



Niles Elementary School District 71

Regular Session

Published on June 25, 2026 at 2:53 PM CDT

Date and Time

Tuesday June 30, 2026 at 7:00 PM CDT

Location

Media Center

Agenda

I. Opening Items

- A. Roll Call and Pledge of Allegiance
- B. Call the Meeting to Order

II. Public Comment

III. Closed Session

- Discussion of minutes of the meetings lawfully closed under the Open Meetings Act as described by 5 ILCS 120/2(c)(2).
- Consider the appointment, employment, compensation, performance, or dismissal of specific employees of the District 5 ILCS 120/2(c)(9).

IV. Recall To Order of Open Session

V. Acknowledging Communications to the Board of Education

VI. Additions or Changes to Agenda

VII. Consent Agenda

A. Motion to Approve the Consent Agenda

Approve minutes for Regular Session on May 19, 2026

VIII. Discussion and Action Items

A. Motion to Approve Accounts Payable

B. Approval of 2026-2027 Technology Purchases

C. Approval of Settlement Agreement

D. Approval of the IGA Regarding the Village of Niles New South Milwaukee TIF

E. Approval of the Title 1 Parent & Family Engagement Plan

F. Approval of the Consolidated District Plan

G. Approval of the Resolution Authorizing Appointment of Township Trustee of Schools Representative

IX. Informational Items

A. NTDSE Report

X. Superintendent's Report

A. Advance Learning

B. Embrace Technology

C. Meet Social Emotional Needs

D. Steward Resources

1. Summer Work
2. Addition Repair Update

E. Engage Community

1. FOIA Requests
2. District Enrollment

XI. Administrative Report

A. Admin Report

XII. Items of New Business

XIII. Second Closed Session if Needed

XIV. Closing Items

A. Adjourn Meeting

Coversheet

Motion to Approve the Consent Agenda

Section:	VII. Consent Agenda
Item:	A. Motion to Approve the Consent Agenda
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Session on May 19, 2026 Motion to Approve Consent Agenda.pdf Minutes of the Finance Committee Meeting, May 19, 2026.pdf 2026_06_01_special_meeting_minutes (3).pdf Amanda DeBoer Letter of Resignation.pdf Martinez Resignation.pdf Glancy Resignation.pdf Henry Resignation.pdf BOE Ltr of Recommendation for Hire, Amanda Garcia (1).pdf BOE Ltr of Recommendation for Hire, Emily DeLaVega.pdf BOE Ltr of Recommendation for Hire, Natalie Lasaru.pdf BOE Ltr of Recommendation for Hire, Teagan Quill.pdf

APPROVED



Niles Elementary School District 71

Minutes

Regular Session

Date and Time

Tuesday May 19, 2026 at 7:00 PM

Location

Media Center

Directors Present

Dexi Karabatsos, Georgia Chronopoulos, Jackie Jaime, Kenny Krueger, Matthew Holbrook, Victoria Luz

Directors Absent

Matt Glancy

Guests Present

Debra Jordan, Erica Smolinski, John Kosirog, Katie Russ, Ken Kaufhold, Laura Guarraci

I. Opening Items

A. Roll Call and Pledge of Allegiance

B. Call the Meeting to Order

Matthew Holbrook called a meeting of the board of directors of Niles Elementary School District 71 to order on Tuesday May 19, 2026 at 7:03 PM.

II. Public Comment

A. Public Comment

There were none.

III. Closed Session

A. Closed Session

- Closed Session for the Discussion of minutes of the meetings lawfully closed under the Open Meetings Act as described by 5 ILCS 120/2(c)(2).
- Consider the appointment, employment, compensation, performance, or dismissal of specific employees of the District 5 ILCS 120/2(c)(9).
- Student disciplinary cases as described by 5 ILCS 120/2(c)(9).
- 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.

IV. Recall To Order of Open Session

A. Open Session

Meeting Reconvened at 8:42 pm.

V. Acknowledging Communications to the Board of Education

A. Communications

There were none.

VI. Additions or Changes to Agenda

A. Changes to the Agenda

There were none.

