000	86,787	1,887	11,717	13,020					113,411
78	PAYMENTS TO OTHER DIST & GOVT UNITS (ED)	4000									
79	Payments to Other Dist & Govt Units (In-State)	4100									
80	Payments for Regular Programs	4110									0
81	Payments for Special Education Programs	4120									0
82	Payments for Adult/Continuing Education Programs	4130									0
83	Payments for CTE Programs	4140									0
84	Payments for Community College Programs	4170									0
85	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
86	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
87	Payments for Regular Programs - Tuition	4210									0
88	Payments for Special Education Programs - Tuition	4220						1,754,313			1,754,313
89	Payments for Adult/Continuing Education Programs - Tuition	4230									0
90	Payments for CTE Programs - Tuition	4240									0
91	Payments for Community College Programs - Tuition	4270									0
92	Payments for Other Programs - Tuition	4280									0
93	Other Payments to In-State Govt Units - Tuition (Describe & Itemize)	4290									0
94	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						1,754,313			1,754,313
95	Payments for Regular Programs - Transfers	4310									0
96	Payments for Special Education Programs - Transfers	4320									0
97	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
98	Payments for CTE Programs - Transfers	4340									0
99	Payments for Community College Program - Transfers	4370									0
100	Payments for Other Programs - Transfers	4380									0
101	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390									0
102	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
103	Payments to Other Dist & Govt Units (Out of State)	4400									0
104	Total Payments to Other Dist & Govt Units	4000			0			1,754,313			1,754,313
105	DEBT SERVICE (ED)	5000									
106	Debt Service - Interest on Short-Term Debt	5100									
107	Tax Anticipation Warrants	5110									0
108	Tax Anticipation Notes	5120									0
109	Corporate Personal Property Repl Tax Anticipated Notes	5130									0
110	State Aid Anticipation Certificates	5140									0
111	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
112	Total Debt Service - Interest on Short-Term Debt	5100						0			0
113	Debt Service - Interest on Long-Term Debt	5200									0
114	Total Debt Service	5000						0			0
115	PROVISION FOR CONTINGENCIES (ED)	6000									0

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	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
116	Total Direct Disbursements/Expenditures (without Student Activity Funds (1999))		35,710,060	6,353,376	2,903,944	3,009,824	917,872	3,118,838	0	0	52,013,914
117	Total Direct Disbursements/Expenditures (with Student Activity Funds (1999))		35,710,060	6,353,376	2,903,944	3,009,824	917,872	3,128,838	0	0	52,023,914
118	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds 1999)										8,126,659
119	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds 1999)										8,131,659
120											
121	20 - OPERATIONS AND MAINTENANCE FUND (O&M)										
122	SUPPORT SERVICES (O&M)	2000									
123	Support Services - Pupil	2100									
124	Other Support Services - Pupils (Describe & Itemize)	2190									0
125	Support Services - Business	2500									
126	Direction of Business Support Services	2510									0
127	Facilities Acquisition & Construction Services	2530									0
128	Operation & Maintenance of Plant Services	2540	2,175,901	433,842	1,167,500	802,000	652,500				5,231,743
129	Pupil Transportation Services	2550									0
130	Food Services	2560					15,000				15,000
131	Total Support Services - Business	2500	2,175,901	433,842	1,167,500	802,000	667,500	0	0	0	5,246,743
132	Other Support Services - Misc. (Describe & Itemize)	2900									0
133	Total Support Services	2000	2,175,901	433,842	1,167,500	802,000	667,500	0	0	0	5,246,743
134	COMMUNITY SERVICES (O&M)	3000									0
135	PAYMENTS TO OTHER DIST & GOVT UNITS (O&M)	4000									
136	Payments to Other Dist & Govt Units (In-State)	4100									
137	Payments for Regular Programs	4110									0
138	Payments for Special Education Programs	4120									0
139	Payments for CTE Program	4140									0
140	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
141	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
142	Payments to Other Dist & Govt Units (Out of State) ¹⁴	4400									0
143	Total Payments to Other Dist & Govt Unit	4000			0			0			0
144	DEBT SERVICE (O&M)	5000									
145	Debt Service - Interest on Short-Term Debt	5100									
146	Tax Anticipation Warrants	5110									0
147	Tax Anticipation Notes	5120									0
148	Corporate Personal Prop Repl Tax Anticipated Notes	5130									0
149	State Aid Anticipation Certificates	5140									0
150	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
151	Total Debt Service - Interest on Short-Term Debt	5100						0			0
152	Debt Service - Interest on Long-Term Debt	5200									0
153	Total Debt Service	5000						0			0
154	PROVISION FOR CONTINGENCIES (O&M)	6000									0
155	Total Direct Disbursements/Expenditures		2,175,901	433,842	1,167,500	802,000	667,500	0	0	0	5,246,743
156	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(3,008,805)
157											
158	30 - DEBT SERVICE FUND (DS)										
159	PAYMENTS TO OTHER DIST & GOVT UNITS (DS)	4000									
160	Payments to Other Dist & Govt Units (In-State)	4100									
161	Payments for Regular Programs	4110									0
162	Payments for Special Education Programs	4120									0
163	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
164	Total Payments to Other Dist & Govt Units (In-State)	4000						0			0
165	DEBT SERVICE (DS)	5000									
166	Debt Service - Interest on Short-Term Debt	5100									
167	Tax Anticipation Warrants	5110									0
168	Tax Anticipation Notes	5120									0

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
169	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
170	State Aid Anticipation Certificates	5140									0
171	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
172	Total Debt Service - Interest On Short-Term Debt	5100						0			0
173	Debt Service - Interest on Long-Term Debt	5200						777,289			777,289
174	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300						1,630,000			1,630,000
175	Debt Service - Other (Describe & Itemize)	5400									0
176	Total Debt Service	5000			0			2,407,289			2,407,289
177	PROVISION FOR CONTINGENCIES (DS)	6000									0
178	Total Direct Disbursements/Expenditures				0			2,407,289			2,407,289
179	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(86,646)
180											
181	40 - TRANSPORTATION FUND (TR)										
182	SUPPORT SERVICES (TR)	2000									
183	Support Services - Pupils	2100									
184	Other Support Services - Pupils (Describe & Itemize)	2190									0
185	Support Services - Business										
186	Pupil Transportation Services	2550	5,250	2,858	3,230,694						3,238,802
187	Other Support Services - Business (Describe & Itemize)	2900									0
188	Total Support Services	2000	5,250	2,858	3,230,694	0	0	0	0	0	3,238,802
189	COMMUNITY SERVICES (TR)	3000									0
190	PAYMENTS TO OTHER DIST & GOVT UNITS (TR)	4000									
191	Payments to Other Dist & Govt Units (In-State)	4100									
192	Payments for Regular Program	4110									0
193	Payments for Special Education Programs	4120									0
194	Payments for Adult/Continuing Education Programs	4130									0
195	Payments for CTE Programs	4140									0
196	Payments for Community College Programs	4170									0
197	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
198	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
199	Payments to Other Dist & Govt Units (Out-of-State) (Describe & Itemize)	4400									0
200	Total Payments to Other Dist & Govt Units	4000			0			0			0
201	DEBT SERVICE (TR)	5000									
202	Debt Service - Interest on Short-Term Debt	5100									
203	Tax Anticipation Warrants	5110									0
204	Tax Anticipation Notes	5120									0
205	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
206	State Aid Anticipation Certificates	5140									0
207	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
208	Total Debt Service - Interest On Short-Term Debt	5100						0			0
209	Debt Service - Interest on Long-Term Debt	5200									0
210	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300									0
211	Debt Service - Other (Describe & Itemize)	5400									0
212	Total Debt Service	5000						0			0
213	PROVISION FOR CONTINGENCIES (TR)	6000									0
214	Total Direct Disbursements/Expenditures		5,250	2,858	3,230,694	0	0	0	0	0	3,238,802
215	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										19,160
216											
217	50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)										
218	INSTRUCTION (MR/SS)	1000									
219	Regular Program	1100		249,321							249,321
220	Pre-K Programs	1125		5,439							5,439
221	Special Education Programs (Functions 1200-1220)	1200		210,548							210,548

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
222	Special Education Programs Pre-K	1225		62,937							62,937
223	Remedial and Supplemental Programs K-12	1250		64,465							64,465
224	Remedial and Supplemental Programs Pre-K	1275									0
225	Adult/Continuing Education Programs	1300									0
226	CTE Programs	1400									0
227	Interscholastic Programs	1500		2,600							2,600
228	Summer School Programs	1600									0
229	Gifted Programs	1650		6,405							6,405
230	Driver's Education Programs	1700									0
231	Bilingual Programs	1800		58,225							58,225
232	Truant Alternative & Optional Programs	1900									0
233	Total Instruction	1000		659,940							659,940
234	SUPPORT SERVICES (MR/SS)	2000									
235	Support Services - Pupil	2100									
236	Attendance & Social Work Services	2110		21,424							21,424
237	Guidance Services	2120		3,971							3,971
238	Health Services	2130		59,362							59,362
239	Psychological Services	2140		7,994							7,994
240	Speech Pathology & Audiology Services	2150		14,406							14,406
241	Other Support Services - Pupils (Describe & Itemize)	2190									0
242	Total Support Services - Pupil	2100		107,157							107,157
243	Support Services - Instructional Staff	2200									
244	Improvement of Instruction Services	2210		11,374							11,374
245	Educational Media Services	2220		32,109							32,109
246	Assessment & Testing	2230									0
247	Total Support Services - Instructional Staff	2200		43,483							43,483
248	Support Services - General Administration	2300									
249	Board of Education Services	2310									0
250	Executive Administration Services	2320		17,782							17,782
251	Special Area Administrative Services	2330		14,919							14,919
252	Claims Paid from Self Insurance Fund	2361									0
253	Risk Management and Claims Services Payments	2365									0
254	Total Support Services - General Administration	2300		32,701							32,701
255	Support Services - School Administration	2400									
256	Office of the Principal Services	2410		87,410							87,410
257	Other Support Services - School Administration (Describe & Itemize)	2490									0
258	Total Support Services - School Administration	2400		87,410							87,410
259	Support Services - Business	2500									
260	Direction of Business Support Services	2510		2,870							2,870
261	Fiscal Services	2520		39,091							39,091
262	Facilities Acquisition & Construction Services	2530									0
263	Operation & Maintenance of Plant Service	2540		359,326							359,326
264	Pupil Transportation Services	2550									0
265	Food Services	2560		35,595							35,595
266	Internal Services	2570									0
267	Total Support Services - Business	2500		436,882							436,882
268	Support Services - Central	2600									
269	Direction of Central Support Services	2610									0
270	Planning, Research, Development & Evaluation Services	2620									0
271	Information Services	2630		45,829							45,829
272	Staff Services	2640		28,043							28,043
273	Data Processing Services	2660		64,684							64,684
274	Total Support Services - Central	2600		138,556							138,556
275	Other Support Services - Misc. (Describe & Itemize)	2900									0
276	Total Support Services	2000		846,189							846,189
277	COMMUNITY SERVICES (MR/SS)	3000		5,137							5,137
278	PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)	4000									0
279	Payments for Regular Programs	4110									0

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	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
280	Payments for Special Education Programs	4120									0
281	Payments for CTE Programs	4140									0
282	Total Payments to Other Dist & Govt Units	4000		0							0
283	DEBT SERVICE (MR/SS)	5000									
284	Debt Service - Interest on Short-Term Debt	5100									
285	Tax Anticipation Warrants	5110									0
286	Tax Anticipation Notes	5120									0
287	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
288	State Aid Anticipation Certificates	5140									0
289	Other Interest on Short-Term Debt <i>(Describe & Itemize)</i>	5150									0
290	Total Debt Service	5000						0			0
291	PROVISION FOR CONTINGENCIES (MR/SS)	6000									0
292	Total Direct Disbursements/Expenditures			1,511,266				0			1,511,266
293	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										666,434
294											
295	60 - CAPITAL PROJECTS (CP)										
296	SUPPORT SERVICES (CP)	2000									
297	Support Services - Business										
298	Facilities Acquisition & Construction Services	2530			1,908,627	950,000	23,230,937				26,089,564
299	Other Support Services - Business <i>(Describe & Itemize)</i>	2900									0
300	Total Support Services	2000	0	0	1,908,627	950,000	23,230,937	0	0		26,089,564
301	PAYMENTS TO OTHER DIST & GOVT UNITS (CP)	4000									
302	Payments to Other Dist & Govt Units (In-State)	4100									
303	Payments to Regular Programs	4110									0
304	Payment for Special Education Programs	4120									0
305	Payment for CTE Programs	4140									0
306	Payments to Other Govt Units - Programs (In-State) <i>(Describe & Itemize)</i>	4190									0
307	Total Payments to Other Districts & Govt Units	4000			0			0			0
308	PROVISION FOR CONTINGENCIES (CP)	6000									0
309	Total Direct Disbursements/Expenditures		0	0	1,908,627	950,000	23,230,937	0	0		26,089,564
310	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(25,934,564)
311											
312	70 WORKING CASH FUND (WC)										
313											
314	80 - TORT FUND (TF)										
315	INSTRUCTION (TF)	1000									
316	Regular Programs	1100	0	0	0	0	0	0	0	0	0
317	Tuition Payment to Charter Schools	1115									0
318	Pre-K Programs	1125									0
319	Special Education Programs (Functions 1200 - 1220)	1200									0
320	Special Education Programs Pre-K	1225									0
321	Remedial and Supplemental Programs K-12	1250									0
322	Remedial and Supplemental Programs Pre-K	1275									0
323	Adult/Continuing Education Programs	1300									0
324	CTE Programs	1400									0
325	Interscholastic Programs	1500									0
326	Summer School Programs	1600									0
327	Gifted Programs	1650									0
328	Driver's Education Programs	1700									0
329	Bilingual Programs	1800									0
330	Truant Alternative & Optional Programs	1900	0	0	0	0	0	0	0	0	0
331	Pre-K Programs - Private Tuition	1910									0
332	Regular K-12 Programs Private Tuition	1911									0
333	Special Education Programs K-12 Private Tuition	1912			116						0
334	Special Education Programs Pre-K Tuition	1913									0
335	Remedial/Supplemental Programs K-12 Private Tuition	1914									0

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
336	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
337	Adult/Continuing Education Programs Private Tuition	1916									0
338	CTE Programs Private Tuition	1917									0
339	Interscholastic Programs Private Tuition	1918									0
340	Summer School Programs Private Tuition	1919									0
341	Gifted Programs Private Tuition	1920									0
342	Bilingual Programs Private Tuition	1921									0
343	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
344	Total Instruction¹⁴	1000	0	0	0	0	0	0	0	0	0
345	SUPPORT SERVICES (TF)	2000									
346	Support Services - Pupil	2100									
347	Attendance & Social Work Services	2110									0
348	Guidance Services	2120									0
349	Health Services	2130									0
350	Psychological Services	2140									0
351	Speech Pathology & Audiology Services	2150									0
352	Other Support Services - Pupils (<i>Describe & Itemize</i>)	2190									0
353	Total Support Services - Pupil	2100	0	0	0	0	0	0	0	0	0
354	Support Services - Instructional Staff	2200									
355	Improvement of Instruction Services	2210									0
356	Educational Media Services	2220									0
357	Assessment & Testing	2230									0
358	Total Support Services - Instructional Staff	2200	0	0	0	0	0	0	0	0	0
359	Support Services - General Administration	2300									
360	Board of Education Services	2310									0
361	Executive Administration Services	2320									0
362	Special Area Administration Services	2330									0
363	Claims Paid from Self Insurance Fund	2361									0
364	Risk Management and Claims Services Payments	2365									0
365	Total Support Services - General Administration	2300	0	0	0	0	0	0	0	0	0
366	Support Services - School Administration	2400									
367	Office of the Principal Services	2410									0
368	Other Support Services - School Administration (<i>Describe & Itemize</i>)	2490									0
369	Total Support Services - School Administration	2400	0	0	0	0	0	0	0	0	0
370	Support Services - Business	2500									
371	Direction of Business Support Services	2510									0
372	Fiscal Services	2520									0
373	Facilities Acquisition & Construction Services	2530									0
374	Operation & Maintenance of Plant Services	2540									0
375	Pupil Transportation Services	2550									0
376	Food Services	2560									0
377	Internal Services	2570									0
378	Total Support Services - Business	2500	0	0	0	0	0	0	0	0	0
379	Support Services - Central	2600									
380	Direction of Central Support Services	2610									0
381	Planning, Research, Development & Evaluation Services	2620									0
382	Information Services	2630									0
383	Staff Services	2640									0
384	Data Processing Services	2660									0
385	Total Support Services - Central	2600	0	0	0	0	0	0	0	0	0
386	Other Support Services - Misc. (<i>Describe & Itemize</i>)	2900									0
387	Total Support Services	2000	0	0	0	0	0	0	0	0	0
388	COMMUNITY SERVICES (TF)	3000									
389	PAYMENTS TO OTHER DIST & GOVT UNITS (TF)	4000									
390	Payments to Other Dist & Govt Units (In-State)	4100									
391	Payments for Regular Programs	4110			117						0
392	Payments for Special Education Programs	4120									0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
393	Payments for Adult/Continuing Education Programs	4130									0
394	Payments for CTE Programs	4140									0
395	Payments for Community College Programs	4170									0
396	Other Payments to In-State Govt Units - Programs <i>(Describe & Itemize)</i>	4190									0
397	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
398	Payments for Regular Programs - Tuition	4210									0
399	Payments for Special Education Programs - Tuition	4220									0
400	Payments for Adult/Continuing Education Programs - Tuition	4230									0
401	Payments for CTE Programs - Tuition	4240									0
402	Payments for Community College Programs - Tuition	4270									0
403	Payments for Other Programs - Tuition	4280									0
404	Other Payments to In-State Govt Units - Tuition <i>(Describe & Itemize)</i>	4290									0
405	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
406	Payments for Regular Programs - Transfers	4310									0
407	Payments for Special Education Programs - Transfers	4320									0
408	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
409	Payments for CTE Programs - Transfers	4340									0
410	Payments for Community College Program - Transfers	4370									0
411	Payments for Other Programs - Transfers	4380									0
412	Other Payments to In-State Govt Units - Transfers <i>(Describe & Itemize)</i>	4390									0
413	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
414	Payments to Other Dist & Govt Units (Out of State)	4400									0
415	Total Payments to Other Dist & Govt Units	4000			0			0			0
416	DEBT SERVICE (TF)	5000									
417	Debt Service - Interest on Short-Term Debt										
418	Tax Anticipation Warrants	5110									0
419	Tax Anticipation Notes	5120									0
420	Corporate Personal Property Replacement Tax Anticipation Notes	5130									0
421	State Aid Anticipation Certificates	5140									0
422	Other Interest or Short-Term Debt <i>(Describe & Itemize)</i>	5150									0
423	Debt Service - Interest on Long-Term Debt	5200									0
424	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) <i>(Describe & Itemize)</i>	5300									0
425	Debt Service - Other <i>(Describe & Itemize)</i>	5400									0
426	Total Debt Service	5000			0			0			0
427	PROVISION FOR CONTINGENCIES (TF)	6000									
428	Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0	0	0
429	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										2,292
430											
431	90 - FIRE PREVENTION & SAFETY FUND (FP&S)										
432	SUPPORT SERVICES (FP&S)	2000									
433	Support Services - Business	2500									
434	Facilities Acquisition & Construction Services	2530									0
435	Operation & Maintenance of Plant Service	2540									0
436	Total Support Services - Business	2500	0	0	0	0	0	0	0		0
437	Other Support Services - Misc. <i>(Describe & Itemize)</i>	2900									0
438	Total Support Services	2000	0	0	0	0	0	0	0		0
439	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (FP&S)	4000									
440	Payments to Regular Programs	4110									0
441	Payments to Special Education Programs	4120									0
442	Other Payments to In-State Govt Units - Programs <i>(Describe & Itemize)</i>	4190									0
443	Total Payments to Other Districts & Govt Units (FPS)	4000						0			0
444	DEBT SERVICE (FP&S)	5000									
445	Debt Service - Interest on Short-Term Debt	5100									
446	Tax Anticipation Warrants	5110									0
447	Other Interest on Short-Term Debt <i>(Describe & Itemize)</i>	5150									0