VII. Consent Agenda

A. Motion to Approve the Consent Agenda

Matthew Holbrook made a motion to approve the minutes from Regular Session on 04-21-26.

Jackie Jaime seconded the motion.

The Finance Committee Minutes from April 21, 2026 and the Consent Agenda were also approved with this vote.

The board **VOTED** to approve the motion.

VIII. Discussion and Action Items

A. Motion to Approve Accounts Payable

Matthew Holbrook made a motion to Approve Accounts Payable in the Amount of \$872,163.81.

Kenny Krueger seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Matthew Holbrook	Aye
Matt Glancy	Absent
Kenny Krueger	Aye
Dexi Karabatsos	Aye
Jackie Jaime	Aye
Victoria Luz	Aye
Georgia Chronopoulos	Aye

B. Approval of 2026-2027 Board Calendar

Kenny Krueger made a motion to Approve the 2026-2027 Board Meeting Calendar.

Matthew Holbrook seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Victoria Luz	Aye
Dexi Karabatsos	Aye
Matthew Holbrook	Aye
Matt Glancy	Absent
Kenny Krueger	Aye
Georgia Chronopoulos	Aye
Jackie Jaime	Aye

C. Approval of the Director of Business Services/CSBO Contract

Kenny Krueger made a motion to Approve the Director of Business Services/CSBO Contract.

Dexi Karabatsos seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Matthew Holbrook	Aye
Georgia Chronopoulos	Aye
Dexi Karabatsos	Aye
Victoria Luz	Aye
Jackie Jaime	Aye
Kenny Krueger	Aye
Matt Glancy	Absent

D. Approval of the Following Board Policies

Matthew Holbrook made a motion to To approve the following Board Policies.

Kenny Krueger seconded the motion.

2:200, 2:220, 2:250, 4:165, 5:30, 5:250, 5:330, 6:65, 6:100, 6:15, 6:170, 7:20, 7:50, 7:100, 7:185, 7:240, 7:260, 7:300, 8:90, 7:220, 7:230, 7:280

The board **VOTED** to approve the motion.

Roll Call

Dexi Karabatsos	Aye
Victoria Luz	Aye
Georgia Chronopoulos	Aye
Matthew Holbrook	Aye
Matt Glancy	Absent
Kenny Krueger	Aye
Jackie Jaime	Aye

IX. Informational Items

A. NTDSE Report

President Holbrook attended the NTDSE BOE meeting. Items discussed included, change of meeting day and new contract negotiations.

X. Administrative Report

A. Admin Report

Strategic Plan Activities:

Advance Learning and Innovation

- PLC Leadership
- ELA/Math Committee
- Special Education Teacher Professional Development
- Recruiting and Retaining High Quality Special Education Staff

Responsibly embrace technology to empower creativity, problem solving, collaboration, communication and learning.

- Technology Student Device Collection

Meet students' increasing social emotional needs.

- Athletic/Extracurricular Update
- PBIS

- Recess

Engage and expand community and parent resources

- 8th Grade Events

Community Building

- Staff v. Student v. Alumni volleyball event
- Young Authors
- End of Year Luncheon
 - Carol Provost
 - Linda Kraus
 - Jeanette Mendez
 - Maria Radko

XI. Superintendent's Report

A. Advance Learning

1. PD Plan 26-27
2. Committee System Reorganization 26-27

B. Embrace Technology

1. Draft AI Guidelines

C. Meet Social Emotional Needs

D. Steward Resources

1. Insurance Committee Review
2. Addition repair Update

E. Engage Community

1. FOIA Requests: There were none
2. District Enrollment

XII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:26 PM.

Respectfully Submitted,
Matthew Holbrook

Attest

Board President

Attest

Board Secretary

MOTION

*Niles Elementary School District 71 Board June 30, 2026
At Culver School*

Member _____ moved to approve the following consent agenda with

Member _____ seconding the motion:

CONSENT AGENDA

- a. Approve the Minutes of the Regular Board of Education Meeting held on May 19, 2026.
- b. Approve the Minutes of the Finance Committee Meeting held on May 19, 2026.
- c. Approve the Minutes of Special Meeting held on June 1, 2026.
- d. Personnel

Resignation

- Amanda DeBoer, 6th Grade ELA Teacher, effective at the end of the 2025-2026 SY.
- Alexa Martinez, Social Worker, effective immediately.
- Trevor Glancy, Parapro, effective at the end of the 2025-2026 SY.
- Antonia Henry, Parapro, effective at the end of the 2025-2026 SY.

Employment

- Amanda Garcia, Social Worker, effective August 18, 2026 through the end of the 2026-27 SY at the rate of \$68,023.03.
- Emily DeLaVega, Special Education Teacher, effective August 18, 2026 through the end of the 2026-27 SY at the rate of \$68,629.78.
- Natalie Lasaru, EL Teacher, effective August 18, 2026 through the end of the 2026-27 SY at the rate of \$67,416.29.
- Teagan Quill, Special Education Teacher, effective August 18, 2026 through the end of the 2026-27 SY at the rate of \$59,893.09.

FMLA

- Maddie Carey, Second Grade Teacher

Retirement

- Michelle Ross, Middle School ELA

Vice President,	Matt Glancy	yes _____	no _____
Secretary,	Victoria Luz	yes _____	no _____
President,	Matt Holbrook	yes _____	no _____
Member,	Ken Krueger	yes _____	no _____
Member,	Dexi Karabatsos	yes _____	no _____
Member,	Jackie Jaime	yes _____	no _____
Member,	Georgia Chronopoulos	yes _____	no _____



Niles Elementary School District 71

Minutes

Finance Committee Meeting

Date and Time

Tuesday May 19, 2026 at 6:30 PM

Location

Media Center

Committee Members Present

Kenny Krueger, Matthew Holbrook

Committee Members Absent

Matt Glancy

Guests Present

Debra Jordan, John Kosirog

I. Opening Items**A. Record Attendance****B. Call the Meeting to Order**

Matthew Holbrook called a meeting of the Finance Committee of Niles Elementary School District 71 to order on Tuesday May 19, 2026 at 6:30 PM.

II. Review/Talk Accounts Payable**A.**

Accounts Payable

Dr. Kosirog reviewed Accounts Payable with the Board.

III. Review/Talk Fund Balances

A. Fund Balances

The Board and Dr. Kosirog reviewed the Fund Balances.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:00 PM.

Respectfully Submitted,
Matthew Holbrook



Niles Elementary School District 71

Minutes

Special Meeting

Date and Time

Monday June 1, 2026 at 4:30 PM

Location

Culver School Media Center

Directors Present

Dexi Karabatsos, Georgia Chronopoulos, Jackie Jaime, Kenny Krueger, Matt Glancy, Matthew Holbrook, Victoria Luz

Directors Absent

None

Guests Present

Debra Jordan, John Kosirog, Kayla Bridgham, Ken Kaufhold, Lynn Himes, District Attorney

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Matthew Holbrook called a meeting to order on Monday Jun 1, 2026 at 4:30 PM.

II. Public Comment

A.

In Attendance

Lynn Himes, District Attorney
Kayla Bridgham, Associate Attorney
Kevin, Ticia & Gracie Ashcroft
Anela, Samir, & Samra Hrnica
Atif Beslagic
Zorna Beslagic
Craig Niedermaier
Sabina Spahija
Amela Botic
George Alpogianis

Ticia Ashcroft, George Alpogianis, Craig Niedermaier, and Anela Hrnica spoke about Parent Conduct Hearing.

III. Closed Session

A. Closed Session/Public Hearing

- Hearing on attendance at extracurricular events 5ILCS 120/2(c) (4).
- Student matters 5ILCS 120/2(c) (10).

IV. Return to Open Session

A. Reconvene

The meeting reconvened at 6:46.

V. Motion Regarding Spectator Conduct

A. Motion

Matt Glancy made a motion to prohibit Parent 's attendance from home and away athletic events until November 1, 2026.

Matthew Holbrook seconded the motion.

The team **VOTED** to approve the motion.

Roll Call

Matthew Holbrook	Aye
Kenny Krueger	Aye
Victoria Luz	Aye
Matt Glancy	Aye

Roll Call

Dexi Karabatsos	Aye
Jackie Jaime	Aye
Georgia Chronopoulos	Aye

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:41 PM.