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1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
448	Total Debt Service - Interest on Short-Term Debt	5100						0			0
449	Debt Service - Interest on Long-Term Debt	5200									0
450	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300									0
451	Total Debt Service	5000						0			0
452	PROVISIONS FOR CONTINGENCIES (FP&S)	6000									0
453	Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0		0
454	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0

	B	C	D	E	F	G	H
1	If there is an amount in column C or column G, please describe the type of revenue or expenditure in column D or column H.						
2	Revenue Check: OK						
3	Expenditure Check: OK						
4	Revenues Acct. (EstRev tab)	Amount	Describe Revenue		Expenditures Fund-Function (EstExp tab)	Amount	Describe Expenditures
5	1190				10-2190		
6	1290				10-2490		
7	1614				10-2900		
8	1690				10-4190		
9	1790				10-4290		
10	1819				10-4390		
11	1829				10-4400		
12	1890				10-5150		
13	1993				20-2190		
14	1999	\$ 93,500	Miscellaneous (Imapct Fees, Spanish Camp, Polling Place, etc.)		20-2900		
15	2300				20-4190		
16	3099				20-4400		
17	3199				20-5150		
18	3299				30-4190		
19	3499				30-5150		
20	3599				30-5300	\$ 1,630,000	LT Debt Principal Payments- Referendum & Bonds
21	3999	\$ 2,832	State Library Grant		30-5400		
22	4009				40-2190		
23	4090				40-2900		
24	4199				40-4190		
25	4299				40-4400		
26	4399				40-5150		
27	4499				40-5300		
28	4699				40-5400		
29	4799				50-2190		
30	4998	\$ 175,540	ESSER		50-2490		
31					50-2900		
32					50-5150		
33					60-2900		
34					60-4190		
35					80-2190		
36					80-2490		
37					80-2900		
38					80-4190		
39					80-4290		
40					80-4390		
41					80-4400		
42					80-5150		
43					80-5300		
44					80-5400		
45					90-2900		
46					90-4190		
47					90-5150		
48					90-5300		

DEFICIT BUDGET SUMMARY INFORMATION - Operating Funds Only (School Districts Only)					
Description	EDUCATIONAL FUND (10)	OPERATIONS & MAINTENANCE FUND (20)	TRANSPORTATION FUND (40)	WORKING CASH FUND (70)	TOTAL
Direct Revenues	60,140,573	2,237,938	3,257,962	24,392	65,660,865
Direct Expenditures	52,013,914	5,246,743	3,238,802		60,499,459
Difference	8,126,659	(3,008,805)	19,160	24,392	5,161,406
Estimated Fund Balance - June 30, 2025	12,508,709	2,380,213	2,575,581	695,054	18,159,557

Balanced budget; no Deficit Reduction Plan is required.

A deficit reduction plan is required if the local board of education adopts (or amends) the 2024-2025 school district budget in which the "operating funds" listed above result in direct revenues (line 9, BudgetSum 2-4) being less than direct expenditures (line 19, BudgetSum 2-4) by an amount equal to or greater than one-third (1/3) of the ending fund balance (line 81, BudgetSum 2-4).

Note: The balance is determined using only the four funds listed above. That is, if the estimated ending fund balance is less than three times the deficit spending, the district must adopt and file with ISBE a deficit reduction plan to balance the shortfall within three years.

Per School Code (105 ILCS 5/17-1) - If the Deficit AFR Summary Information tab from the 2023-2024 Annual Financial Report (AFR) reflects a deficit as defined above, then the school district shall adopt and submit a deficit reduction plan (found here on page 23-27) to ISBE within 30 days after acceptance of the AFR.

The deficit reduction plan, if required, is developed using ISBE guidelines and format.

	A	B	C	D	E	F	G
1	*School Districts Only		DEFICIT REDUCTION PLAN ESTIMATED BUDGET FY2024-2025				
2							
3	19022041002						
4	<i>District Number</i>						
5	Glen Ellyn SD 41						
6	<i>District Name</i>		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		33,682,050	2,389,018	2,556,421	670,662	39,298,151
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000	55,908,561	1,687,938	2,337,962	24,392	59,958,853
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0		0
11	STATE SOURCES	3000	2,409,553	550,000	920,000	0	3,879,553
12	FEDERAL SOURCES	4000	1,822,459	0	0	0	1,822,459
13	Total Receipts/Revenues		60,140,573	2,237,938	3,257,962	24,392	65,660,865
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000	33,753,368				33,753,368
16	SUPPORT SERVICES	2000	16,392,822	5,246,743	3,238,802		24,878,367
17	COMMUNITY SERVICES	3000	113,411	0	0		113,411
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	1,754,313	0	0		1,754,313
19	DEBT SERVICES	5000	0	0	0		0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0		0
21	Total Disbursements/Expenditures		52,013,914	5,246,743	3,238,802		60,499,459
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		8,126,659	(3,008,805)	19,160	24,392	5,161,406
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)		0	3,000,000	0	0	3,000,000
25	OTHER USES OF FUNDS (8000)		29,300,000	0	0	0	29,300,000
26	TOTAL OTHER SOURCES/USES OF FUNDS		(29,300,000)	3,000,000	0	0	(26,300,000)
27	ESTIMATED ENDING FUND BALANCE		12,508,709	2,380,213	2,575,581	695,054	18,159,557

	A	B	H	I	J	K	L
1	*School Districts Only		ESTIMATED BUDGET FY2025-2026				
2							
3	19022041002						
4	<i>District Number</i>						
5	Glen Ellyn SD 41						
6	<i>District Name</i>		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		12,508,709	2,380,213	2,575,581	695,054	18,159,557
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		12,508,709	2,380,213	2,575,581	695,054	18,159,557

	A	B	M	N	O	P	Q
1	*School Districts Only		ESTIMATED BUDGET FY2026-2027				
2							
3	19022041002						
4	<i>District Number</i>						
5	Glen Ellyn SD 41						
6	<i>District Name</i>		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		12,508,709	2,380,213	2,575,581	695,054	18,159,557
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		12,508,709	2,380,213	2,575,581	695,054	18,159,557

	A	B	R	S	T	U	V
1	*School Districts Only		ESTIMATED BUDGET FY2027-2028				
2							
3	19022041002						
4	<i>District Number</i>						
5	Glen Ellyn SD 41						
6	<i>District Name</i>		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		12,508,709	2,380,213	2,575,581	695,054	18,159,557
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		12,508,709	2,380,213	2,575,581	695,054	18,159,557

	A	B	W	X	Y	Z
1	<i>*School Districts Only</i>		SUMMARY BUDGET ADDENDUM - DEFICIT REDUCTION PLAN ESTIMATED BUDGET Date of Adoption: <input type="text"/> (Enter as MM/DD/YY)			
2						
3	19022041002					
4	District Number					
5	Glen Ellyn SD 41					
6	District Name		FY2024-2025	FY2025-2026	FY2026-2027	FY2027-2028
7	ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i>		39,298,151	18,159,557	18,159,557	18,159,557
8	RECEIPTS/REVENUES	Acct #				
9	LOCAL SOURCES	1000	59,958,853	0	0	0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0	0
11	STATE SOURCES	3000	3,879,553	0	0	0
12	FEDERAL SOURCES	4000	1,822,459	0	0	0
13	Total Receipts/Revenues		65,660,865	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #				
15	INSTRUCTION	1000	33,753,368	0	0	0
16	SUPPORT SERVICES	2000	24,878,367	0	0	0
17	COMMUNITY SERVICES	3000	113,411	0	0	0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	1,754,313	0	0	0
19	DEBT SERVICES	5000	0	0	0	0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0	0
21	Total Disbursements/Expenditures		60,499,459	0	0	0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		5,161,406	0	0	0
23	OTHER SOURCES/USES OF FUNDS					
24	OTHER SOURCES OF FUNDS (7000)		3,000,000	0	0	0
25	OTHER USES OF FUNDS (8000)		29,300,000	0	0	0
26	TOTAL OTHER SOURCES/USES OF FUNDS		(26,300,000)	0	0	0
27	ESTIMATED ENDING FUND BALANCE		18,159,557	18,159,557	18,159,557	18,159,557

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1.

2.

Deficit Reduction Plan-Background/Assumptions (School Districts Only)

**Fiscal Year 2024-2025
through Fiscal Year 2027-2028**

Glen Ellyn SD 41 19022041002

Please complete the following schedule and include a brief description to identify any areas of the budget that will be impacted from one year to the next. If the deficit reduction plan relies upon new local revenues, identify contingencies for further budget reductions which will be enacted in the event those new revenues are not available.

Background and Narrative of Budget Reductions:

Assumptions Used in the Deficit Reduction Plan:

- EBF and Estimated New Tier Funding:

- Equal Assessed Valuation and Tax Rates:

- Employee Salaries and Benefits:

Deficit Reduction Plan-Background/Assumptions (School Districts Only)

***Fiscal Year 2024-2025
through Fiscal Year 2027-2028***

- Short- and Long-Term Borrowing:

- Educational Impact:

- Other Assumptions:

- Has the district considered shared services or outsourcing (Ex: Transportation, Insurance)? If yes, please explain:

Evidence-Based Funding: Fiscal Year 2025 Spending Plan

N/A - EBF Spending Plan Not Required for Amended Budgets

Part I: Achieving Student Growth and Making Progress Toward State Education Goals

The questions below allow you to indicate the strategic priorities and strategies that will drive your efforts to achieve student growth and make progress toward state education goals. These may involve investing in any combination of an Organizational Unit's core resources: time, money, people, and programs.

Collaboration Opportunity - Organizational Units may find that Part I is most easily and effectively completed if led by program leaders in consultation with finance leaders.

1) What are the Organizational Unit's strategic goals for student success for the 2024-25 school year? What measures will be used to evaluate progress? (No more than 2000 characters, including spaces.)

The core purpose of our strategic plan is to accelerate academic growth, improve student learning outcomes, and close opportunity and achievement gaps. These strategic priorities, goals, and target objectives are in service of that central focus- to ensure social, emotional, and cognitive success for all students today, in preparation for their tomorrow which allow students to build relationships and focus on learning. We will measure progress through a variety of assessments that will be delivered to students (MAP, IAR, APPL, ISA, etc.)

	Top Strategy 1	Top Strategy 2	Top Strategy 3
2) Select the top three strategies that the Organizational Unit will employ to achieve student growth and make progress toward state education goals. (Select three different responses from the dropdown list.)	Maintain or expand early childhood programming	Maintain or expand pupil support services	Increase number and/or quality of professional development opportunities
If "Other" was selected in question 2, please describe. (No more than 1000 characters, including spaces.)			

Part II: Planned Use of Evidence-Based Funding

The questions below provide an opportunity to document the stakeholders with whom you consulted and the data you analyzed as you determined your strategic allocations of FY 2025 EBF dollars. Key statistics related to EBF distributions are provided for your reference. Form 50-36/50-39 is typically released before current-year appropriations are known. Therefore, the figures provided are for the prior fiscal year.

Collaboration Opportunity - Organizational Units may find that questions in this section are most easily and effectively completed if led by finance leaders in consultation with program leaders.

Evidence-Based Funding Organizational Unit Results (FY 2024)	<i>Final Resources / Adequacy Target = Percent of Adequacy</i>	Average Student Enrollment	#N/A	Adequacy Target	#N/A
		Final Resources	#N/A	Percent of Adequacy	#N/A
	<i>Base Funding Minimum + Tier Funding = Gross State Contribution</i>	Tier Assignment	#N/A	Gross State Contribution	#N/A
		FY24 Base Funding Minimum	#N/A	FY 2024 Tier Funding	#N/A
	<i>Within FY 2024 Gross State Contribution, Resources Attributable to Specific Populations</i>	Low-Income Students	#N/A		
		English Learners (ELs)	#N/A		
Special Education		#N/A			
		FY 2025 Tier Funding		Funding Type (Select)	*Note: Tier Funding allocations are published annually at https://www.isbe.net/Pages/ebfdistribution.aspx . Amounts are available in early August. Districts must use actual funding amounts if they are available before submitting the budget to ISBE.
1) FY 2025 Tier Funding Allocation*: Enter the dollar amount of Tier Funding (e.g., NEW MONEY only) allocated to the Organizational Unit for FY 2025. Select whether the amount is estimated or actual funding.	\$2,975	Actual			

		Data Source 1		Data Source 2		Data Source 3	
2)	Select the top three sources of data used to inform the Organizational Unit's planned allocation of EBF dollars. (Select three different responses.)	Student growth and achievement data, disaggregated by student groups		Student grades or other local academic performance data		State Performance Plan Indicators for Special Education	
3)	Indicate with which groups the Organizational Unit engaged to inform its intended allocation of EBF dollars. (Select any that apply; otherwise leave blank.)	Bilingual Program Director(s)	Yes	Principals	Yes	Bilingual Parent Advisory Committee	Yes
		Special Ed. Program Director(s)	Yes	School Improvement Teams	Yes	Other Parent Group(s)	Yes
		Other Program Leaders	Yes	Teacher or Support Staff Unions	Yes	Community Focus Group(s)	Yes
		School Board Members	Yes	Other School Staff		Other	
	[Optional] Provide a brief description of the Organizational Unit's process for consulting with internal and external stakeholders in determining the allocation of EBF dollars. (No more than 1000 characters, including spaces.)						
		Priority Investment 1		Priority Investment 2		Priority Investment 3	
4)	Given the data analyzed, the stakeholders consulted, and the priorities identified in Part I, indicate the top three priority investments the Organizational Unit will make with its FY 2025 Base Funding Minimum (e.g., excluding Tier Funding). Choose "Other" if investments do not match the provided list. (Select three different responses. "Other" may be selected more than once if needed.)	Professional Development		Instructional Materials		Assessments	
	If "Other" was selected in question 4, please describe. (No more than 1000 characters, including spaces.)						

Cost Factor Table

The table below presents the regionally adjusted amount embedded in the Organizational Unit's FY 2024 Adequacy Target for each of the 34 cost factors in the Evidence-Based Funding model (Column F). Column G is required for all Organizational Units that receive at least \$5,000 in Tier Funding, while column H is optional. Organizational Units may choose to provide additional narrative context in Columns I-M to elaborate on the figures included in the table. ISBE has produced guidance for populating the cost factor table. The guidance includes a definition for each cost factor, along with suggestions for using Employee Information System position codes and common expenditure accounts to support a determination of expenditures. This guidance is available at <https://www.isbe.net/ebfspendingplan>.

5) **Column G:** If the Organizational Unit will receive at least \$5,000 in FY 2025 Tier Funding (as entered in Q2.1/cell G31), column G is required. Please indicate the Organizational Unit's planned expenditures in FY 2025 from Tier Funds only. Organizational Units are not expected to place a value in each cell. Rather, the table allows for the communication of priority investments with new state resources for the current fiscal year. During years in which there is no new Tier Funding, column G will not be required. During years in which Tier Funding is available, the amount of new Tier Funding entered in Q2.1/cell G31 above must equal the sum in cell G90 below. If some or all Tier Funding is invested outside of the cost factors, enter a dollar amount in cell G89 and provide additional context in the space for a narrative beginning in row 93.

Column H: Optionally, Organizational Units may populate column H with total planned expenditures in FY 2025 for each cost factor from all revenue sources (e.g., not just from EBF). By comparing the figures in column F to the figures entered in column H, the Organizational Unit may engage local stakeholders in productive dialogue about resource allocation decisions.

Cost Factors		Amount in FY 2024 Adjusted Adequacy Target	Budgeted FY 2025 Investments with New Tier Funding [Optional]	Budgeted FY 2025 Expenditures (All Resources) [Optional]	Optional District Narratives
Core Investments	Core Teachers	#N/A			Enter optional context for core investment decisions.
	Specialist Teachers	#N/A			
	Instructional Facilitator	#N/A			
	Core Intervention Teacher	#N/A			
	Substitute Teachers	#N/A			
	Guidance Counselor	#N/A			
	Nurse	#N/A			
	Supervisory Aide	#N/A			
	Librarian	#N/A			
	Librarian Aide	#N/A			
	Principal	#N/A		132	
	Assistant Principal	#N/A			
	School Site Staff	#N/A			

	Subtotal	#N/A		
--	----------	------	--	--

Per Student Investments	Gifted	#N/A		<i>Enter optional context for per student investment decisions.</i>	
	Professional Development	#N/A			
	Instructional Materials	#N/A			
	Assessments	#N/A			
	Computer & Tech Equipment	#N/A			
	Student Activities	#N/A			
	Maintenance & Operations	#N/A			
	Central Office	#N/A			
	Employee Benefits	#N/A			
	Subtotal*	#N/A			
Additional Investments	Low-Income Intervention Teacher	#N/A		<i>Enter optional context for additional investment decisions.</i>	
	Low-Income Pupil Support Staff	#N/A			
	Low-Income Extended Day Teacher	#N/A			
	Low-Income Summer School Teacher	#N/A			
	EL Intervention Teacher	#N/A			
	EL Pupil Support Staff	#N/A			
	EL Extended Day Teacher	#N/A			
	EL Summer School Teacher	#N/A			
	EL Core Teacher	#N/A			
	Sp Ed Teacher	#N/A			
	Sp Ed Instructional Assistant	#N/A			
	Sp Ed Psychologist	#N/A			
		Subtotal	#N/A		
	Other Investments			\$0.00	
	Total**	#N/A		Tier Funding Check (Cell G90)	
<p>*The subtotal for Per Student Investments is a calculated figure that adjusts salary portions of Central Office and Maintenance & Operations to account for regional salary differences. As a result, the sum of each individual cost factor will not equal the subtotal.</p> <p>**The total is the Final Adequacy Target (adjusted for Regionalization Factor) calculated in the Full FY 2024 EBF Calculation file. Due to differences in rounding, this figure may vary slightly from the sum of the subtotals in this table.</p>					
<p>If some or all Tier Funding was invested outside of the cost factors, please describe. (No more than 1000 characters, including spaces.)</p>					
Part III: Support for Special Student Groups					
<p>EBF statute sets aside specific allocations to be spent for special education, English learners, and low-income students. Per statute these designated funds must be spent on programs and services benefiting these specific student groups. Funds for English learners and low-income students must be spent in addition to, and not in lieu of, funding that supports general programs of instruction for all students. Funds attributable to special education must be used for the provision of special education facilities and services as outlined in ILCS 14-1.08. Current-year EBF amounts attributable to each of the special student groups must be reported in cells G100-G102 below. If the Organizational Unit received at least \$5,000 for any of the student groups, a response to the questions below is required. For amounts less than \$5,000, a response is optional. All other EBF funds may be spent in any manner deemed appropriate by the school district.</p> <p><i>Collaboration Opportunity - Organizational Units may find that questions in this section are most easily and effectively completed through collaboration between program leaders affiliated with each student group and finance leaders.</i></p>					
1)	FY 2025 Student Population Allocations*: Enter the dollar amount of resources attributable to Specific Populations within the FY25 Gross State Contribution. Enter "0" if no funds are allocated for a student group. Select whether amounts are estimated or actual.	Low-Income Students	Enter Amounts	Select type	*Note: Allocations for each of the three student groups are published annually at isbe.net/ebfdist under "Reports." Amounts are typically available by September 1. Districts must use actual funding amounts if they are available before submitting the budget to ISBE.
		English Learners	\$402,396	Actual	
		Special Education	\$138,405	Actual	
			\$962,302	Actual	

2)	Organizational Unit investment of EBF dollars for low-income students: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Required	Low-Income Intervention Teacher		Low-Income Extended Day Teacher	Yes	Other Investments					
		[Optional - Enter \$]		[Optional - Enter \$]		[Optional - Enter \$]					
		Low-Income Pupil Support Staff	Yes	Low-Income Summer School Teacher	Yes						
		[Optional - Enter \$]		[Optional - Enter \$]							
Additional context for the Organizational Unit's planned use of dollars attributable to low-income students in FY 2025. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)											
3)	Organizational Unit investment of EBF dollars for English learners: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Required	English Learner Intervention Teacher		English Learner Extended Day Teacher	Yes	English Learner Core Teacher					
		[Optional - Enter \$]		[Optional - Enter \$]		[Optional - Enter \$]					
		English Learner Pupil Support Staff	Yes	English Learner Summer School Teacher	Yes	Other Investments					
		[Optional - Enter \$]		[Optional - Enter \$]		[Optional - Enter \$]					
Additional context for the Organizational Unit's planned use of dollars attributable to English learners in FY 2025. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)											
4)	Organizational Units investment of EBF dollars for Special Education: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Required	Special Education Teacher	Yes	Special Education Psychologist							
		[Optional - Enter \$]		[Optional - Enter \$]							
		Special Education Instructional Assistant	Yes	Other Investments							
		[Optional - Enter \$]		[Optional - Enter \$]							
Additional context for the Organizational Unit's planned use of dollars attributable to Special Education students in FY 2025. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)											
Plan Assurances											
Please complete the assurances below related to Article 14C of the Illinois School Code, which stipulates allowable expenditures for English learners. Organizational Units should maintain supporting documentation (e.g., sign-in sheets, meeting agendas) to affirm the veracity of the below assurances. Note that a separate collection of the Bilingual Service Plan takes place before each school year and must be separately reviewed by the Bilingual Parent Advisory Committee (BPAC). Responses in this plan should be aligned with information contained in the Bilingual Service Plan. Responses in this section are only required if an Organizational Unit receives any amount of EBF dollars attributable to English learners.											
<i>Collaboration Opportunity - Organizational Units may find that the plan assurances are most easily and effectively completed if led by program leaders.</i>											
<p>1.) "I hereby affirm that at least 60% of the school district's state funds attributable to English learners will be used for instructional costs of programs and services for English learners (function 1000), in accordance with Article 14C of the Illinois School Code. The remaining balance of state funds attributable to English learners will also be used to serve English learners." Required <input type="text" value="Yes"/></p> <p>2.) "My school district has at least one attendance center with 20 or more English learners (including parental refusals) who speak the same home language other than English in grades K-12. Alternatively and/or additionally, my school district has at least one attendance center with 20 or more English learners (including parent refusals) who speak the same home language other than English in pre-K." Required <input type="text" value="Yes"/></p> <p>3.) "I hereby affirm that the school district's BPAC will review this EBF Spending Plan by or before October 31, 2024." Required <input type="text" value="Yes"/></p> <p>4.) Enter the anticipated date on which the BPAC review will take place and the name of the BPAC chair for SY 2024-25. Required <table border="1" style="display: inline-table; margin-left: 20px;"> <tr> <td>BPAC Meeting (MM/DD/YYYY)</td> <td>9/3/2024</td> </tr> <tr> <td>Name of Chair</td> <td>Maria Ortegon</td> </tr> </table> </p>								BPAC Meeting (MM/DD/YYYY)	9/3/2024	Name of Chair	Maria Ortegon
BPAC Meeting (MM/DD/YYYY)	9/3/2024										
Name of Chair	Maria Ortegon										

Spending Plan Completion Tracker		
Use the information below to confirm completion of all required questions. Note that the "status" column adjusts to responses, so the tracker is most helpful to consult after you have completed the spending plan.		
Question	Status	Acceptance Criteria
Part 1, Q1	Complete	Character length of response must be >10 and <=2000, including spaces.
Part 1, Q2	Complete	A different response must be selected in G11, I11, and L11; cells cannot be blank.
Part 1, Q2 (Narrative)	Complete	Response required only if "Other" selected in G11, I11, or L11; character length of response must be >10 and <=1000, including spaces.
Part 2, Q1	Complete	A numeric value must be entered in cell G31 (estimated or actual Tier Funding, or 0 if appropriations did not include Tier Funding). A type must be selected in cell H31.
Part 2, Q2	Complete	A different response must be selected in G35, I35, and L35; cells cannot be blank.
Part 2, Q3	Complete	At least one response must be selected.
Part 2, Q4	Complete	Cells G43, I43, and L43 cannot be blank. "Other" may be selected more than once, but other responses may not be repeated.
Part 2, Q4 (Narrative)	Complete	Response required only if "Other" selected in G43, I43, or L43; character length of response must be >10 and <=1000, including spaces.
Part 2, Q5 (Cell G90)	Complete	Cell G90 must be equal to the value in cell G31.
Part 2, Q5 (Narrative)	Complete	Response required only if a value was entered in cell G89; character length of response must be >10 and <=1000, including spaces.
Part 3, Q1 Low-Income Funds	Complete	A numeric value must be entered. A type must be selected in cell H100.
Part 3, Q1 English Learner Funds	Complete	A numeric value must be entered, which may be "0" if the organizational unit received no funding for the specified student group. A type must be selected in cell H101.
Part 3, Q1 Spec. Ed. Funds	Complete	A numeric value must be entered. A type must be selected in cell H102.
Part 3, Q2	Complete	At least one response must be selected.
Part 3, Q2 (Narrative)	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
Part 3, Q3	Complete	At least one response must be selected.
Part 3, Q3 (Narrative)	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
Part 3, Q4	Complete	At least one response must be selected.
Part 3, Q4 (Narrative)	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
Assurances 1	Complete	Response required if the value entered in cell G101>0.
Assurances 2	Complete	Response required if the value entered in cell G101>0.
Assurances 3	Complete	Response required if "Yes" selected in cell E133.
Assurances 4 (Meeting Date)	Complete	Response required if "Yes" selected in cell E133; enter date in MM/DD/YYYY format.
Assurances 4 (Name of Chair)	Complete	Response required if "Yes" selected in cell E133.

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS (School Districts Only)

(For Local Use Only)

This is an estimated Limitation of Administrative Costs Worksheet only and will not be accepted for Official Submission of the Limitation of Administrative Costs Worksheet.

The worksheet is intended for use during the budgeting process to estimate the district's percent increase of FY2025 budgeted expenditures over actual FY2024 expenditures. Budget information is copied to this page. Insert the prior year estimated actual expenditures to compute the estimated percentage increase (decrease).

The official Limitation of Administrative Costs Worksheet is attached to the end of the Annual Financial Report (ISBE Form 50-35) and may be submitted in conjunction with that report.

An official Limitation of Administrative Costs Worksheet can also be found on the ISBE website at: [Limitation of Administrative Costs](#)

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS WORKSHEET

(Section 17-1.5 of the School Code)

School District Name: **Glen Ellyn SD 41**

RCDT Number: **19022041002**

		Estimated Actual Expenditures, Fiscal Year 2024				Budgeted Expenditures, Fiscal Year 2025				
		(10)	(20)	(80)		(10)	(20)	(80)		
Description	Funct. No.	Educational Fund	Operations & Maintenance Fund	Tort Fund	Total	Educational Fund	Operations & Maintenance Fund	Tort Fund	Total	
1. Executive Administration Services	2320				0	450,259		0	450,259	
2. Special Area Administration Services	2330				0	828,458		0	828,458	
3. Other Support Services - School Administration	2490				0	0		0	0	
4. Direction of Business Support Services	2510				0	254,501	0	0	254,501	
5. Internal Services	2570				0	0		0	0	
6. Direction of Central Support Services	2610				0	0		0	0	
7. Deduct - Early Retirement or other pension obligations required by state law and included above.					0				0	
8. Totals		0	0	0	0	1,533,218	0	0	1,533,218	
9. Estimated Percent Increase (Decrease) for FY2025 (Budgeted) over (Actual) FY 2024										Enter Actual Data

Reference Description

- ¹ Each fund balance should correspond to the fund balance reflected on the books as of June 30th - Balance Sheet Accounts #720 and #730 (audit figures, if available).
- ² Accounting and Financial Reporting for Certain Grants and Other Financial Assistance. The "On-Behalf" Payments should only be reflected on this page (Budget Summary, Lines 10 and 20).
- ³ Requires the secretary of the school board to notify the county clerk (within 30 days of the transfer approval) to abate an equal amount of taxes to be next extended. See Sec. 10-22.14 & 17-2.11.
- ^{3a} Requires notification to the county clerk to abate an equal amount from taxes next extended. See section 10-22.14
- ⁴ Principal on Bonds Sold:
 - (1) Funding Bonds are to be entered in the fund or funds in which the liability occurs.
 - (2) Refunding Bonds can be entered in the Debt Services Fund only.
 - (3) Building Bonds can be entered in the Capital Projects Fund only.
 - (4) Fire Prevention and Safety Bonds can be entered in the Fire Prevention & Safety Fund only.
- ⁵ The proceeds from the sale of school sites, buildings, or other real estate shall be used first to pay the principal and interest on any outstanding bonds on the property being sold, and after all such bonds have been retired, the remaining proceeds from the sale next shall be used by the school board to meet any urgent district needs as determined under Sections 2-3.12 and 17-2.11 of the School Code. Once these issues have been addressed, any remaining proceeds may be used for any other authorized purpose and for deposit into any district fund.
- ⁶ The School Code, Section 10-22.44 prohibits the transfer of interest earned on the investment of "any funds for purposes of Illinois Municipal Retirement under the Pension Code." This prohibition does not include funds for Social Security and Medicare-only purposes. For additional requirements on interest earnings, see 23 Illinois Administrative Code, Part 100, Section 100.50.
- ⁷ Cash plus investments must be greater than or equal to zero.
- ⁸ For cash basis budgets, this total will equal the Budget Summary - Total Direct Receipts/Revenues (Line 9) plus Total Other Sources of Funds (Line 46).
- ⁹ For cash basis budgets, this total will equal the Budget Summary - Total Direct Disbursements/Expenditures (Line 19) plus Total Other Uses of Funds (Line 79).
- ¹⁰ Working Cash Fund loans may be made to any district fund for which taxes are levied (Section 20-5 of the School Code).
- ¹¹ Include revenue accounts 1110 through 1115, 1117,1118 & 1120.
- ¹² The School Code Section 17-2.2c. Tax for leasing educational facilities or computer technology or both, and for temporary relocation expense purposes.
- ¹³ Corporate personal property replacement tax revenue must be first applied to the municipal retirement/social security fund to replace tax revenue lost due to the abolition of the corporate personal property tax (30 ILCS 115/12). This provision does not apply to taxes levied for Medicare-Only purposes.
- ¹⁴ Only tuition payments made to private facilities. See Functions 4200 or 4400 for estimated public facility disbursements/expenditures.
- ¹⁵ Payment towards the retirement of lease/purchase agreements or bonded/other indebtedness (principal only) otherwise reported within the fund - e.g.: alternate revenue bonds. (Describe & Itemize)
- ¹⁶ Only abolishment of Working Cash Fund must transfer its funds directly to the Educational Fund upon adoption of a resolution and at the close of the current school Year (see 105 ILCS 5/20-8 for further explanation)
Only abatement of working cash fund can transfer its funds to any fund in most need of money (see 105 ILCS 5/20-10 for further explanation)

CHECK FOR ERRORS	
This worksheet checks various cells to assure that selected items are in balance.	
Please fix errors below before submitting to ISBE.	
Budget Item References	Message
1. Deficit Reduction Plan (DefReductPlan 23-27 tab)	
Is Deficit Reduction Plan Required? (Joint Agreements do not complete Deficit Reduction Plan.)	Deficit Reduction Plan is not required
If required, is Deficit Reduction Plan completed? (DefReductPlan 23-27 tab)	
2. Cover Page (Cover tab)	
District Name must be selected from drop-down. (Cell H13)	OK
Accounting Basis must be selected on Cover sheet.	OK
Dates (Day, Month, Year) must be input on Cover sheet.	ERROR - INPUT DATE(S)
Board Names must be typed on Cover sheet.	ERROR - TYPE BOARD NAMES
3. Budget Summary: Other Sources (BudgetSum 2-4 tab - Acct 7000) must equal Other Uses (BudgetSum 2-4 tab - Acct 8000).	
Estimated Beginning Fund Balance July, 1 2024 for all Funds (Cells C3 - K3) (Line must have a number or zero. Do not leave blank.)	ERROR - ENTER AMOUNTS. IF ZERO, ENTER NUMBER 0
Estimated Activity Fund Beginning Fund Balance July, 1 2024 (Cell C83) (Cell must have a number or zero. Do not leave blank.)	OK
Transfer Among Funds (Funds 10, 20, 40 - Acct 7130 - Cells C29, D29, F29), must equal (Funds 10, 20 & 40 - Acct 8130 - Cells C52, D52, F52).	OK
Transfer of Interest (Funds 10 thru 90 - Acct 7140 - Cells C30:K30), must equal (Funds 10 thru 60, & 80 - Acct 8140 - Cells C53:H53, J53).	OK
Transfer to Debt Service to Pay Principal on GASB 87 Leases (Fund 30 - Acct 7400 - Cell E39) must equal (Funds 10, 20 & 60 - Acct 8400 Cells C57:H60).	OK
Transfer to Debt Service to Pay Interest on GASB 87 Leases (Fund 30 - Acct 7500 - Cell E40) must equal (Funds 10, 20 & 60 - Acct 8500 - Cells C61:H64).	OK
Transfer to Debt Service Fund to Pay Principal on Revenue Bonds (Fund 30 - Acct 7600 - Cell E41) must equal (Funds 10 & 20 - Acct 8600 - Cells C65:D68).	OK
Transfer to Debt Service to Pay Interest on Revenue Bonds (Fund 30 - Acct 7700 - Cell E42) must equal (Funds 10 & 20 - Acct 8700 - Cells C69:D72).	OK
Transfer to Capital Projects Fund (Fund 60 - Acct 7800 - Cell H43) must equal (Fund 10 & 20, Acct 8800 - Cells C73:D76).	OK
4. Summary of Cash Transactions: Beginning Cash Balance on Hand July 1, 2024 (CashSum 5 tab, All Funds) cannot be negative.	
Educational (Fund 10 - Cell C3)	OK
Operations & Maintenance (Fund 20 - Cell D3)	OK
Debt Service (Fund 30 - Cell E3)	OK
Transportation (Fund 40 - Cell F3)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G3)	OK
Capital Projects (Fund 60 - Cell H3)	OK
Working Cash (Fund 70 - Cell I3)	OK
Tort (Fund 80 - Cell J3)	OK
Fire Prevention & Safety (Fund 90 - Cell K3)	OK
Activity Funds (Cell C23)	OK
5. Summary of Cash Transactions: Ending Cash Balance on Hand June 30, 2024 (CashSum 5 tab - All Funds) cannot be negative.	
Educational (Fund 10 - Cell C21)	OK
Operations & Maintenance (Fund 20 - Cell D21)	OK
Debt Service (Fund 30 - Cell E21)	OK
Transportation (Fund 40 - Cell F21)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G21)	OK
Capital Projects (Fund 60 - Cell H21)	OK
Working Cash (Fund 70 - Cell I21)	OK
Tort (Fund 80 - Cell J21)	OK
Fire Prevention & Safety (Fund 90 - Cell K21)	OK
6. Summary of Cash Transactions: Other Receipts (CashSum 5 tab) must equal Other Disbursements (CashSum 5 tab).	
Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C6:H6, J6:K6) must equal Interfund Loans Receivable (Funds 10:20, 40, 70 - Acct 141 - Cells C15:D15, F15, I15).	OK
Interfund Loans Receivable (Funds 10, 20, 40, 70 - Acct 141 - Cells C7:D7, F7, I7) must equal Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C16:H16, J16, K16).	OK
7. Estimated Revenue (EstRev 6-11 tab)	
Amounts must be input for revenue.	OK
8. Estimated Expenditures (EstExp 12-20 tab)	
Amounts must be input for expenditures.	OK
9. Itemization Notes: Revenues/Expenditures reported that require note on Itemize 21 tab.	
Include brief note(s) describing revenue source.	OK
Include brief note(s) describing expenditure use.	OK
10. EBF Spending Plan	
All required questions have been answered.	OK

End of Balancing

GLEN ELLYN SCHOOL DISTRICT 41

TENTATIVE AMENDED BUDGET CHANGE SUMMARY
SCHOOL YEAR JULY 1, 2024 TO JUNE 30, 2025

Revenue Category	Original Budget	Amended Budget	Total Change
Interest Income	2,300,000	2,900,000	600,000
Corp Personal Prop Replacement Taxes	2,250,000	1,750,000	(500,000)
Evidence Based funding	2,118,236	2,118,236	-
Federal Funds - Grants	239,462	487,310	247,848
Totals	6,907,698	7,255,546	347,848

Revenue Detail	Account Description	Total Change
Interest Income		
10R000 1510 0000 00 000000	INTEREST INCOME	600,000
Corp Personal Prop Replacement Taxes		
10R000 1230 0000 00 000000	CORP REPLACEMENT TAXES	(500,000)
Evidence Based Funding		
10R000 3001 0000 00 000000	GENERAL STATE AID	(550,000)
20R000 3001 0000 00 000000	GENERAL STATE AID	550,000
Federal Funding		
10R000 4300 0000 00 000000	TITLE I	123,062
10R000 4932 0000 00 000000	TITLE II	124,786
	Grand Total of Changes	347,848

Expenditure Category	SERVICES	SUPPLIES	EQUIPMENT / ASSETS	Total Change
District wide			-	-
Abraham Lincoln	-	-	-	-
Ben Franklin	-	-	-	-
Churchill	-	-	-	-
Forest Glen	-	-	-	-
Hadley Jr. High	-	-	-	-
CSO	105,000	-	1,448,556	1,553,556
Total Change	105,000	-	1,448,556	1,553,556

Expenditure Detail	Account Description	SERVICES	SUPPLIES	EQUIPMENT / ASSETS	Total Change
Services					
20E000 2540 3400 00 000000	TELEPHONE SVCS	40,000			
40E000 2550 3310 00 389400	REG TRANSPORTATION/HOMELESS	65,000			
Supplies					
Equipment / Assets					
60E000 2530 5200 00 000000	LAND ACQUISITION			1,448,556	
	Balances to Change Totals	105,000	-	1,448,556	1,553,556

2025-2029 TEACHERS' AGREEMENT

Between

**GLEN ELLYN SCHOOL DISTRICT 41
BOARD OF EDUCATION**

and

**GLEN ELLYN EDUCATION
ASSOCIATION**

PREAMBLE	3
ARTICLE I	3
Recognition	3
ARTICLE II	3
Definition of Responsibilities and Duties	3
ARTICLE III	7
Continuous Improvement	7
ARTICLE IV	11
Evaluation	11
ARTICLE V	17
Vacancies, Transfers and Promotions	17
ARTICLE VI	19
Professional Grievance Procedure	19
ARTICLE VII	23
Notice of Non-Renewal and Reduction in Force of Teachers	24
ARTICLE VIII	24
Leave	24
ARTICLE IX	29
Negotiation Procedure	29
ARTICLE X	30
Insurance	30
Coverage in payment Contributions	32
ARTICLE XI	34
Retirement	34
ARTICLE XII	38
Professional Supplies	39
ARTICLE XIII	39
Planning Time	39
School Improvement Days	39
Collaboration Time	40
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Preamble

The Board of Education of District 41, hereinafter referred to as the “Board”, and the Glen Ellyn Education Association, hereinafter referred to as the “Association”, recognize that the ultimate aim of public schools is to provide the best education possible for children and youth in the district. Attainment of these educational objectives, which is a joint responsibility of the Board, the administrative and supervisory staff, and the professional teaching personnel, requires staff participation in the consideration of certain matters of mutual concern.