Respectfully Submitted,
Matthew Holbrook

Attest

Board President

Attest

Board Secretary

Dear Niles District 71 School Board and Administration,

Please accept this letter as my formal resignation from my position as Sixth Grade English Language Arts Teacher at Clarence E. Culver School, effective June 5, 2026.

This decision was not easy, as teaching at Culver School has been a meaningful and rewarding part of my life. I have accepted an offer to continue my teaching career at a school closer to my home as this is what is best for my family. I am deeply grateful for the relationships I've built with students, families, and colleagues, and for the support and experiences I've had during my time here.

It has truly been an honor to be part of this school community. I will always value the memories and lessons I take with me, and I wish the students and staff continued success in the future.

Thank you again for the opportunity to teach and grow here.

Sincerely,
Amanda DeBoer



Debra Jordan <djordan@niles71.org>

Fwd: Change In Accepted Position

1 message

Laura Guarraci <lguarraci@niles71.org>

Mon, May 18, 2026 at 11:37 AM

To: John Kosirog <jkosirog@niles71.org>, Debra Jordan <djordan@niles71.org>

FOr the BOE packet.

Laura S. Guarraci
Assistant Superintendent of Programs and Student Services
Niles Elementary School District 71
847-470-3405

----- Forwarded message -----

From: **Alexa Martinez** <aemartinez1118@gmail.com>
Date: Mon, May 18, 2026 at 7:53 AM
Subject: Change In Accepted Position
To: Laura Guarraci <lguarraci@niles71.org>

Laura,

I'm reaching out to share an unexpected change that has come up very recently, which unfortunately affects my ability to move forward with working at District Niles 71.

After recently accepting the position at Culver, there was a sudden change at my current internship placement related to financial and staffing circumstances, which resulted in a shift in roles within the district and leaving a position to be filled. According to my current contract, I am expected to take this offer. Because of this, I am unfortunately no longer able to move forward with the position at Niles.

I want to emphasize that this was an unexpected change and not a decision I made lightly, especially after having already accepted. If I had the ability to proceed as planned, I absolutely would have.

I truly appreciate the time, consideration, and opportunity your team extended to me throughout the process, and I sincerely apologize for any inconvenience this may cause.

Thank you again for your understanding, and I wish you and your team all the best moving forward.

Sincerely,
Alexa Martinez

Dear Laura,

Please accept this letter as my formal notice of resignation from my position as special education teacher's assistant.

I came to this decision due to my upcoming course requirements for my masters program. I would not be able to work full time under these requirements, and due to this I chose to resign from my position.

Thank you for the opportunity to work for Culver. I learned a lot from my experiences and coworkers over the past 2 years.

Thank you,
Trevor Glancy

Dear Members of the Board of Education,

Please accept this letter as formal notice of my resignation from my position with the school district, effective June 5th, 2026.

This decision was not made lightly, as I have truly valued my time working within the district. It has been a privilege to serve our students and families while working alongside such dedicated educators, staff members, and administrators. Throughout my employment, I have gained valuable knowledge, developed meaningful relationships, and grown both personally and professionally.

I am grateful for the support, encouragement, and opportunities I have received during my time here. The experiences I have had have contributed greatly to my development and have helped shape my career in many positive ways.

Thank you for the opportunity to be a part of this district. I am truly grateful for the opportunities, experiences, and professional growth I have gained during my time here. I appreciate the support and guidance I have received and will carry these experiences with me throughout my future endeavors.

Respectfully,

Antonia Henry

Teacher's assistant
Culver E Clarence School
6/4/2026



Niles Elementary School District 71

A Community of Excellence

6901 W. Oakton, Niles, IL 60714 847-966-9280 FAX 847-966-1478

To: Dr. John Kosirog

John Kosirog,
Ed.D
Superintendent

From: Laura S. Guarraci

Erica Smolinski,
Ed. D
Principal

Date: June 18, 2026

RE: Recommendation for employment for Amanda Garcia

Laura Guarraci
*Assistant
Superintendent for
Programs and
Student Services*

We would like to recommend Ms. Amanda Garcia for the school social worker position for the 2026-2027 school year. Ms. Garcia received her bachelor's degree in social work from Illinois State University and completed her master's degree in social work from Aurora University.