Attainment of educational objectives of the district requires mutual understanding and cooperation between the Board, the administrative and supervisory staff, and the professional teaching personnel. To this end, free and open exchange of views is desirable and necessary.

It is recognized that teaching is a profession requiring specialized educational qualifications and that the success of the educational program in the district depends upon the maximum utilization of the abilities of teachers who are reasonably well satisfied with the conditions under which their services are rendered.

ARTICLE I

Recognition

- 1.1 The Board hereby recognizes the Association as the exclusive and sole negotiating agent for all certificated personnel who are under contract and providing teaching services on a regular schedule except the Superintendent, assistant superintendents and administrative assistants, directors, supervisors, principals, assistant principals, and other individuals holding like positions.
- 1.2 The term “teacher”, when used hereinafter in this Agreement, shall refer to all employees represented by the Association in the negotiating unit defined above.
- 1.3 The Board agrees not to negotiate with any teachers’ organization other than the Association for the duration of this Agreement. Further, the Board agrees not to negotiate any negotiable item as hereinafter defined with any teacher individually during the duration of this Agreement.

ARTICLE II

Definition of Responsibilities and Duties

- 2.1 The Board hereby retains and reserves unto itself, all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the statutes of the State of Illinois provided that such rights and responsibilities shall be exercised in conformity with the

provisions of this Agreement. The Board agrees to participate in good faith negotiations with the duly designated representatives of the Association.

- 2.2 Any rights or benefits accorded teachers which are provided in *The School Code of the State of Illinois*, or as amended, shall be incorporated into and become a part of the Agreement.
- 2.3 “Good Faith” is defined as the mutual responsibility of the Board and the Association to deal with each other openly and fairly and to sincerely endeavor to reach agreement on negotiable items.
- 2.4 It is the mutual responsibility of the Board and the Association to meet at reasonable times and negotiate in good faith with respect to salaries, fringe benefits, grievance procedure, and other mutually-agreed upon matters, herein called “negotiable items”. In addition, either party will consider at any time any other matter brought to its attention by the other party including teaching conditions and assignments, curriculum and instruction, calendar and student discipline.
- 2.5 It is the mutual responsibility of the Board and the Association to confer upon their respective representatives the necessary power and authority to make proposals, consider proposals, and make counter proposals in the course of negotiations, and to reach tentative agreements which shall be presented to the Board for adoption and to the Association for ratification.
- 2.6 Teachers shall have the right to form or join professional teachers’ organizations and to participate in professional negotiations with the Board through representatives chosen from the Association. Teachers shall also have the right to refrain from any or all of such activities. Nothing in this Agreement shall interfere with the right of any individual employed by the district to take a matter of personal concern before the Board.
- 2.7 The Board agrees that its Rules and Regulations governing teachers’ conduct will be reasonable and that enforcement of discipline will be fair and for just cause. When a teacher appears before the Board on a matter relating to such discipline, the teacher shall have a right to be represented at that meeting by counsel of his or her choice.
- 2.8 The Association shall continue to have the right to post notices of its activities and matters of Association concern on teacher bulletin boards, at least one of which shall be provided in each school building, copies made available to the building principal and the Superintendent when posted. The Association shall continue to have the right to use the district mail service and teacher mailboxes for communications to teachers.
- 2.9 It is understood that any notices and communications from either party shall not reflect adversely on the teachers, the membership of the Association, the Board, or the Administration.

- 2.10 The Association and its representatives shall have the right to use school buildings at reasonable times for meetings, provided that when special custodial service is required, the Board may make a reasonable charge therefore.
- 2.11 Duly authorized representatives of the Association and their respective affiliates shall have the right to transact official Association business on school property at all reasonable times, provided that this shall not interfere with or interrupt normal school operations or occur during regular school hours. Such meetings will not be conducted in the presence of students.
- 2.12 The Board shall furnish annual financial reports and audits, a register of certificated personnel, official and working budgets, treasurer's reports, census and pupil membership data and other public information which will assist the Association in proposing intelligent, accurate, informed and constructive programs on behalf of the teachers and their programs. The Association will furnish copies of any readily available information as reasonably requested by the Board or its representatives.
- 2.13 The president of the Association or his/her designee shall be given written notice of any regular or special meeting of the Board, together with a statement of purpose of such meeting when notice is given to the public. The president of the Association or his/her designee will file with the Superintendent at the beginning of each school year, an address where the notice and the statement can be hand-delivered and/or mailed.
- 2.14 Two (2) copies of all Board reports prepared for regular or special meetings, excluding confidential material, shall be sent to the president of the Association prior to the scheduled meetings. The minutes of these meetings, excluding confidential material, shall be sent to the president of the Association as soon as they have been approved.
- 2.15 The Board shall, whenever it deems appropriate and feasible, inform the Association of any fiscal or budgetary change, or tax annexation or consolidation. The Board shall inform the Association of any revisions in personnel policy which are proposed or are under consideration. The Association shall be given an opportunity to express its views and to make recommendations with respect to these matters when so informed.
- 2.16 The Board agrees that it will not discriminate against any teacher by reason of his/her membership in the Association, or for his/her institution of any grievance, complaint, or proceeding under this Agreement.
- 2.17 The Board and Association agree that they shall not discriminate against any teacher or applicant for employment, promotion or transfer, by reason of race, creed, color, marital status, gender, sexual orientation, age (except as provided by Statute), or national origin.
- 2.18 Each teacher shall have the right, upon request, to review the complete contents of his/her legal personnel file excluding material received from colleges and universities or otherwise exempt by law from review. A representative of the Superintendent will be present. A

representative of the Association may, at the teacher’s request, accompany the teacher in this review.

2.19 Labor Relations Forum

In order to have a regular and consistent means for forthright communication and problem solving, the Board and the Association agree to create forums for labor relations through a District-level group known as “the District Two on Two” and a group at each school building known as the “Building Level Two on Two”. The groups shall use a collaborative approach to attain common goals through continual quality improvements that are aligned to District and building goals. The groups shall address both contractual and non-contractual issues for the good of the stakeholders. The District-level group shall be composed of the Superintendent and the Assistant Superintendent of Human Resources or other designee of the Superintendent and the Association Co-Presidents or the designee of the President if there are not Co-Presidents. The building-level groups shall consist of the Principal and Assistant Principal and the two building Lead Association representatives.

The groups shall establish a consistent meeting schedule which includes meeting at least twice per month by the District group and once per month during the school term by the building groups, although regularly scheduled meetings may be cancelled or rescheduled by agreement as appropriate. Issues shall be sent in advance to the co-chairs in order to set an agenda to the extent practical.

By no later than September 30, 2022, the District Two on Two will collaboratively review current Board policy 5:120 and AP2 5:120 and Erin’s law and develop and recommend to the Board a draft Code of Professional Conduct policy which meets the requirements of Section 22-85.5 of the Illinois School Code and addresses additional professional expectations, such as those under 18.3 of this Agreement and relations between teachers, support staff and administrators. The Board shall make every effort to adopt the Code of Professional Conduct policy substantially as recommended by no later than December 31, 2022. Promptly after adoption, the policy will be provided to all staff and posted on the District’s electronic network. By no later than the start of the 2023-24 school term, the policy will be included in a handbook to be made available electronically to all staff.

2.20 Definitions

A. Days

Unless otherwise expressly stated, the word “days” as used in this Agreement means school days, including institute days and other teacher work days, during the school term and, during summer recess, weekdays on which the District’s Central Services Office is open to the public.

B. School Term / School Year

Unless otherwise expressly stated:

1. the phrase “school term” as used in this Agreement means the period of time when school is in session usually beginning in August and usually ending in June as identified in the District’s official calendar; and
 2. the phrase “school year” means July 1 through the next June 30.
- C. Unless otherwise expressly stated, the term “Superintendent” includes designees of the Superintendent, and the term “Association President” includes Association Co-Presidents and designees of the Association President.

ARTICLE III

Continuous Improvement

Commitment to a Process of Continuous Improvement through Teams for Excellence

It is the mission of the Board, the Administration, the Support Staff and the Association to be advocates for children and to provide the highest quality educational programs and services through a program of continuous improvement. The Board, the Administration and the Association will devote their best efforts to achieving this goal: (1) through a professional learning community characterized by a collaborative environment of shared vision, vocabulary, data, expertise, experience, inquiry, and respect; and (2) through the structure and process of the Continuous Improvement Team (“CIT”) and Building Leadership Teams (“BLT”), collectively “the Teams for Excellence” or “the Teams.” It is expected that the structure and process of the Teams, as set forth below, will be examined on an ongoing basis under the leadership of the Continuous Improvement Team, with appropriate modifications recommended by the Continuous Improvement Team to the Board and the Association for approval. Also, it is expected the operations of the Teams will include training, professional development and orientation of new members, collaboration, communication and a practice of plan, implement, measure and revise. The Chief Communications Officer may participate in any of the Teams as needed in order to best communicate the work of the District.

The composition, operation and responsibilities of the Teams for Excellence are described below:

- A. Continuous Improvement Team (“CIT”).
1. CIT Purposes and Responsibilities. The primary purpose of the Continuous Improvement Team is to give the Association, AFSCME and Administrative employee groups a voice in, and shared responsibility for, recommendations and decisions made for the continuous improvement of student achievement in alignment with the Board’s “Strategic Plan” and the Administration’s “Strategic Goal Areas” (SGA) and Action Steps” in support of the Strategic Plan. To effectively achieve this purpose, the responsibilities of the CIT will include:

- Monitor the Strategic Plan
 - Monitor and recommend adjustments to the Key Performance Indicators and the action steps
 - Determine Professional Development for all employee groups based on data-informed decisions
 - Monitor data to ensure effectiveness and implementation of the professional development
 - Ensure there is a feedback loop from the CIT to the BLT and the BLT to the CIT
 - Communicate decisions to district stakeholders (Board, GEEA, AFSCME, Administration, Community)
2. CIT Membership. The membership of the Team will be as follows:
- (a) The Board of Education President (or an alternative Board member in the absence of the designated Board President);
 - (b) one of the Association’s Co-Presidents (or an Executive Board member in the absence of the President) and three additional GEEA members selected by the Co-Presidents if needed and in consultation with the Superintendent;
 - (c) the AFSCME President (or an Executive Board member in the absence of the President) and one additional AFSCME member selected by the AFSCME President if needed and in consultation with the Superintendent;
 - (d) the Superintendent (or other central office designee of the Superintendent in the absence of the Superintendent);
 - (e) the Assistant Superintendent for Human Resources;
 - (f) the Assistant Superintendent for Teaching and Learning;
 - (g) a Building Principal (or other building administrator in the absence of the principal) from each of the District’s school buildings;
 - (h) the BLT Co-Chair from each of the District’s school buildings.

Additional staff and resource members can be invited to attend meetings and/or assigned to perform special projects on an as-needed basis as determined by the consensus of the CIT.

It is important to the successful operation of the CIT that the persons designated above actually attend all CIT meetings, except in extraordinary circumstances in which the alternative person designated above may attend. The Association or AFSCME may remove and replace one or more of its designated members for non-performance, including absenteeism.

3. CIT Term of Service. Except for the Association representatives designated by the Association Co-Presidents, the term of service of the members of the Team will be for so long as they hold their respective positions. The term of service of the Association designated members shall be one or two school years as determined by

the Association. Terms shall begin and end at the last meeting of the Team for the school year, which shall serve as a transitional meeting.

4. CIT Operation. The Superintendent and the Association Co-President shall serve as Co-Chairs of the Team. The Team will meet not less than six times per year on the first Thursday during the months of September, October, December, February, April and June. Additional meetings may be called by the Co-Chairs as they determine necessary, to be held, if reasonably possible, on the second Thursday of the months designated above. Meetings of sub-groups may be scheduled by the Co-Chairs including during off months or during the summer with the consensus of the subgroup. A Central Services Office administrator or designee shall give notice of meetings, keep attendance records, record and file minutes which reflect the discussions, recommendations and actions approved by consensus of the Team. Notices of all meetings and minutes shall be posted on the District's internal webpage. Typically, recommendations by Team members for agenda items are due to the Co-Chairs on the Monday preceding the next meeting and the agenda will be published and posted on the District's internal webpage by the day preceding the meeting.

CIT members, other than the Administrative and Board members, will be paid \$100.00 per meeting actually attended. The Association Co-Chair shall receive an additional \$500.00 stipend per year paid in three installments in November, March and May

B. Building Leadership Team ("BLT").

1. BLT Purposes and Responsibilities. The primary purposes and responsibilities of the Building Leadership Team shall be to:
 - a. provide regular updates through the Co-Chairs to the CIT on progress towards achieving goals set forth in the school improvement plan and the school-based SGAs;
 - b. discuss, provide and facilitate leadership for the implementation of the school improvement plan both for the building and grade/department level;
 - c. serve as grade/department level liaison in leading the development of grade/department level action steps that align with the building level school improvement action steps;
 - d. provide leadership and assistance with grade/department level and school-wide data analysis;
 - e. assist in identifying professional development needs for the grade/department level and building, based in the school improvement plan initiatives;
 - f. assist in communicating the progress of the school improvement plan and Action Steps;
 - g. function in a manner consistent with the Superintendent's Building Leadership Team Guidance document.

2. BLT Membership.

- a. The Membership of the Kindergarten Center Team will be as follows:
 - i. Teachers designated by the Association from each of the following grade levels:
 - ii. Special teacher (art, music, PE, digital media) designated by the Association;
 - iii. Kindergarten Coach
 - iv. at least one representative from the support staff designated by AFSCME;
 - v. the Principal

- b. The membership of the Elementary Building Teams will be as follows:
 - i. One teacher designated by the Association from each of the following grade levels:
 - 1. Early Childhood
 - 2. Kindergarten
 - 3. First Grade
 - 4. Second Grade
 - 5. Third Grade
 - 6. Fourth Grade
 - 7. Fifth Grade;
 - ii. Special Education (including Resource Teachers)
 - iii. two special teacher (art, music, PE, digital media, FLES, EL, AEC and Coaches) designated by the Association;
 - iv. up to two (with the consensus of the team) additional GEEA staff nominated by the principal, from all staff;
 - v. at least one representative from the support staff designated by AFSCME;
 - vi. the Principal;
 - vii. the Assistant Principal.

- c. The Membership of the Hadley Team will be as follows:
 - i. one Department Leader from each department (Exploratory, Foreign Language, Literacy, Math, PE, Science, Special Education, Social Studies, Performing Arts*) who shall also manage their respective departments, including such responsibilities as administration of the department budget and planning and chairing department meetings;
 - ii. up to four additional GEEA staff designated by the Association from the following: Gifted, Counselors, ENL, LLC, Nurse, Social Worker, Psychologists, Speech and Language Pathologists, Specialists;
 - iii. at least one representative from the support staff designated by AFSCME;
 - iv. the Principal;
 - v. the Assistant Principals.

- 3. BLT Term. The term of the Administrative and Department Team Leader members shall be for so long as they hold their respective positions. The term of the other members of the Team shall be one or two years as determined by the Association or AFSCME, beginning with the first meeting of the school year (July 1 – June 30) and extending through the last meeting of the school year.

4. BLT Operation. The Team shall be led by Co-Chairs, consisting of the Principal or the Assistant Principal, in the Principal's absence, and an Association Team member designated by consensus of the Teams. The principal and the Association Co-Chair shall preside at all meetings and collaboratively prepare agendas for meetings. The principal or designee will give notice of the meetings, keep attendance records and prepare and distribute minutes to the Team and a summary or minutes to the staff which reflects the discussions, recommendations and actions approved by consensus of the Team.

It is important to the successful operation of the BLT that the persons designated above actually attend all BLT meetings, except in extraordinary circumstances in which the alternative person designated above may attend. The Association or AFSCME may remove and replace one or more of its designated members for non-performance, including absenteeism.

The Team shall meet at least two hours or up to four hours each month from September through May, Monthly meetings will be set by consensus of the team.

Elementary Buildings - four hours

Junior High - BLT - two hours

Junior High - Team Leaders - one hour

Team members other than Administrators shall be paid \$100.00 for each two-hour meeting attended, or \$50.00 for each meeting attended.

Additionally, the Hadley department team leader shall be paid a \$500.00 stipend per year for their departmental work paid in three installments in November, March and May.

Additionally, the BLT Association Co-Chair shall be paid a \$500.00 stipend per year paid in three installments in November, March and May. The Junior High will have a Co-Chair for both the Department Chairs and Team Leaders.

Additionally, the Junior High BLT team will have a team leader position. Team leader allocation will be based on teams within each grade level, explore/PE. This role will be paid a \$250.00 stipend per year for the team leader work paid in three installments in November, March and May. This group will meet once per month as a collective group and be paid for their hour.

ARTICLE IV

Evaluation

4.1 Evaluation Plan

In order to improve the quality of instruction in the district, an evaluation plan for teachers shall be established by the Superintendent in cooperation with the Association and with input from the principals and other teachers. The right to evaluate shall be the sole responsibility of the Superintendent or his/her designees.

Any changes in the Evaluation Plan, or the instruments employed in its implementation, shall be developed in cooperation with the Association.

4.2 Timelines for Evaluation Process Implementation

A. Non-tenured probationary teachers – first and second years.

1. By September 15 of each year – notification to teachers who their evaluators will be for the school year.
2. By September 30 of each year and before first observation – hold group and/or individual orientation meeting(s) to discuss the evaluation process, framework indicators and forms which will be used for evaluating the teachers during the school year.
3. For probationary teachers starting work after September 30 and before November 1 - hold group and/or individual orientation meeting(s), within 30 days after the teacher starts work, to discuss the evaluation process, framework indicators and forms which will be used for evaluating the teachers during the school year.
4. By October 15 of each year – evaluator and teacher hold individual goal-setting conferences.
5. For probationary teachers starting work after September 30 and before November 1 - evaluator and teacher hold, within 45 days after starting work, individual goal-setting conferences.
6. By the last day before winter break – complete cycle 1 observation, including pre-conference, performance observation of at least 40 minutes and post-conference within five days after observation with completion of formative rubric.
7. By March 1 – complete observation cycles 2 and 3.
8. By March 1 – complete summative conference with summative rubric; may be combined with cycle 3 post-conference and summative rubric substituted for formative rubric.

B. Non-tenured teachers – third and fourth years.

1. By September 15 of each year – notification to teachers who their evaluators will be for the school year.
2. By September 30 of each year and before first observation – hold group and/or individual orientation meeting(s) to discuss evaluation process, standards and instruments for evaluating the teachers during the school year.
3. By October 15 of each year – evaluator and teacher hold individual goal-setting conferences.
4. By the last day before winter break – complete cycle 1 observation, including pre-conference, performance observation of at least 40 minutes and post-conference within five days after observation with completion of formative rubric.
5. By March 1 – complete observation cycle 2 and at least one informal observation.
6. By March 1 – complete summative conference with summative rubric; may be combined with observation cycle 2 post-conference and summative rubric substituted for formative rubric.

C. Tenured teachers.

1. Tenured Professional Inquiry (TPI) 1 (First year of three-year cycle)
 - a. By September 15 of each year – notification to teachers who their evaluators will be for the school year.
 - b. By September 30 of each year – hold orientation meeting to discuss evaluation process for teachers to be evaluated during the school year.
 - c. By November 1 of each year – complete individual professional inquiry review in a meeting between the evaluator and the teacher.
 - d. November 1 through April 30 – engage in professional inquiry activities, such as reflective journals, team meetings, informal or formal meetings with evaluator, observation, and on-line dialogue.
 - e. By May 15 – complete inquiry-related observation of at least 40 minutes, at least one informal observation and summative rubric.
2. Tenured Professional Inquiry (TPI) 2 (Second year of three-year cycle)

- a. By September 15 of each year – notification to teachers who their evaluators will be for the school year.
 - b. By November 1 of each year – complete professional inquiry review, assessing impact of professional practice on student learning.
 - c. November 1 through April 30 – engage in professional inquiry activities, such as reflective journals, team meetings, informal or formal meetings with evaluator, observation, and on-line dialogue.
 - d. By May 15 – complete individual two-year review conference and summative rubric between the evaluator and the teacher.
3. Tenured Professional Inquiry (TPI) 3 (Third year of three-year cycle)
- a. By September 15 of each year- notification to teachers who their evaluators will be for the school year.
 - b. By May 15- complete informal observation and provide written feedback to the teacher.

Teachers in their first year of tenure will start with TPI Three and then move to TPI One followed by TPI Two in their third year of tenure.

4. Professional Development Plan Process (following a summative evaluation rating of “Needs Improvement “)
- a. Development of the Professional Development Plan
 - 1) Once a tenured teacher receives a summative evaluation rating of “Needs Improvement”, a Professional Development Plan (PDP) will be developed within a maximum thirty teacher work days. Every effort will be made to complete the PDP in a timely manner and as quickly as possible.
 - 2) The PDP will be developed in consultation with the teacher using the PDP Form. A teacher can request Association support during the development of the PDP. The Association representative will attend meetings with the evaluator and the teacher as the PDP is created in order to take notes or to provide clarification to the teacher as needed.
 - 3) The summative evaluation on which the tenured teacher received the “needs improvement” rating will be used to identify areas for improvement (domain/component) on the

PDP Form. This form includes the evidence from the summative evaluation on which the teacher received the "Needs Improvement" rating. Completion of the PDP Form will provide a connection between sections on the summative evaluation rubric and the Professional Development Plan.

- 4) It is the hope and expectation of all participants in this Professional Development Plan that problems, concerns and changes to the plan will be few and that the Plan will be completed successfully.

b. Length of the Professional Development Plan

- 1) According to Illinois School Code, the PDP must be implemented within 30 teacher work days after the completion of the summative evaluation that resulted in a "Needs Improvement" rating.
- 2) The PDP will be in effect for forty-five (45) school days unless a shorter or longer period is agreed upon by the evaluator, the teacher and the Association. Throughout the PDP time period, the evaluator will conduct at least one informal observation followed by feedback to the teacher as required in Section 4.3.
- 3) Midway through the time period for the PDP, a meeting will occur and the Mid-Plan Meeting Form will be completed. An extension of the length of the plan may be granted at the mid-plan meeting.
- 4) At the end of the PDP period, Professional Development Plan Form is finalized including marking each of the areas as successful or unsuccessful. The form is signed and dated again by the evaluator and by the teacher. The Mid-Plan Meeting Form will be attached to the Professional Development Plan and both documents will be placed in the teacher's personnel file.

c. Summative Evaluation Cycle Following Needs Improvement Rating

- 1) According to the Illinois School Code, after receiving a Needs Improvement rating, a new summative evaluation cycle must be conducted in the school year following the school year in which the "Needs Improvement" rating was given. The new summative evaluation cycle may run concurrently with the PDP.

- 2) This cycle includes three observations, two of which must be formal and none of which shall be observations conducted as part of the PDP. Otherwise, artifacts and information developed during the PDP may be used as part of the summative evaluation cycle and rating.
5. Remediation Plan Process (following a summative evaluation rating of “Unsatisfactory”) - The development and execution of the Remediation Plan will follow the steps outlined in the Illinois School Code with the following additional aspects.
 - 1) The administration prepares a draft of the remediation plan based on the deficient performance areas noted in the summative evaluation.
 - 2) The plan is reviewed and revised if needed in collaboration with the consulting teacher, the teacher rated unsatisfactorily, and, if so requested by the teacher, union representation.
 - 3) The final plan is implemented at the direction and final approval of the administration.
 - 4) The Association may request and the Administration may consider assigning an additional qualified evaluator who will participate in the next observation and potentially the summative evaluation.

D. Regularly employed part-time teachers:

1. A regularly employed part-time teacher is someone that is employed by the district for more than four consecutive years, but not tenured.
2. The process identified in 4.2.B. above for third and fourth year non-tenured teachers shall be followed for regularly employed part-time teachers.

E. Full-time, non-probationary, non-tenured teachers:

1. Full-time, non-tenured teachers employed on or after November 1 will receive orientation in the evaluation program and at least one observation and summative conference before the end of the school term.

4.3 Informal Observations

Unscheduled informal observations may occur throughout the year. Information derived from informal observations which influences the evaluator’s assessment of teacher performance will be discussed promptly with the teacher and shared in writing through the conferencing process.

4.4 Documentation

- A. The formative (Form E) and summative (Form I) evaluation plan documents shall be signed by all participants involved in completing the documents, with copies to such participants and the teacher's district personnel file. Where reasonably foreseeable, tenured teachers will be notified on Form E if significant concerns exist and may result in a final summative rating of "Unsatisfactory" or "Needs Improvement". The copies with original signatures shall be placed in the District personnel file. Other documents used by the principal and the teacher to complete the signed documents shall be stored electronically, to which the teacher shall have access.
- B. If a staff member wishes to respond in writing to the content of an evaluation plan document, he/she must submit the response to the evaluator within ten days of receipt of the evaluation. The written response shall be signed by all parties and attached to the evaluation in the district personnel file, and a copy shall be retained by the teacher.

4.5 Inter Rater Reliability

In order to facilitate achievement of a reasonable degree of inter-rater reliability, the administration will conduct calibration exercises on an annual basis. GEEA Co-Presidents can request information about the annual calibration exercises if there is a concern or a question.

4.6 Compliance with Procedures

If there is a concern about compliance with the procedural requirements of this article, the teacher, along with the Association, may follow the grievance procedure provided for in Article VI.

ARTICLE V

Vacancies, Transfers and Promotions

5.1 Vacancies

- A. A vacancy exists when a new bargaining unit position is established, or a bargaining unit position becomes open as a result of the death, resignation, retirement, transfer, dismissal or non-renewal of the teacher holding the position. Vacancies do not arise with respect to:
 - (1) Openings created when a "bubble" of students moves up in grade leaving a reduction in openings at the previous, contiguous grade. The Principal will make an assignment of those teachers serving the "bubble" students without posting the openings.

(2) When openings occur on or after November 1, a substitute will fill out the year, however, the opening will be posted for the following year as a vacancy.

- B. During the school term, a vacancy shall be posted internally for a minimum of five full school days on the District's website and sent electronically to all teachers. The posting shall contain a description of the position and directions for the application process.
- C. Up to August 1 during summer break, vacancies shall be posted for a minimum of five business days on the District's internal website and sent electronically to all teachers. The posting shall contain a description of the position and directions for the application process. A business day is a day on which the Central Services Office is open to the public.

Beginning August 1 during the summer break, the five-day requirement does not apply, but all other vacancy procedures are applicable.

- D. To apply for a vacancy, teachers must complete an internal electronic application for the desired position. To be assured of consideration, the internal electronic application must be submitted by the closing date for internal teacher applicants.
- E. The Principal or Superintendent may conduct, at their option, informal interviews for the vacancy. The Superintendent or the Assistant Superintendent of Human Resources makes the final decision based on the recommendation of the Principal. The Board may decide not to fill a vacancy and is not required to select a particular person for a given vacancy. Once a vacancy is filled, all internal applicants, selected or not, will be notified in writing or electronically of the decision. Applicants not selected will remain in their current positions, but both selected and not-selected applicants may apply for future vacancies.
- F. The Superintendent will communicate salary, educational attainment value and other contractual components for new hires or reassignments to the Association President, through the monthly personnel report to the Board.
- G. As openings are posted and filled, other positions will become available. Teachers may apply for vacancies that arise after they have applied for and accepted (or been transferred to) a new assignment. This could result in multiple postings for the same position and means that staffing plans are subject to change.

5.2 In the event transfers of teachers are initiated by the Administration, the teacher's previous experience, training, continuous length of service in the district, abilities, qualifications, and certification will be considered among other factors. Effort will be made to avoid involuntary transfer of the same staff member in consecutive school years.

- 5.3 The process for filling positions to be funded by a grant shall be the same as the process for filling vacancies as provided in 5.1 above, except that 5.1.C. will be applied only after consultation with the Association President.

ARTICLE VI

Professional Grievance Procedure

The purpose of this procedure is to provide a means for the orderly and expeditious adjustment of grievances of individual teachers of the Glen Ellyn School District No. 41.

6.1 Definitions

- A. “Grievance” means a claim by an individual teacher and/or the Association that an agreement between the District and the Association, an existing school policy or an established practice has been violated, misinterpreted, misapplied, or applied unevenly or unfairly.
- B. “Grievant” means either a teacher of the District having a grievance or the Association acting for its members.
- C. All time limits consist of days as defined in Section 2.22.
- D. At the Grievant’s request, at least one Association representative and any involved teacher shall be present at any meeting, hearing, appeal or other proceedings relating to a grievance which has been formally presented. All such hearings, appeals, meetings or proceedings shall be held after regular school hours or during non-teaching time unless otherwise directed by the Board. If directed by the Board, attendance at any meetings, hearing, appeals or other proceedings relating to the grievance adjusting process, whether as a Grievant, a witness, a representative of the Association, or otherwise, requires a teacher’s absence from his/her regular duty assignment, he/she shall be released from such duty assignment without loss of pay or other penalty. Nothing contained herein shall be construed as limiting the right of any teacher having a grievance to proceed with a grievance adjustment without Association intervention or to discuss the matter privately and informally with the administration.

- 6.2 The parties hereto acknowledge that it is usually most desirable for a Grievant and the administration to resolve problems through free and informal communication. When requested by the Grievant, an Association representative may accompany the Grievant to assist in the informal resolution of the grievance. If, however, such informal processes fail to satisfy the Grievant or the association, a grievance may be processed as provided in the following steps, using the attached form. If a request to pursue the grievance after each step has not been received within fifteen (15) days following, the grievance will be deemed withdrawn.

- A. The Grievant will have fifteen (15) days to file a grievance from the time of the events giving rise to the alleged grievance. The alleged grievance will be in writing and given to the Grievant's principal or immediate supervisor, with a copy to the Superintendent.

In order to provide the Board and the Association the opportunity to attempt to resolve issues through free and informal communications, after a grievance is initially filed at Step A, the remaining process and timelines shall not begin until either the Superintendent or the Association's President notifies the other in writing that informal problem solving communications with respect to the specific grievance have ended. A copy of the notice shall be promptly given to the Grievant's principal or immediate supervisor and the Step A process and timelines shall resume upon the principal's or immediate supervisor's receipt of the notice.

If the informal communications are not successful in resolving the grievance, the principal or immediate supervisor will arrange for a meeting to take place within eight (8) days after receipt of notice of resumption of the grievance. The Grievant, principal or immediate supervisor, and the Association's representative if the Association participated in the initiation of the grievance, shall be present at the meeting. Each party shall have the right to include in its representation such witnesses and counselors as it deems necessary to develop facts pertinent to the grievance. Upon conclusion of the hearing, the principal or immediate supervisor shall have eight (8) days in which to provide a written decision to the Grievant and the Association. When necessary, details that would violate confidentiality shall be omitted from the written decision sent to the Association.

- B. If the grievance is not resolved at Step A within the time limits provided, the Grievant or, at his/her request, the Association shall present the grievance in writing to the Superintendent, who will arrange for a meeting to take place within six (6) days after receipt of the grievance. The Grievant, the principal or immediate supervisor, and the Association's representative if the Association participated in the presentation of the grievance to the Superintendent, shall be present. Each party shall have the right to include in its representation such witnesses and counselors as it deems necessary to develop facts pertinent to the grievance. Upon conclusion of the hearing, the Superintendent or his/her representative shall have six (6) days in which to provide a written decision to the Grievant and the Association. Details that would violate confidentiality shall be omitted from the written decision sent to the Association when necessary.
- C. If the grievance is not resolved at Step B within the time limits provided, the Grievant or, at his/her request, the Association shall present the grievance in writing to the Board. The Board shall arrange for a meeting to take place with the Grievant and the Association, if the Association participated in the written presentation to the Board, within fifteen (15) days. Each party shall have the right to include in its representation such witnesses and counselors as it deems necessary to develop facts

pertinent to the grievance. Upon conclusion of the hearing, the Board shall provide a written decision within ten (10) days to the Grievant and the Association. When necessary, details that would violate confidentiality shall be omitted from the written decision sent to the Association.

- D. If the time limits expire without the issuance of the Board's written reply, or if the Board does not comply with a written decision, then the Association may proceed to the next step.

If the Association is not satisfied with the disposition of the grievance at Step C., the Association may submit the grievance to final and binding arbitration on behalf of individual(s) who is/are alleged to have been grieved. If a demand for arbitration is not filed with the Board within thirty (30) days of the date of the Step C. answer, then the grievance shall be deemed withdrawn. If within fifteen (15) days of the filing of the demand with the Board the parties cannot agree on an arbitrator, the demand shall be submitted to the American Arbitration Association which shall act as the administrator of the proceedings. Expenses for the Arbitrator's services and the expenses which are common to both parties to the arbitration shall be borne equally by the Grievant and the Board. Each party to the arbitration proceeding shall be responsible for compensating its own representatives and witnesses. The Arbitrator, in his/her opinion, shall not amend, modify, nullify, ignore, or add to the provisions of the Agreement. His/her authority shall be strictly limited to deciding only the issue or issues presented to him/her in writing by the Board or the Association, and his/her decision must be based solely upon his/her interpretation of the meaning or application of the express relevant language of the Agreement, existing school policy and/or established practice. Details that would violate confidentiality shall be omitted from the written decision sent to the Association when necessary.

- 6.3 If the Grievant and the Superintendent agree, Steps A and B of the grievance procedure may be bypassed and the Grievant brought directly to the next step. If the Association and the Superintendent agree, the time limits for filing a grievance, and the timelines for response and advancement to the next step, may be extended.
- 6.4 The Board acknowledges the right of the Association's grievance representative to participate in the processing of a grievance at any level, when assistance from the Association has been requested by the Grievant; and no Grievant shall be required to discuss any grievance if the Association's representative is not present.
- 6.5 All matters pertaining to specific grievances shall be confidential information and shall not be unnecessarily or indiscriminately related, disclosed, or divulged by any participant in the grievance adjusting process or by a teacher or member of the Board or the district. All documents, communications and records dealing with grievances and their adjustment shall be filed separately from the Grievant's personnel file. If the Grievant so requests in writing, a record of the final adjustment of his grievance may be placed in the personnel file.

- 6.6 During the course of any investigation by the Association, either to determine whether it will represent a Grievant or to enable it to represent the Grievant effectively, the District shall cooperate with the Association and furnish to it such information germane to the grievance as the Association may request. After careful review, the Association may decide not to represent the Grievant.
- 6.7 Any individual involved in grievance adjustment proceedings, whether as a Grievant, a witness, a representative of the Association, or otherwise, shall not suffer any restraint, interference, discrimination, coercion or reprisal on account of his/her participation in the grievance adjusting process.
- 6.8 A grievance may be withdrawn at any level without establishing precedent.
- 6.9 Upon mutual agreement of the parties, the expedited Arbitration Rules of the American Arbitration Association shall be used instead of the Voluntary Labor Arbitration Rules.

GRIEVANCE REVIEW REQUEST FORM

Procedure

This form is to be utilized in initiating a grievance review pursuant to the procedure for adjusting grievances adopted by the district's Board of Education.