For the past three years, Ms. Garcia has worked for Mundelein School District 75 as a school social worker and even the year prior as an intern. Her references could not speak more highly of her. They shared numerous stories of how she has put plans in place to support the needs of individual students, worked with teachers to support data collection, and prepare them for meetings, and partners with parents. Ms. Garcia is well liked by all of her colleagues and the Washington Elementary School community, and was even nominated for Lake County Teacher of the Year last year by her principal.

We feel confident that Ms. Garcia will be a contributing member to our Culver community and a great fit for our students and school. We are excited to have her in this role as a school social worker for the next school year.

Thank you for your attention to this memo.

The mission of District 71 is to provide quality learning experiences that nurture, challenge, and inspire each student to contribute to a community of excellence.



Niles Elementary School District 71

A Community of Excellence

6901 W. Oakton, Niles, IL 60714 847-966-9280 FAX 847-966-1478

To: Dr. John Kosirog

John Kosirog,
Ed.D
Superintendent

From: Laura S. Guarraci

Date: June 1, 2026

Erica Smolinski,
Ed. D
Principal

RE: Recommendation for employment for Emily DeLaVega

Laura Guarraci
*Assistant
Superintendent for
Programs and
Student Services*

We would like to recommend Mrs. Emily DeLaVega for the special education teacher position for the 2026-2027 school year. Mrs. DeLaVega completed her bachelor's degree in elementary and special education from McKendree University, and her master's degree in curriculum and instruction from Southern Illinois University, Edwardsville.

For the past 6.5 years, Mrs. DeLaVega has worked in self-contained special education teacher positions. She started in Belleville, Illinois, where she remained for 3.5 years until she moved to Community Consolidated School District 62 in Des Plaines where she was a life skills teacher for the next 3 years. Mrs. DeLaVega's references spoke highly of her, sharing that she is energetic, passionate, and works hard to have a fun, engaging classroom. They shared that she is a strong communication advocate and uses AAC devices regularly with students. Finally, Mrs. DeLaVega's supervisor shared that she works well with related services and is motivated by her students.

We feel confident that Mrs. DeLaVega will be a contributing member to our Culver community and a great fit for our students and school. We are excited to have her in this role as a special education teacher for the next school year.

Thank you for your attention to this memo.

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Niles Elementary School District 71

A Community of Excellence

6901 W. Oakton, Niles, IL 60714 847-966-9280 FAX 847-966-1478

To: Dr. John Kosirog

John Kosirog,
Ed.D
Superintendent

From: Laura S. Guarraci

Date: June 1, 2026

Erica Smolinski,
Ed. D
Principal

RE: Recommendation for employment for Natalie Lasaru

Laura Guarraci
*Assistant
Superintendent for
Programs and
Student Services*

We would like to recommend Ms. Natalie Lasaru for the English Learning teacher position for the 2026-2027 school year. Ms. Lasaru recently received her master's degree in elementary education from Loyola University Chicago.

Ms. Lasaru worked as a substitute teacher at Culver prior to completing her student teaching in Mrs. Jacobs's first grade classroom. During these experiences she worked with monolingual and multilingual general education and special education students. Ms. Lasaru has proven herself to be a natural teacher in the classroom. She is student-centered, builds positive rapport with students, and has implemented behavior strategies that have effectively increased more appropriate behaviors in the classroom. Beyond that, she routinely differentiated lessons in the classroom for her students based on their EL needs to help them access academic content and demonstrate their knowledge on assessments.

We feel confident that Ms. Lasaru will be a contributing member to our Culver community and a great fit for our students and school. We are excited to have her in this role as an English Learning teacher for the next school year.

Thank you for your attention to this memo.