The completed, signed Grievance Review Request must be submitted in presenting a grievance at Steps A, B, and C. The form must be addressed and delivered to the appropriate administrative supervisor, with a copy to the Superintendent at Step A; and to the Superintendent at Steps B and C.

To: _____ Title: _____

Grievant's Name _____

Address _____

Home Phone _____

Position (or title) _____

School _____ Department or Grade _____

1. Consistent with the procedure for adjusting grievances, I have taken the following actions:
(Indicate specifically by name and title who has officially reviewed the grievance to date.)

Step A _____

Step B _____

Step C _____

2. The nature and basis of my grievance.
3. The adjustment I am recommending and seeking is:
4. Date of events giving rise to the grievance:

Signature _____ Date _____

ARTICLE VII

Notice of Non-Renewal and Reduction in Force of Teachers

The Superintendent will notify, in writing, the Association's president(s) a reasonable time in advance of action by the Board on the non-renewal of probationary teachers under Section 24-11 of the Illinois School Code and of the reduction in force of teachers under Section 24-12 of the Illinois School Code. The notice shall be given no later than the time at which the Superintendent's recommendation for non-renewal and/or reduction in force is formally presented to the Board, which usually will be when the agenda materials are sent to the Board for the meeting at which the action is to be taken. Nothing in this agreement prevents the Board from non-renewing or otherwise terminating the employment of a teacher where the Board complies with the notice provisions of the Illinois School Code. Reduction in force remains the sole responsibility of the Board and shall not be negotiated.

Teachers who are non-renewed may request an exit interview with the Superintendent or designee and may be assisted by an Association representative at any such meeting.

ARTICLE VIII

Leave

8.1 Sick Leave

Each full-time teacher shall be entitled to a maximum of ten (10) days leave for personal illness with full pay during each school year until the teacher has completed two years of service. After two years of full-time service, sick leave shall be increased to fifteen (15) days per year. Sick leave days may accumulate without limit. Sick leave shall be interpreted to mean personal illness, disability or illness resulting from pregnancy, quarantine at home or illness in the immediate family. The immediate family for the purpose of this section shall include; parents, spouse, brothers, sisters, children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, and legal guardians.

Clarification of formula for calculating sick leave for half-time teachers: FTE x number of days allowed (Example: 1.0 x 15 days = 15 full days; .5 x 15 days = 7.5 full days or 15 days of .5 schedule)

Clarification of sick leave related to pregnancy: Sick leave is accrued and spent in terms of a teacher's current assignment rate.

Sick leave is accrued and spent in terms of a teacher's current assignment rate.

During the 12-month period following the birth of a child, a teacher may use up to 20 days of available paid sick leave in combination with, and for the same purposes as, the up to 30 days of

paid sick leave provided for in Section 24-6 of the Illinois School Code for a total of up to 50 teacher working days. These additional 20 days of available sick leave must be used consecutively on teacher working days. The 30 days may be used intermittently on teacher working days by agreement between the Superintendent, or designee, and the teacher; otherwise these days must be used consecutively with the 20 days. Neither the 20 days nor the 30 days shall be diminished by non-working days or when school is not in session due to summer, winter or spring break or school holidays. This paragraph only addresses the use of available sick leave for recovery from childbirth and/or for child rearing purposes and does not result in the grant of additional sick leave days.

8.2 Bereavement Leave

The Board shall grant up to five (5) days of paid bereavement leave in the case of the death of any relative residing in the teacher's household and/or the following members of the immediate family: spouse, mother, father, daughter, son, brother, sister, step-father, step-mother, grandfather, grandmother, grandchild, legal guardian and domestic partner.

The Board shall grant up to three (3) days of paid bereavement leave in the case of the death of any of the following family members: daughter-in-law, son-in-law, brother-in-law, sister-in-law, father-in-law, mother-in-law, grandparents-in-law, guardians of the teacher's spouse, step-children, step-grandchildren, uncles and aunts, nieces and nephews, cousins of the first degree and partner.

8.3 Personal Leave

The Board shall grant two (2) days of personal leave per year without loss of pay, cumulative to four (4) days, providing the request does not include the day prior to or the first working day immediately following a school holiday. If a request is presented for a day prior to or the first working day following a school holiday, it could be recognized on the basis of the request. Such requests will terminate with the Superintendent. Advance notice of the necessity for personal leave shall be submitted as soon as possible to the building principal. Each teacher beginning the school year with four accumulated personal leave days and not using two (2) personal leave days granted that year, will receive two (2) personal leave days credited as sick leave days at the beginning of the next school year.

8.4 Accident or Injury Leave

In case of any accident or injury arising out of and in the course of employment, the involved teacher shall make every effort to report to his/her principal or director within forty-eight (48) hours and shall make every effort to file a written report with the Superintendent within seven (7) days of such accident or injury. Such teacher, employed full time, injured on the job in such a manner that is covered by Worker's Compensation, shall not have sick leave deducted, except that the maximum number of days covered by such injury shall not exceed 200 days. Worker's Compensation shall accrue to the district for the period of time the teacher is receiving full compensation from Glen Ellyn School District No. 41.

8.5 Additional Leave

In addition to the above, the Board shall authorize absence with pay as follows:

- A. Religious holidays other than those recognized by the Illinois State Code shall be granted to a maximum of three (3) days per school term. A deduction in salary equal to the cost of a substitute each day shall be made from the teacher's pay whether a substitute is called or not. A teacher desiring to take leave under this policy must notify his/her principal or immediate supervisor at least ten (10) days in advance of the requested leave.
- B. Every teacher shall be entitled to one (1) professional visitation or conference day per year to be non-cumulative. Requests for visitation or conference attendance shall be approved by the building principal or the immediate supervisor.

8.6 Parental Leave

- A. A parental leave of absence without pay shall be granted to a tenured teacher for the purpose of child-bearing as follows:
 - 1. Tenured teachers who elect not to teach during their pregnancy, or upon the birth or adoption of their child, will be regarded as having taken a leave of absence in accordance with Board policy. Tenured teachers on such a leave of absence shall not lose their tenure and shall be entitled to one year of seniority for any year in which the teacher has taught at least one semester. The term of leave may not exceed the balance of the school year in which such leave commences and the next full school year.
 - 2. A tenured teacher who is granted a parental leave of absence pursuant to (1) above shall have re-employment rights as follows: Upon notification to the Superintendent of the teacher's desire to return to active employment, the teacher shall be re-employed and such re-employment would be in the best interests of such teacher's students. The Board may require a physician's certificate as a condition for returning.
- B. A parental leave of absence without pay, as described in A. above, may be granted to a non-tenured teacher for the purpose of childcare. This leave will be granted on the basis that a non-tenured teacher granted parental leave shall not gain tenure while on leave. The teacher's re-employment shall be contingent upon the availability of a vacant position.
- C. A teacher on a parental leave of absence shall not be denied the opportunity to substitute in the school district by reason of the fact that he/she is on such leave of absence.

- D. Written notification of the teacher's intention to return to employment in the year succeeding his/her leave shall be provided to the Board by February 15 of the then current school year. Failure to comply with this expectation will result in the individual's return to employment being contingent upon the availability of a vacant position.

8.7 Leave of Absence

A leave of absence without pay for one year may be granted to tenured teachers by the Board upon the recommendation of the Superintendent. The leave may be granted with the following provisions:

- A. with a guarantee of re-employment; or
- B. re-employment may be contingent upon the availability of vacant position; or
- C. the teacher, at his/her request, will be considered for placement in any vacant position for which he/she qualifies to the District's satisfaction.

The teacher may or may not receive experience credit on the salary schedule for this leave.

The granting of such leaves will be wholly and unilaterally at the sole and exclusive discretion of the Board. An individual denied a leave request shall be afforded an opportunity to discuss the reasons therefor.

Written notification of the teacher's intention to return to employment in the year succeeding his/her leave shall be provided to the Board by February 15 of the then current school year. Failure to comply with this expectation will result in the individual's return to employment being contingent upon the availability of a vacant position.

8.8 Job-Sharing Leave

- A. Job sharing is defined as an employment arrangement in which two (2) individuals share one position and at least one (1) of the two is tenured and has been granted a job-sharing leave of absence.
- B. A job-sharing leave may be granted to a tenured teacher at the discretion of the Board. The goal of a job-sharing arrangement is to provide benefits to all parties involved, teachers, the children, and the District. To aid in reaching this goal, it is appropriate that all parties to a job-sharing arrangement have a common understanding of their rights and responsibilities as defined in Board procedures.

8.9 Association Leave

Each delegate representative, up to a maximum of four, shall be excused without loss of pay for attendance at the Illinois Education Association Representative Assembly,

providing such attendance is for not more than two days, and that written request for such leave has been submitted by the Association to the Superintendent.

An additional yearly maximum of four days of leave will be granted provided the Association reimburses the district for the cost of the substitutes and further provided the frequency of excused leaves does not impair the quality of classroom instruction and that a written request for leave has been submitted by the Association to the Superintendent for approval.

On or before June 1st of each year, the Superintendent, the Association President for the following school term and building principal(s) from their respective schools shall meet to develop a plan for the following school year that will strive to provide for optimum opportunities for the parties to develop and strengthen a healthy relationship between the Administration, the Board of Education and Association.

Additional Association leave days may be approved by the Superintendent.

8.10 Sabbatical Leave

The District provides a sabbatical leave of absence program for professional teachers under the provisions listed below:

- A. Teacher must have served the District a minimum of seven consecutive years to be eligible.
- B. Leave may be granted for approved advance education study, exchange teaching, or travel sponsored by colleges or professional organizations with the purpose of promoting professional growth. The leave shall be conditional upon a plan for resident study, research, travel or other activities proposed by the applicant and deemed by the Board to benefit the school system.
- C. The authority to grant sabbatical leave rests with the Board upon the recommendation of the Superintendent. Upon approval, that plan shall not be further modified without Board's approval.
- D. A letter of intent shall be submitted to the Superintendent on or before January 15. A final plan shall be presented to the Superintendent by February 7. The Superintendent shall present his/her recommendation to the Board at its February meeting.
- E. Annual salary paid a teacher on sabbatical leave shall be the difference between the teacher's annual salary for that year and the amount paid for substitute services. However, such salary after deductions for the substitute services, shall in no case be less than the minimum provided by law, or one-half of the base salary of the teacher, whichever is greater. The person on leave shall not engage in any activity

for which compensation is paid unless the activity is directly related to the purpose for which the leave is granted and is approved by the Board.

- F. In the event that a staff member is not able to complete the granted sabbatical leave for the purpose for which it was granted due to unforeseen circumstances, the staff member shall be allowed to return to work in the district without any loss of pay or benefits or to remain on sabbatical leave, whichever is more appropriate at the discretion of the Board.
- G. The sabbatical year shall be considered as a year of service to the district.
- H. The teacher granted sabbatical leave shall be considered a member of the teaching staff in regard to teacher welfare insofar as approved in Section 24-6.1 of The School Code.

The Board will pay the contribution to the Illinois State Retirement System required of the person on leave, computed on the salary of such person for the year immediately prior to the leave. The Board will continue to pay that portion of the insurance premium paid for all other teachers, and the remainder of the premium shall be deducted from the teacher's salary.

- I. The applicant shall agree in writing that, if at the expiration of such leave he/she does not return to and perform contractual continued service in the district for at least one school year after his/her return, all sums of money received from the Board during this sabbatical leave will be refunded to the Board unless such return and performance is prevented by illness or incapacity.
- J. If a teacher should die while on sabbatical leave, the estate of that person will not be held liable for any salary paid while on leave. Likewise, if a teacher should become permanently disabled while on leave, no repayment of salary paid while on leave shall be required.
- K. Sabbatical leave may be granted for two teacher applicants for any school year.

ARTICLE IX

Negotiation Procedure

- 9.1 Each party shall select an equal number of representatives to serve as its negotiation committee.
- 9.2 Either party may select whomever they wish to advise them and be present at all negotiations.
- 9.3 Representatives of each party will meet on or before November 1 of the final year of the Agreement to determine the course of negotiations.

9.4 During negotiations, agreed-upon material shall be prepared for the negotiation committees of the Board and the Association and initialed prior to the adjournment of the meeting at which agreement was reached.

9.5 Agreement and Appendices

When the Association and Board reach tentative agreement on all matters being negotiated, they will be reduced to writing and shall be submitted to the membership of the Association for ratification and to the Board for official approval. Upon ratification by both parties, those items shall become a part of this Agreement.

9.6 Mediation

Should the assistance of a mediator be necessary, the requirements of the Illinois Educational Labor Relations Act and its implementing Regulations shall be applied.

9.7 Strikes

The Association shall not call for or encourage any strike action for the duration of this Agreement.

ARTICLE X

Insurance

10.1 Medical Insurance

10.1.1 Health Insurance Plan Specifications

- A. Subject to C., D. and 10.1.3 below, the health insurance plan specifications shall be those contained in the PPO and HMO plans provided by the District through the Educational Benefits Cooperative (“EBC”) as of the effective date of this Agreement.
- B. The plan year is July 1 through June 30 (the “Plan Year”).
- C. The Plan Specifications shall remain substantially the same through June 30, 2016, unless changes are:
 - (1) agreed upon after negotiations; or
 - (2) required by law; or
 - (3) necessary to conform the Plan to the insurer’s standard plans. The standard plans are the final plans offered by the insurer to the District for the next plan year. If the standard plans do not substantially contain the Plan

Specifications, the changes must be considered by the Insurance Review Team and are subject to negotiations with the Association.

- D. The insurer (currently EBC) may be changed by the Board, after consideration by the Insurance Review Team and negotiations with the Association.

10.1.2 Premiums

- A. For each Plan Year, the premiums will be set by the insurer. It is the expectation of the Board and the Association that premiums will be established by the insurer on an integrated/unified claims experience approach, except that the premiums for health insurance benefits offered through EBC may be determined on a de-unified claims experience approach.
- B. Teachers will pay a portion of the premiums for the four-tiered Plan as follows:

Employee	14%
Employee & Children	28%
Employee & Spouse	28%
Family	30%

- C. To the extent reasonably possible, increases in premium contributions for a new Plan Year will be reflected in the first paycheck for the new school term. By no later than May 25 each school year, the Board will inform teachers of the date by which teachers must give notice of changes in insurance status in order to make changes in the deductions from the paychecks for the new school term.

10.1.3 Deductibles and Out-of-Pocket

- A. Per year deductibles and out-of-pocket costs for teachers under the Plan will be as follows:
 - (1) Deductibles: *(Only one deductible applies whether the services are in or out of network.)*
 - a. Employee -- \$400
 - b. Employee plus spouse -- \$400 each
 - c. Employee plus one child -- \$400 each
 - d. Employee plus two or more children -- \$400 each, or any combination up to a maximum of \$1,200
 - e. Family -- \$400 each, or any combination up to a maximum of \$1,200
 - (2) Maximum Out-of-Pocket / The amount of money that a teacher will have to pay toward covered health care expenses in addition to the calendar year deductible during any one calendar year is as follows:

In Network Out-of-Pocket:

- a. Employee -- \$500
- b. Employee plus spouse -- maximum \$1,000
- c. Employee plus one child -- maximum \$1,000
- d. Employee plus two or more children -- maximum \$1,500
- e. Family -- maximum \$1,500

Out of Network Out-of-Pocket:

- a. Employee -- \$1,500
- b. Employee plus spouse -- maximum \$3,000
- c. Employee plus one child -- maximum \$3,000
- d. Employee plus two or more children -- maximum \$4,500
- e. Family -- maximum \$4,500

(3) Prescription Drug Co-Pays: The prescription drug co-pay shall be on a 10-20-40 basis.

B. The benefit year or period will be January 1 through December 31 (the “Benefit Period”). Expenses for covered services during the last three months of a Benefit Period which were or could have been applied to that Benefit Period’s program deductible may be applied toward the program deductible of the next Benefit Period.

10.2 Life Insurance

\$50,000

The teacher may purchase increased life at the teacher’s expense.

Note: Group insurers will not provide unless 25% of those eligible agree to purchase additional coverage.

10.3 Dental Insurance

Coverage	Participants	
	In payment	Contributions
Employee only	Board	100%
	Staff member	0%
Family coverage in excess Of employee only rate	Board	0%
	Staff member	100%

10.4 District 41 Insurance Review Team (“IRT”).

A. The District 41 IRT will be composed of three representatives designated by the Association President(s), three representatives designated by the Board or the Superintendent, the Association’s UniServ Director and the Board’s insurance consultant. The District 41 IRT may include not more than three AFSCME representatives. The Committee will meet as necessary to achieve its functions.

- B. Subject to confidentiality restrictions, full information regarding the cost and operation of the Plan will be provided to the IRT at reasonable and timely intervals, but in any event no later than 30 days after the District receives the information. The same information and documents produced by the IRT will be sent to the Association's President(s) by the Superintendent or designee. Data will be disaggregated for the Association, where appropriate.
- C. The primary and continuing functions of the IRT will be the monitoring of the Plan and making recommendations to the Board and the Association, so as to maintain a modern, cost-effective plan, about which the teachers are well educated. Recommendations of the IRT are advisory only and subject to negotiations between the Board and the Association to the extent required by law or the CBA.

10.5 Flexible Benefit Plan

- A. The Board shall maintain a salary reduction plan which meets the requirements of Section 125 of the Internal Revenue Code and Treasury Regulations promulgated thereunder. If, at any time, Section 125 or related Regulations are amended, the parties shall promptly revise the plan to comply with the amendment.
- B. A teacher may annually elect to participate in the salary reduction plan by choosing to receive benefits described below. The amount elected shall be deducted from the teacher's compensation. The plan shall be on the calendar year. Prior to the beginning day of the plan year, each teacher shall, in writing, designate the dollar amount(s) elected for that year for each of the following benefits:
 1. Premiums for group medical, dental or other insurance, single or dependent coverage, to the extent such premiums are not paid by the Board: and/or,
 2. Reimbursement for qualified dependent care assistance as defined and allowed under the Internal Revenue Code, up to a maximum of \$5,000 annually or such lesser amount required by law.
 3. Reimbursement for any amount of deductibles under the group insurance described in B (1) and for any other qualified unreimbursed medical care expenses as defined and allowed under the Internal Revenue Code, up to a maximum of \$3,000 annually or such lesser amount required by law.
- C. The amounts designated may not be changed during the plan year unless there is a change in family status or other circumstances provided in Section 125 and/or Treasury Regulations promulgated thereunder. Any amounts designated for which valid reimbursement claims are not made on a timely basis will be forfeited and not otherwise paid to the teacher during that year or carried over to a succeeding plan year, and such amounts shall become the property of the plan. Plan administrative costs shall be borne by the Board.

- D. The dollar total of the designated benefits elected pursuant to the plan will be deducted in equal amounts from the teacher's salary payments during the plan year.
 - E. Claims for reimbursement may be submitted not more often than once per month, in minimum amounts of not less than \$50 (except for the final month in a plan year), unless an agreement with a plan administrator provides otherwise. Claims for reimbursement must be for services received during the plan year.
 - F. The Board does not guarantee or, in any way, warrant that the salary reductions are non-taxable, said determination to be made by each individual teacher. However, the Board shall not report any amounts reduced from a teacher's salary pursuant to this plan as taxable income to any federal or state agency.
- 10.6 A teacher who leaves employment with the Board at the end of the school term after having been employed for the entire school term shall be provided medical and dental insurance coverage through August or, if earlier, until participation in the TRS medical insurance program begins, on the same basis as provided at the end of the school term. If the insurance provider does not permit this continuation, the teacher may elect to continue coverage through COBRA with the Board continuing to pay its share of the premiums through August. In all other situations, insurance coverage will end when the teacher's employment with the School District ends, subject to the teacher's COBRA rights.

ARTICLE XI

Retirement

- 11.1 The retirement benefits set forth in 11.3 below shall be provided to teachers meeting, at the time of resignation and retirement, the applicable eligibility requirements and criteria as described in this Article. The requirements of this Article XI are applicable only to receipt of retirement benefits from the District and not to eligibility to retire under TRS.
- 11.2 The basic eligibility requirements for the retirement benefits under this Article are as follows:
- (a) The teacher must meet the years of District teaching service set forth in 11.3 below. Such years of service must be full-time consecutive school years in the District immediately preceding the date of retirement. Sabbatical, FMLA and medical leaves are counted to determine years of service, but not other leaves. However, leaves, including for childcare purposes, do not interrupt consecutive years of service. Job shares will be counted as full-time consecutive school years.
 - (b) The teacher must be at least 59.5 years of age or have at least 35 years of creditable service with TRS and be at least 55 years of age, at the time of resignation, including creditable service which is recognized by TRS due to unused sick leave.

- (c) The teacher must resign from the District effective at the end of the school term within: (1) a maximum of up to three school years beginning with the school year in which the teacher is no longer subject to a discounted pension; or (2) beginning with the first year of this Agreement if the teacher already is no longer subject to a discounted pension. The teacher must also then retire through TRS within 180 calendar days of resignation from the District when they are first eligible to retire without discount. However, for a teacher who meets all of the eligibility requirements except for (d) below, these resignation and retirement time limits begin with the first year in which the teacher meets the requirement of (d) below so long as the teacher did not reasonably anticipate exceeding the credible earnings limitations. A chart which specifies the applicable retirement windows is contained in Appendix B.
- (d) None of the teacher's increases in creditable earnings in the four school years used to determine the teacher's pension would cause the Board to be subject to a penalty from TRS for excess salary, presently as addressed in Section 16-158(f) of the Illinois Pension Code.
- (e) The teacher's notice of resignation and intent to retire must be received in writing by the Superintendent by March 1 of each year of the contract. A chart which correlates the notice dates with the retirement dates and provides examples is contained in Appendix B.

If a due date for a notice under this Article falls on a Saturday, Sunday or school holiday observed by the District, the due date shall be extended to the next school day.

11.3 The retirement benefits are as follows:

- (a) Post-Retirement Monetary Payment:
 - (1) For a teacher with at least 25 years of service in the District at the time of retirement -- $\$700 \times$ the number of years of service in the District.
 - (2) For a teacher with at least 15, but less than 25, years of service in the District at the time of retirement -- $\$550 \times$ the number of years of service in the District.
 - (3) For a teacher with at least 10 but less than 15 years of service in the District at the time of retirement -- $\$400 \times$ the number of years of service in the District.

“Years of service in the District” as used in the payment formulas are defined in Section 11.2.a. Additionally, sick leave days earned in the District in excess of 340 shall be converted to years of creditable service using a divisor of 170, added to the years of service calculated in accordance with Section 11.2(a) above and used in

the applicable payment formulas to calculate the amount of, but not eligibility for, the payment.

(b) Grant of Additional Sick Leave & Retirement Insurance :

(a) A teacher who qualifies for the retirement benefits set forth in Section 11.2(a) and (b) above and submits the notice of resignation and intent to retire after August 1 and before March 1 of the fifth school year before retirement shall receive:

- a. Additional sick leave equal to the difference between the number of work days as provided in Section 18.2 between the date of submission of the teacher's notice of resignation and retirement and the total number of accumulated sick leave days in the District, including any sick leave days to be earned under Section 8.1. The teacher shall be notified within thirty (30) school days of the number of days granted and the total accumulated sick leave under this Section. The sick leave granted shall be available to use as of the date of receipt in the Central Services Office of the teacher's notice of resignation and intent to retire required in Section 11.2 above. This Section does not impact the total number of sick leave days otherwise accumulated under Section 8.1.

Eligibility for Granting of Sick Days for Retirement: In order to be eligible for the granting of additional sick days in preparation for retirement, an employee must meet the following progressive accumulation requirements: Accumulation is defined by the number of sick days in the district's absence management system at the time when the notice of retirement and resignation is submitted.

- **2025 - 2026:** Accumulation of a minimum of 0 sick leave days
- **2026 - 2027:** Accumulation of a minimum of 15 sick leave days
- **2027 - 2028:** Accumulation of a minimum of 30 sick leave days
- **2028 - 2029:** Accumulation of a minimum of 45 sick leave days
- **2029 - 2030:** Accumulation of a minimum of 75 sick leave days. (This requirement shall remain in effect and become part of the successor of the agreement).

If an employee provides written notice of resignation and intent to retire to the district by March 1, five years prior to their retirement date, and meets the progressive accumulation thresholds outlined above, the employee may request to be granted up to 270 additional sick leave days, not to exceed a total accumulation of 340 sick leave days. In recognition of the additional sick day grant

described above, the annual sick leave allotment to each employee who receives the grant will be 10 days for each of their remaining years.

If a teacher retires less than five years after the teacher receives a grant of sick leave under this Section and the Board becomes subject to TRS penalties for excess sick leave, the Board shall pay the teacher \$1 for each day of sick leave granted under this Section and the teacher shall not claim service credit for such sick leave. If after this payment the Board remains subject to TRS penalties for excess sick leave, the teacher shall not receive the post-retirement benefits otherwise provided for in 11.3(a), (b) or (c) above. The sick leave granted under this Section shall be accounted for separately and available for use only after the teacher's already accumulated sick leave is used.

(c) Payment in the amount of \$3,000 per year directly to TRS for medical insurance coverage. This annual payment will continue until the earlier of 10 years of the age of eligibility for Medicare coverage.

11.4 Teachers must provide the Superintendent or designee with the following information at the time of submission of the notice of resignation and retirement, along with such other information as is appropriate to facilitate the implementation of this retirement program:

1. The number of years of creditable service with TRS.
2. The number of years of creditable service with non-TRS retirement systems in Illinois and other states which may be used for creditable service with TRS.
3. Other optional service credit which may be available for creditable service with TRS, such as leaves of absence or military service.
4. The number of days of sick leave from other TRS-covered employers available for service credit with TRS.

Teachers must provide the information in items 1 through 4, to the best of their knowledge, but do not guarantee its accuracy. Where available, the information must be provided in a statement from TRS.

11.5 The Board may, on a case-by-case, non-precedential basis, at the request of a teacher and in consultation with the Association, develop an agreement:

1. Granting a teacher additional sick leave in order to qualify a teacher for participation in this retirement program, with appropriate recognition of the importance to the Board of avoiding or minimizing TRS penalties for grants of excess sick leave or compensation increases in excess of TRS limitations.

2. Permitting the teacher who meets all eligibility requirements for receipt of the retirement benefits under this Article, except for the no excess salary requirement of 11.2(d), to include one or more years of creditable earnings in excess of the limitations of Section 16-158(f) of the Illinois Pension Code.
3. Permitting receipt of retirement benefits for a teacher whose unforeseeable personal circumstances regarding retirement conflict with the window and notice requirements of this Article.

The Board shall respond within 30 days of the Superintendent's receipt of the teacher's request for an agreement under this section. Any such agreement shall be on a case-by-case, non-precedential basis.

- 11.6 After receipt of the written notice of resignation and intent to retire, the Superintendent or designee will generate a retirement benefit agreement consistent with this Article. This agreement shall be received by the retiring employee no later than 60 days from the date of the Superintendent's receipt of the application. The agreement shall be signed by the Superintendent and the teacher before the close of the school term at the end of which the teacher retires and shall serve as an agreement enforceable under this Agreement before retirement and separately after retirement. These agreements shall be on forms developed by the Board and the Association.
- 11.7 By mutual agreement between the Board and the teacher, a teacher's resignation and retirement may be rescinded or modified, on a non-precedential, case-by-case basis. The reason for such an agreement must be a major life-altering event such as the death of a spouse, divorce between the teacher and spouse or serious illness of the teacher or spouse which illness would likely cause the use of sick leave otherwise necessary to remain eligible to participate in this retirement program.
- 11.8 In the fall of each school year, the Board and the Association shall offer a work-session to teachers to discuss the benefits of this Article.

ARTICLE XII

Professional Supplies

The Board will make available to each building an amount of \$100 annually for each full-time equivalent teacher. This money shall be used at the discretion of the teacher to purchase necessary supplies.

ARTICLE XIII

Planning Time

PreK-5 classroom teachers shall have two blocks of preparation time consisting of all of the time during which their classes are receiving instruction from special area teachers. One block of time shall be teacher directed. The second block shall be used for collaboration with other teachers as directed by the administration. Elementary ESL and special area teachers (currently art, music, physical education, digital media and foreign language) shall have preparation time substantially comparable to PreK-5 classroom teachers. Special education teachers shall have substantially the same amount of preparation time as PreK-5 classroom teachers.

13.1 Planning and Collaboration time for 6-8 grade certificated teachers will be similar to the planning and collaboration time as provided to PreK-5 certificated teachers.

The total combined average weekly minutes for planning and lunch time at the PreK-5 and 6-8 grade levels shall remain equal, currently totaling 600 minutes at each level (PreK-5 375 planning and 225 lunch/6-8 450 planning and 150 lunch).

School Improvement Days

13.2 In order to provide adequate teacher planning time to meet the demands of the School Improvement Plan, three clock hours from each of eight student attendance days (“SIP days”), or such other time and/or day configuration as agreed between the Board and the Association, will be designated for school improvement related activities. At the elementary level, ten minutes will be banked daily for the purpose of meeting State requirements allowing for the dismissal of students for school improvement. The SIP days are intended to provide teachers opportunities to plan and collaborate with other teachers and staff in regard to implementation and assessment of activities designed to improve student learning and aligned with the Board’s strategic plan, the “Strategic Goal Areas” (SGA), Action Steps and/or the applicable School Improvement Plan. Teachers will be responsible for completing and submitting a plan for each SIP day to the building administrator for review and determination that the plan satisfies the intended use of SIP days as stated above. The plan shall be submitted, on a form developed by the Superintendent or designee in consultation with the Association, by a deadline established by agreement between the building administrator and the Association co-chair of the Building Leadership Team but, in the absence of an agreement, by at least five school days in advance of the SIP day.

The SIP days will be included as part of the District’s annual calendar submitted for approval by the Regional Office of Education. Should approval be denied by the Regional Office of Education in any year, the Board and Association negotiating teams will reconvene immediately to determine a course of action.

Either the Board or the Association may propose time and/or day configurations for SIP days different from that provided for above. Proposals for alternative configurations must be in writing and submitted to the Superintendent and the Association President(s) by no later than October 1 of the school year preceding the school year in which the alternative is to be implemented. The Superintendent and the Association President(s) may agree to a proposal for an alternative configuration or, within 30 calendar days of receipt of a proposal

for an alternative configuration, three representatives designated by the Superintendent and three representatives designated by the Association President(s) shall meet to discuss the proposal. If agreement is reached by either the Superintendent and the Association President(s) or their designated representatives, the alternative configuration will be submitted to the Board's Calendar Committee by no later than January 15 for implementation the next school year. If no agreement is reached, the configuration provided for in the first paragraph of this Section shall be implemented by the Calendar Committee.

Collaboration Time

- 13.3 The Board and the Association recognize the importance of time for teachers to collaborate in order to enhance instructional practices in their particular classroom or assignment consistent with District initiatives or SIP goals. Each full-time teacher shall be provided 14 hours each school year for these collaboration purposes, to be completed outside the regular workday.

These 14 hours may be used at any time and at any location, at the teacher's discretion, and shall be compensated at the curriculum rate. The time may be used in full-day (7 hours) and/or half-day (3.5 hours) increments. Teachers will be paid for these hours twice a year (January and June) and are required to complete the District's collaboration documentation for record-keeping and payment purposes. Payment will not be made until all required documentation is submitted and approved.

A teacher may request from his or her principal permission to use the collaboration time in a different configuration if unique and extenuating circumstances prevent use as described above. Such requests must be included as part of the teacher's application provided for below.

Collaboration time shall be administered as follows:

- (a) A minimum of two teachers must jointly apply for collaboration time using the District-provided form, submitted to their Principal(s) at least ten (10) school days in advance. All collaboration must be done between August 1 - June 1.
- (b) The teachers must identify in the application the planned activities and intended outcomes for the collaboration time and the date and time requested.
- (c) The Principal must approve or reject the application within five school days of receipt, with reasons given for any rejection and suggestions for modification and resubmission.
- (d) A summary of the activities conducted and the outcomes achieved must be submitted to the Principal promptly upon completion of the activities.

- (e) Teachers on a full-time equivalent job share are eligible for collaboration time as a single teacher.
- (f) A teacher may not transfer collaboration time under this section to another teacher.
- (g) No teacher is required to engage in the collaboration time provided for under this section.
- (h) The collaboration time provided for under this section is not intended to substitute for collaboration currently engaged in by teachers during the regular work day.
- (i) Collaboration time may not be used during institute or SIP time.
- (j) Unused collaboration time in one school year does not carry over to a later school year.
- (k) Collaboration time is not available to part-time teachers.

ARTICLE XIV

Payroll

All teachers will receive their first paycheck on August 31 and then be paid twice monthly until receipt of the last paycheck for the school year on the following August 15. All teachers will be paid by direct deposit to the banking institution of their choice.

ARTICLE XV

Salary

(Examples for Sections 15.1, 15.2, 15.3, 15.6 and 15.7 of this Article are contained in Appendix C.)

15.1 A. Base Annual Salary.

The base annual salary of a teacher continuously employed from one school year to the next shall be determined by increasing the teacher’s base annual salary as of the close of the prior school year by the percentage indicated, or to be determined by the formula, identified below:

2025-2026	2026-2027	2027-2028	2028-2029
$(.8 \times \text{CPI}) + 1.5\%$	$(.8 \times \text{CPI}) + 1.5\%$	$[(.8 \times \text{CPI}) + 1.5\%]$	$[(.8 \times \text{CPI}) + 1.5\%]$

The salary formula includes a 1.5% factor which is conditioned on receipt of a proficient or excellent evaluation rating in accordance with 15.7 below.

If the application of the formula provides an increase of less than 1.75%, the teacher’s base annual salary shall be increased 1.75%, or, if the formula provides an increase of more than 5%, the increase shall be 5%, unless reduced in accordance with 15.7 below.

The CPI factor to be used in the formula above is the percentage increase in the Consumer Price Index required to be used to determine the School District’s tax levy extension under the Illinois Property Tax Extension Limitation Law (“PTELL”). Thus, for example, the CPI factor to be applied in the formula for the 2025-2026 school year will be the CPI percentage increase published in January of 2024 for the previous 12 months. This CPI percentage increase is the increase required by PTELL to be applied to the School District’s December 2024 tax levy which is collected in 2025 and then used to fund salaries for the 2025-2026 school year.

15.2 Educational Achievement Value.

Continuing education is critical to the maintenance and advancement of one’s knowledge and skills surrounding the teaching-learning process, and to the enhancement of the school organization as a community of learners. Recognition for the efforts made by teachers toward continual professional growth and development is provided by monetary Educational Achievement Values (EAV) which acknowledge and encourage the completion of course work beyond the Bachelor’s degree level. The amounts of the EAVs are:

Educational Achievement Values	
BA to BA+15	\$1,500
BA+15 to MA	\$4,000
MA to MA+15	\$2,500
MA+15 to MA+30	\$2,500
MA+30 to MA+45	\$2,500
MA+45 to MA+60/EdD/PhD	\$4,500

Speech Language Pathologists, Social Workers, School Counselors and Psychologists shall be placed upon initial employment or when first assigned to such a position at MA+15 or MA+30 EAV level based on the number of hours required beyond 30 hours in their Master's Program.

The EAV shall be added to the teacher's base salary when the new EAV level is attained as provided below, which shall then become the base salary to which the increases provided for in 15.1 above are applied beginning with the school year immediately following the school year in which the new EAV level is attained.

A teacher who is currently enrolled in an approved master's (MA) degree program as of the date of signature of this Agreement and who completes the MA program by no later than August 31, shall have a base salary established consistent with the base salary of a teacher at the MA EAV level and the same prior public school teaching experience. The timing of the teacher's salary adjustment shall be as provided in B. below.

Teachers will advance from one EAV level to a higher level upon completion of the total number of credits required for advancement, provided continuing education experiences are consistent with the following guidelines:

A. Credit and Course Pre-approval Requirements:

1. Credits received must be graduate level semester hours.
2. Graduate semester hours may be earned in academic areas consistent with the teacher's assignment and/or instructional role, in courses required for additional certification requirements, or for advanced degree attainment related to the field of education.
3. Graduate courses will be approved if:
 - a. they are requirements toward a pre-approved degree programs; or
 - b. the courses are designed, taught, and evaluated by staff affiliated with the institution of higher learning granting the credit; and
 - c. the courses have a singular purpose as college courses with no options such as a workshop or institute format; and
 - d. the courses follow the guidelines for college courses as established by a major accrediting agency such as NCATE
 - e. If the graduate level course is an Independent study class, it will require a description to be attached to the prior approval form that explains how the study will be applied in the teacher's classroom or position. A course

syllabus should be submitted to the Human Resources department the first week of the course for an independent study course.

4. Credit for other continuing education experiences will be granted if:
 - a. the continuing education experience occurs at a time outside the regular school day;
 - b. the district is not providing financial support for the teacher's attendance;
 - c. the continuing education experience involves an equivalent amount of time and has equivalent requirements as those which are offered under the direct auspices of an institution of higher learning; the course is sponsored by the district and meets all other standards established for awarding of graduate credit. The standard class time to semester hour credit ratio is 13.5 hours or 800 minutes per semester hour; or 40 hours or 2400 minutes for 3 semester hours;
 - d. the credit is received from an institution of higher education which is accredited by an agency such as NCATE.
5. Approval of undergraduate credit hours may be granted if the course proposed is a prerequisite for the attainment of additional State certification, is a prerequisite for an approved advanced degree program, or is required to meet Illinois State Board of Education rules and regulations governing qualifications for teaching in specific content areas.
6. A pre-approval form must be submitted to the Superintendent in advance of registration. The form shall require the teacher to specify the course name, description, class time requirements, semester hour credit to be earned, the degree sought if applicable, the cumulative number of hours which will have been earned upon completion of the course/continuing education experience, and the reason for desiring enrollment.
7. Transcripts from an accredited college or university must be received prior to advancement to a higher EAV level.