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Niles Elementary School District 71

A Community of Excellence

6901 W. Oakton, Niles, IL 60714 847-966-9280 FAX 847-966-1478

To: Dr. John Kosirog

John Kosirog,
Ed.D
Superintendent

From: Laura S. Guarraci

Erica Smolinski,
Ed. D
Principal

Date: June 15, 2026

RE: Recommendation for employment for Teagan Quill

Laura Guarraci
*Assistant
Superintendent for
Programs and
Student Services*

We would like to recommend Ms. Teagan Quill for the special education teacher position for the 2026-2027 school year. Ms. Quill completed her bachelor's degree in special education from the University of Missouri, Columbia.

For the past two years, Ms. Quill has worked as a self-contained special education teacher in Park Ridge in a cross categorical classroom serving students in kindergarten through second grade. Ms. Quill's references spoke highly of her, sharing that she has been able to meet the needs of the students in the classroom and worked very hard to support a student with significant behavioral needs. They shared that her strength is in building relationships with students, working with a collaborative team of professionals, and learning different strategies, including use of structured teaching methods and communication boards to meet the needs of her students.

We feel confident that Ms. Quill will be a contributing member to our Culver community and a great fit for our students and school. We are excited to have her in this role as a special education teacher for the next school year.

Thank you for your attention to this memo.

The mission of District 71 is to provide quality learning experiences that nurture, challenge, and inspire each student to contribute to a community of excellence.

Coversheet

Motion to Approve Accounts Payable

Section:	VIII. Discussion and Action Items
Item:	A. Motion to Approve Accounts Payable
Purpose:	Vote
Submitted by:	
Related Material:	Motion to Approve Accounts Payable.pdf Accounts Payable.pdf FundBalances.pdf

MOTION

*Niles Elementary School District 71 Board Meeting June 30, 2026
At Culver School*

Member _____ moved to approve Accounts Payable for \$335,361.30 with Member _____ seconding the motion.

On a roll call vote, motion approved as follows:

Vice President,	Matt Glancy	yes _____	no _____
Secretary,	Victoria Luz	yes _____	no _____
President,	Matt Holbrook	yes _____	no _____
Member,	Ken Krueger	yes _____	no _____
Member,	Dexi Karabatsos	yes _____	no _____
Member,	Jackie Jaime	yes _____	no _____
Member,	Georgia Chronopoulos	yes _____	no _____