B. Salary Adjustment Calendar.

Salary adjustments will be made in accordance with the following calendar:

1. Beginning of School Term Adjustment
Changes in salary at the start of the school term will be for the achievement of an advanced degree and for additional hours beyond a degree. Teachers will become eligible for advancement by:

- a. Submitting a letter specifying credits earned and name of granting institution to the Superintendent's Office prior to the opening of school; and
- b. Submitting an official transcript of the course work by October 15 of that school year.

2. Mid-School Term Adjustment

Changes in salary at the middle of the school term will be made for the achievement of an advanced degree and shall be permitted for additional hours beyond a degree. Teachers will become eligible for advancement by:

- a. Submitting a letter specifying degree earned and name of granting institution to the Superintendent's Office by January 15, and
- b. Submitting an official transcript of the course work by March 10.

3. Method of Advancement of Higher EAV Level

- a. Staff members will move to the BA+15 level with 15 graduate semester hours beyond a bachelor's degree.
- b. Staff members will move to the MA level with sufficient degree.
- c. Staff members will move to the MA+15 level with 15 semester hours beyond a master's degree.
- d. Staff members will move to the MA+30 level with 30 semester hours beyond a master's degree.
- e. Staff members will move to the MA+45 level with 45 semester hours beyond a master's degree.
- f. Staff members will move to the MA+60 level with 60 semester hours beyond a master's degree, 15 of which must be earned after July 1, 2004.
- g. Staff members with a doctorate will be placed at the MA+60/Doctorate level.

4. Time of Payment

Payment for a beginning of school term adjustment shall be made by November 15, in the full amount of the applicable EAV.

Payment for a mid-school term adjustment shall be made by April 15, in the amount of one-half of the applicable EAV.

C. Out of District Teaching Experience Credit

All newly hired teachers shall be awarded full credit (year-for-year) for public school teaching experience, earned after receipt of the BA/BS degree when initial compensation is determined.

For purposes of this section, a teacher with a partial-year experience in a public school shall be awarded a full year of credit if employed by the public school for one-half or more of the school term, regardless of whether employed on a full or part-time basis. A teacher employed in a public school for less than one-half of the school term shall not be awarded credit for that year.

Public school experience means employment in a public elementary, secondary or unit school district.

15.3 Part-time Teachers.

The salary increase for a part-time teacher shall be calculated first by increasing the teacher's base salary to full-time equivalency (FTE); second by applying the applicable percentage increase from 15.1 above; and third by multiplying the increased FTE salary by the percentage of FTE for the new school year.

15.4 New Teachers Without Experience.

The starting salary for a teacher new to the School District and without prior teaching experience shall be as follows for the 2025-2026 school year:

	2025-2026
BA	\$58,994
BA+15	\$60,761
MA	\$66,075
MA+15	\$69,022
MA+30	\$71,972
MA+45	\$74,922
MA+60	\$80,821

For the 2026-2029 school years, the starting salaries shall be increased by the CPI percentage as determined in the fourth paragraph of 15.1 above.

15.5 New Teachers With Experience.

Teachers new to the School District with prior public school teaching experience will receive a starting salary consistent with presently-employed teachers with substantially the

same public school teaching experience and level of educational achievement as set forth in 15.2 above. Thereafter, the teacher shall receive base salary increases in accordance with 15.1 above. No new teacher shall be paid a base salary higher than a current teacher with substantially the same experience and EAV.

15.6 Teachers Returning From Full-Year Leaves.

A teacher returning from a full-school-year leave shall, for the year of return, have the base annual salary determined by application of the CPI factor, but not the 1.5% factor, provided for in 15.1 above, to the teacher's base annual salary at the end of the school year immediately before the leave began.

15.7 Tenured Teachers With Needs Improvement/Unsatisfactory Ratings.

A tenured teacher who receives a rating of "needs improvement" or "unsatisfactory" under the District's Teacher Evaluation Plan shall not receive the 1.5% factor of the salary increase provided for in Section 15.1 above for the school year following the school year in which the teacher received either of such ratings.

A teacher who receives a rating of "proficient" or better in the school year following the school year in which the teacher received a "needs improvement" rating shall receive a salary increase for that following school year with both the CPI and 1.5% factors applied to a base salary for the prior year which includes both the CPI and 1.5% factors, even though the teacher did not actually receive the 1.5% factor for that prior year.

A teacher who receives a rating of "proficient" or better in the school year following the school year in which the teacher received an "unsatisfactory" rating shall receive a salary increase for that following school year with both the CPI and 1.5% factors applied to a base for the prior year which includes only the CPI component.

The "needs improvement" provisions of this section shall apply only to "needs improvement" ratings which are based on evaluations conducted after the start of the 2014-15 school term.

15.8 Annual Listing of Salaries.

By no later than August 15 of each school year, the Superintendent shall provide the Association (Co-)President(s) with the salaries for the upcoming school year of all teachers employed as of such date computed in accordance with this Article XV. The salaries shall be updated again by no later than November 1 of each school year, to include changes in Educational Achievement and teachers hired since the initial list for the school year. Upon request of the Association (Co-)President(s), the Superintendent and designee will meet promptly with the Association (Co-)President(s) and designee to discuss the lists and make changes necessary to comply with this Article.

ARTICLE XVI

Teacher Retirement System Contributions

The amount of compensation set forth in a compensation schedule and any extra-duty compensation amounts is the aggregate of the following two sums: (1) the amount which the Board is paying directly to the teachers as salary and (2) the amount that teachers are required to contribute to TRS and THIS.

ARTICLE XVII

Supplemental Pay

17.1 Supplemental Pay Positions

Supplemental pay positions are annual positions for activities that require an extensive time commitment primarily outside of school hours on a regular basis. The activity requires a time intensive leadership role with staff or students beyond regular instructional classroom and building responsibilities.

Supplemental pay may also be provided on an annual basis for significant contributions by a teacher to the teacher's school or to the District. Requests for supplemental pay of this nature may be submitted to the Supplemental Pay Committee by the Board, through the Superintendent, or by the Association, through its (Co-)President(s), to be processed in accordance with Section 17.4 below.

In addition to teaching and supervision, each teacher is subject to assignment by the principal to responsibility for a portion of the miscellaneous services and activities of the school, including supplemental pay positions, subject to Section 17.3.f. below.

The direction of, and participation in, the various extra-curricular activities of the schools, including supplemental pay positions, are considered as much a part of the teacher's normal load as actual classroom teaching.

17.2 A Supplemental Pay Committee shall be established with up to the following six members:

- (1) Building Principal or Assistant Principal (designated by Superintendent);
- (2) Central Office Administrator (Superintendent or designee at Assistant Superintendent or Director level);
- (3) Board Member;
- (4) up to 3 members designated by the Association.

The Committee shall meet at least tri-annually. Meetings should be set for the months of August or September, March or April and May or June. Additional meetings may be held if needed. A co-chair will be designated by the Superintendent. The other co-chair will be designated by the Association.

17.3 Supplemental Pay Application Procedure:

- a. All vacancies will be posted internally for a minimum of 5 school days during the school term and 5 business days during summer recess, consistent with Section 2.22.
- b. The Administration will attempt to post vacancies in supplemental pay positions for the next school year by no later than May 1.
- c. Applicants must complete a short application, except for positions under Article III.
- d. Applications must be submitted to the Human Resources Department and forwarded to the appropriate Principal.
- e. The Principal or administrative designee will review applications. If available, a minimum of 3 candidates will be interviewed.
- f. If no applications are received from the bargaining unit after the minimum posting period, the administration will seek individuals from outside the bargaining unit before assigning teachers to supplemental pay positions.
- g. Positions held by non-bargaining unit members will be posted as a vacancy each school year.

17.4 Requests for new activities, clubs and sports

Requests for new activities, clubs and sports for which pay will be received must be submitted to the Supplemental Pay Committee for the annual fall meeting to be considered for the current school year and must be submitted to the Supplemental Pay Committee no later than the annual spring meeting to be considered for the next school year. The Committee will also examine remaining activities, clubs and sports which have not been active, and shall remove any activities, clubs and sports which are no longer active. The Committee shall make its recommendations to the Board and the Association, which shall be negotiated if necessary and upon approval shall be incorporated into a Memorandum of Understanding. The Committee shall respond to requests no later than 30 days after the meeting at which the request is considered. A list of currently approved activities, clubs and sports shall be posted each year.

17.5 Evaluation Process

The Supplemental Pay Committee shall develop and recommend an evaluation program for supplemental pay recipients, excluding Group I positions.

Once established, the Supplemental Pay Committee shall review from time to time and make recommendations to the Association and the Board regarding the evaluation program for supplemental pay recipients.

17.6 Payment Schedule

The payment schedule is determined by the estimated number of contact hours:

- a. Group I Leadership
- b. Group II - 100+ contact hours
- c. Group III - 75 – 100 contact hours
- d. Group IV - 40 – 74 contact hours
- e. Group V - 39 or less contact hours

Payment for supplemental pay will be made in the following manner:

- i. Seasonal activities—in the next pay cycle after the conclusion of the season
- ii. Yearlong activities—in 3 installments no later than the first pay cycle in November, March and May.

In placing a head coach on the payment schedule, the coach shall receive year-for-year credit for experience as an assistant coach in the same sport in the District, otherwise the coach will be placed at step one.

Placement on the Supplemental Pay Schedule - The first year a teacher supervises a club, activity, sport, or intramural, the teacher is placed on step 1. If the teacher continues to sponsor the club, activity, sport, or intramural for a second consecutive year, the teacher moves to step two. Teachers continue to step on an annual basis until reaching the bottom of the schedule for the particular activity. If a teacher changes activity sponsorship, the teacher will be placed at step 1 for the new activity.

- 17.7 Currently approved supplemental pay jobs by group and by activity, along with the corresponding pay rates, are set forth in Appendix D.

ARTICLE XVIII

Class Size

- 18.1 A teacher may request a meeting with the building principal to discuss the issue of class size and composition at any time. This meeting would determine if a course of action is needed to effectively provide instruction in the classroom. If the issue is not resolved with the Principal, the teacher may refer the concern to the Association Executive Council. Subsequently, the Association President and Vice President, at a two-on-two meeting with the Superintendent and a designated administrator, may request that the Superintendent review the issue with the Principal and teacher to determine an appropriate solution.

Work Year

- 18.2 The Work Year for teachers shall be 185 teacher workdays, consisting of 176 student attendance days, including parent-teacher conference and school improvement plan (“SIP”) days and seven institute days (6 full day and 2 half day), examples of which include, but are not limited to, such activities as planning, collaboration, grading and

school-related communications. Parent-teacher conferences shall be held on four evenings (14 hours total/equivalent to two teacher workdays held over four evenings) over the course of the school term so that there will be no teacher workdays during the week of Thanksgiving and the number of full weeks of instruction will increase. The dates and content of the institute days and the data analysis/curriculum implementation days shall be designed consistent with the “professional learning community” concept and shall be established by the Board through the continuous improvement process under Article III, except as provided below. In establishing the dates, the Board shall also consider the recommendations of the calendar committee, including the committee's examination of the optimal number of institute days before the start of student attendance each school term and maximizing the number of five-day student attendance weeks

Part-time and job-share teachers are expected to attend institute and data analysis/curriculum implementation days and complete parent conferences as part of their basic responsibilities and compensation. However, additional compensation will be provided for attendance at institute and data analysis/curriculum implementation days when the length of the day exceeds the length of the teacher’s regular part-time day. In this situation, the teacher shall receive the teacher’s regular part-time compensation plus pro-rated compensation based on the difference between the length of the institute or data analysis/curriculum implementation day and the length of the teacher’s regular part-time day. If the institute or data analysis/curriculum implementation day is held on a day the teacher is not scheduled to work, pay for a full day shall be received. Any additional pay under this paragraph shall be included in the paycheck for the pay period in which attendance at the institute or data analysis/curriculum implementation day occurs.

Professional Workday

18.3 As professionals, teachers are expected to be at school before and after the regular student day for a time sufficient to effectively perform their assigned and related professional duties to their students, the parents of their students and their colleagues. Accordingly, the time of arrival at, and departure from, school may vary on a particular day, depending on the assigned and related professional duties of the teacher. The administration shall be responsible for overseeing successful implementation of these professional workday expectations and responding appropriately to teachers who do not meet these expectations. The student day for PreK-5 and 6-8 shall be the same in length.

The total combined average weekly minutes for planning and lunch time at the PreK-5 and 6-8 grade levels shall remain equal, currently totaling 600 minutes at each level (PreK-5 375 planning and 225 lunch/6-8 450 planning and 150 lunch).

ARTICLE XIX

Designation of Buildings as Smoke-Free Environment

- 19.1 The strongest scientific evidence now available points to the increased risk factors for those exposed to smoke. In the interest of the health of both students and staff, it is the intention that all Glen Ellyn School District No. 41 buildings be “smoke-free”.

Security Cameras

- 19.2 Security cameras are used to ensure a safe learning environment for students, teachers and community members who use the school buildings. They are not intended for use in evaluation of teachers but may be used as part of an investigation as deemed appropriate by the superintendent or designee in determining alleged violations of conduct both of students and teachers. Cameras are located in hallways, entryways and on the exterior of the school buildings

Images from security cameras may be reviewed by district personnel in connection with investigation of criminal, disciplinary or security violation or incidents. Initial access to security camera data involving district personnel will be limited to the superintendent, the Assistant Superintendent of Human Resources, principals, assistant principals and police consultants. The review of data will take place in an office determined by the superintendent or his/her designee. If the review of the security camera data reveals alleged incident of employee misconduct, the following process will be followed.

- 1) The superintendent will be notified of suspected criminal, disciplinary or security violation.
- 2) The GEEA Co-Presidents will be notified in writing if there is evidence that indicates security violations or misconduct may have taken place which could lead to discipline up to and including dismissal
- 3) Should a teacher request representation, both a GEEA representative and the employee may review the tape with a designated administrator
- 4) The teacher will be represented by GEEA in all investigatory meetings regarding alleged misconduct unless the teacher declines such representation.
- 5) Any discipline that may be imposed against a teacher as a result of the misconduct
- 6) Investigation shall be in accordance with applicable provisions in the collective bargaining agreement and Board of Education policy.

Video data from the cameras is stored for 30 days per District software configuration. If imagery from an incident is needed for investigatory purposes, then that portion of tape will be copied and kept on a District server at least until the completion of the investigation. If such a situation arises involving a teacher, the GEEA leadership will be notified of the investigation's conclusion.

All teachers will be informed when hired that video cameras are in use at each of the District buildings.

ARTICLE XX

Effect of Agreement

- 20.1 The parties mutually agree that the terms and conditions set forth in this Agreement represent the full and complete understanding and commitment between the parties hereto which may be altered, changed, added to, deleted from, or modified during the duration of this Agreement only through the voluntary, mutual consent of the parties in a written amendment hereto. This Agreement shall cancel and supersede all prior agreements, written or verbal, between the Association and the Board.
- 20.2 Should any article, section or clause of this Agreement be declared illegal by a court of competent jurisdiction, said article, section or clause, as the case may be, shall be automatically deleted from this Agreement to the extent that it violated the law, and if such deletion does not materially affect this Agreement, the remaining articles, sections, and clauses shall remain in full force and effect for the duration of the Agreement.

ARTICLE XXI

Duration of this Agreement

- 21.1 This Agreement shall be effective July 1, 2025 and shall continue in full force and effect through June 30, 2029, However, the process described below may be initiated by the Board by giving written notice to the Association Co-Presidents at least one-hundred-thirty- five (135) calendar days before the end of the 2028-2029 school year if any of the following changes to Illinois law take effect during the term of the Agreement and are not offset by revenue increases in the same year: a) responsibility for the cost of teacher pensions is shifted to the Board; or b) the amount of general state aid to the Board over the previous school year is reasonably projected to decrease by more than 5%; or c) the Board's revenue from local property taxes is limited more severely than is currently the case under the Property Tax Extension Limitation Law. The Board shall have the same right if the Affordable Care Act results in a year-over-year increase of more than 10% in the Board's health insurance costs.

If initiated as provided above, the Association and the Board shall meet and consider, in an interest-based process, options to address the legislative actions or Affordable Care Act issues, including, but not limited to, re-opening the contract provisions impacted by the legislation or the Affordable Care Act or modifying the Agreement through a memorandum of understanding. If agreement is not reached within thirty-five (35) days (unless extended by agreement) after the Association's receipt of notice from the Board, the Board may terminate the Agreement at the end of the 2028-2029 year by giving written notice to the Association Co-Presidents at least ninety (90) calendar days (unless extended by agreement) before the end of the applicable school year with respect to any of the legislative issues or to re- open negotiations over the insurance provisions of the Agreement if the Affordable Care Act is the issue. If notice of termination or re-opening is given for

any of the above reasons, negotiations for a successor Agreement or modification of the insurance provisions of the Agreement shall begin immediately.

ARTICLE XXII

Acceptance

This agreement was ratified by the Association on June 3, 2025 and approved by the Board on June 16, 2025.

In Witness Whereof:

For the Glen Ellyn Education Association

For the Board of Education
Glen Ellyn School District No. 41

Dina Sbarra, Co-President

Dr. Robert Bruno, President

Tracy Guerreri, Co-President

Julie Hill, Secretary

Dated: _____, 2025

Dated: _____, 2025

APPENDIX A

SUPPLEMENTAL PAY SCHEDULE, RATES, POSITIONS AND ACTIVITIES

1.a. Supplemental Pay Schedule:

	Group I*	Group II	Group III	Group IV	Group V	*\$500.00 additional stipend for TFE Co-chairs and Hadley BLT Department Chairs
Step 1	\$1210.00	\$1980.00	\$1650.00	\$770.00		
Step 2	\$1210.00	\$2530.00	\$1980.00	\$1100.00	\$660.00	
Step 3	\$1210.00	\$2970.00	\$2310.00	\$1320.00	\$770.00	
Step 4	\$1210.00	\$3520.00	\$2530.00	\$1760.00	\$880.00	
Step 5	\$1210.00	\$3872.00	\$2783.00	\$1936.00	\$968.00	

1.b. Other Rates- Rates based on 1 hour period-prorated based on actual time worked

- i. Timekeeper: \$40/hour
- ii. Scorekeeper: \$40/hour
- iii. Crowd Control: \$32.50/hour
- iv. After-School Detention/Hadley: \$32.50/hour
- v. Lunch Duty: \$27.50/session
- vi. Professional rate: \$40.00/hour
- vii. Supervision Rate \$32.50/hour
- viii. Summer School Pay: \$40.00/hour
- ix. Internal Substitute: \$44.00/hour
- x. Wildcat Workshop \$32.50/hour
- xi. Extra Instruction: \$32.50/hour
- xii. Intramurals \$40.00/hour
- xiii. Committee Work \$40.00/ hour

An updated complete list of Supplemental Pay positions and activities will be listed on the HR page in ELLYN after the Board of Education approves new supplemental pay activities each year.