Niles Elementary School District 71

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 05/16/2026 - 06/25/2026

Sort By: Check

Bank Account: 0691-59408

Voucher Range: -

Dollar Limit: \$0.00

Fiscal Year: 2025-2026

☒ Print Employee Vendor Names☐ Exclude Voided Checks☐ Exclude Manual Checks☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE			Bank Account: 0691-59408				
7100018934	05/29/2026	1304	ABC COMMERCIAL MAINTENANCE SERVICE INC	2026-123	20.0.2540.323.30.0000.00	MONTHLY SERVICE: MAY 26	\$12,000.00
Check Total:							\$12,000.00
7100018935	05/29/2026	1304	CLASS ACT	5252608	10.0.2310.410.00.0000.00	GRADUATION ITEMS	\$3,461.00
Check Total:							\$3,461.00
7100018936	05/29/2026	1304	ELAN PUBLISHING	102008528-1	10.0.1100.420.70.0000.00	SCHOOL PLANNERS	\$1,296.24
Check Total:							\$1,296.24
7100018937	05/29/2026	1304	FIRST STUDENT INC	12127619+620	40.0.2550.331.06.0000.00	MONTHLY SERVICE: APRIL	\$29,767.60
7100018937	05/29/2026	1304	FIRST STUDENT INC	12127619+620	40.0.2550.331.12.0000.00	MONTHLY ACTIVITY - CHARTER APR 26	\$6,019.94
Check Total:							\$35,787.54
7100018938	05/29/2026	1304	FOLLETT CONTENT SOLUTIONS LLC	750894F	10.0.2220.410.00.0000.00	SEE ITEMS ON QUOTE 11960032	\$295.36
Check Total:							\$295.36
7100018939	05/29/2026	1304	G&O THERMAL SUPPLY COMPANY	1249791-00	20.0.2540.410.06.0000.00	HVAC PARTS	\$106.28
Check Total:							\$106.28
7100018940	05/29/2026	1304	GRAINGER	9921462801	20.0.2540.410.06.0000.00	B&G PARTS	\$55.36
Check Total:							\$55.36
7100018941	05/29/2026	1304	HARRIS BMO	V152567	10.0.1100.410.09.0000.00	EARLY CHILDHOOD ITEMS	\$6.12
7100018941	05/29/2026	1304	HARRIS BMO	V152567	10.0.1100.420.70.0000.00	CLASSROOM BOOKS	\$40.94
7100018941	05/29/2026	1304	HARRIS BMO	V152567	10.0.1200.410.00.0000.00	SPED ITEMS	\$19.60
7100018941	05/29/2026	1304	HARRIS BMO	V152567	10.0.2140.410.00.0000.00	PSYCH MATERIALS	\$75.00
7100018941	05/29/2026	1304	HARRIS BMO	V152567	10.0.2210.300.00.4909.00	ONLINE COURSE	\$295.00
7100018941	05/29/2026	1304	HARRIS BMO	V152567	10.0.2410.312.00.0000.00	MTSS MEMBERSHIP	\$395.00
7100018941	05/29/2026	1304	HARRIS BMO	V385062	10.0.1100.410.25.0000.00	MUSIC DEPT EVENT	\$451.20
7100018941	05/29/2026	1304	HARRIS BMO	V385062	10.0.1100.410.40.0000.00	EXTRACURRICULAR EVENTS	\$285.68
7100018941	05/29/2026	1304	HARRIS BMO	V385062	10.0.1100.411.00.0000.00	CLASSROOM ITEMS	\$234.39
7100018941	05/29/2026	1304	HARRIS BMO	V385062	10.0.1100.411.00.0000.00	STAFF APPRECIATION	\$178.94
7100018941	05/29/2026	1304	HARRIS BMO	V385062	10.0.1100.411.00.0000.00	STAFF EVENT	\$388.61

Niles Elementary School District 71

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 05/16/2026 - 06/25/2026

Sort By: Check

Bank Account: 0691-59408

Voucher Range: -

Dollar Limit: \$0.00

Fiscal Year: 2025-2026

☒ Print Employee Vendor Names☐ Exclude Voided Checks☐ Exclude Manual Checks☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7100018941	05/29/2026	1304	HARRIS BMO	V385062	10.0.1100.420.70.0000.00	READING MATERIALS	\$658.47
7100018941	05/29/2026	1304	HARRIS BMO	V385062	10.0.2110.410.01.0000.00	PBIS ITEMS	\$113.11
7100018941	05/29/2026	1304	HARRIS BMO	V385062	10.0.2310.410.00.0000.00	FUN RUN ITEMS	\$393.15
7100018941	05/29/2026	1304	HARRIS BMO	V385062	10.0.2410.640.00.0000.00	NAESP MEMBERSHIP	\$259.00
7100018941	05/29/2026	1304	HARRIS BMO	V459194	10.0.1100.410.14.0000.00	4TH GR ITEMS	\$20.98
7100018941	05/29/2026	1304	HARRIS BMO	V459194	10.0.1100.410.16.0000.00	6TH GRADE ITEMS	\$525.88
7100018941	05/29/2026	1304	HARRIS BMO	V459194	10.0.1100.410.17.0000.00	7TH GRADE ITEMS	\$464.72
7100018941	05/29/2026	1304	HARRIS BMO	V459194	10.0.1100.410.18.0000.00	8TH GR ITEMS	\$269.08
7100018941	05/29/2026	1304	HARRIS BMO	V459194	10.0.1100.411.00.0000.00	STAFF ITEMS	\$71.83
7100018941	05/29/2026	1304	HARRIS BMO	V459194	10.0.1100.411.00.0000.00	ANNUAL RENEWAL	\$129.00
7100018941	05/29/2026	1304	HARRIS BMO	V459194	10.0.1100.420.70.0000.00	SUMMER READING	\$286.51
7100018941	05/29/2026	1304	HARRIS BMO	V459194	10.0.2110.410.01.0000.00	PBIS ITEMS	\$162.67
7100018941	05/29/2026	1304	HARRIS BMO	V459194	10.0.2310.410.00.0000.00	FUN RUN ITEMS	\$873.87
7100018941	05/29/2026	1304	HARRIS BMO	V459194	20.0.2540.410.00.0000.00	CLEANING ITEMS	\$358.08
7100018941	05/29/2026	1304	HARRIS BMO	V459194	20.0.2540.410.06.0000.00	TRACTOR/LANDSCAPE	\$205.42
7100018941	05/29/2026	1304	HARRIS BMO	V459194	20.0.2540.410.06.0000.00	B&G DISPLAY SUPPLIES	\$137.20
7100018941	05/29/2026	1304	HARRIS BMO	V459194	20.0.2540.410.06.0000.00	B&G MATERIALS	\$540.68
7100018941	05/29/2026	1304	HARRIS BMO	V459194	20.0.2540.410.06.0000.00	SAFETY ITEMS	\$218.77
7100018941	05/29/2026	1304	HARRIS BMO	V753897	10.0.1100.411.00.0000.00	ITEMS FOR STAFF EVENT	\$25.95
7100018941	05/29/2026	1304	HARRIS BMO	V753897	10.0.1200.500.00.0000.00	SPED DEVICES	\$599.00
7100018941	05/29/2026	1304	HARRIS BMO	V753897	10.0.2220.500.00.0000.00	MONTHLY HOSTING	\$308.00
7100018941	05/29/2026	1304	HARRIS BMO	V753897	10.0.2220.500.01.0000.00	TECH ITEMS	\$140.36
7100018941	05/29/2026	1304	HARRIS BMO	V854390	10.0.1100.323.00.0000.00	CHAT GPT SUBSCRIPTION	\$20.00
7100018941	05/29/2026	1304	HARRIS BMO	V854390	10.0.1100.400.00.0000.00	CLASSROOM ITEMS	\$1,026.85
7100018941	05/29/2026	1304	HARRIS BMO	V854390	10.0.1100.411.00.0000.00	STAFF APPRECIATION	\$188.79
7100018941	05/29/2026	1304	HARRIS BMO	V854390	10.0.1100.411.00.0000.00	STAFF ITEMS	\$62.22
7100018941	05/29/2026	1304	HARRIS BMO	V854390	10.0.1100.411.00.0000.00	CHGO TRIBUNE ACCESS	\$19.96
7100018941	05/29/2026	1304	HARRIS BMO	V854390	10.0.2310.340.00.0000.00	POSTAGE	\$16.88
7100018941	05/29/2026	1304	HARRIS BMO	V854390	10.0.2310.341.00.0000.00	EMPLOYMENT POSTING	\$1,306.27
7100018941	05/29/2026	1304	HARRIS BMO	V854390	10.0.2310.410.00.0000.00	END OF YEAR AWARDS	\$4,180.80

Niles Elementary School District 71

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 05/16/2026 - 06/25/2026

Sort By: Check

Bank Account: 0691-59408

Voucher Range: -

Dollar Limit: \$0.00

Fiscal Year: 2025-2026

☒ Print Employee Vendor Names☐ Exclude Voided Checks☐ Exclude Manual Checks☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7100018941	05/29/2026	1304	HARRIS BMO	V854390	10.0.2310.410.00.0000.00	FUN RUN ITEMS	\$1,325.06
Check Total:							\$17,279.04
7100018942	05/29/2026	1304	HERFF JONES	3290336	10.0.2310.410.00.0000.00	GRADUATION ITEMS	\$1,982.75
7100018942	05/29/2026	1304	HERFF JONES	3290336	10.0.2310.410.00.0000.00	CREDIT MEMO: 3201498 (SY25)	(\$403.50)
Check Total:							\$1,579.25
7100018943	05/29/2026	1304	JRC CONTRACTING LLC	103801	20.0.2540.323.20.0000.00	ANNUAL MAINTENANCE	\$886.99
Check Total:							\$886.99
7100018944	05/29/2026	1304	Koth, Ketty	V931867	10.0.1100.410.18.0000.00	REIMBURSEMENT CLASSROOM EXPENSES	\$292.15
Check Total:							\$292.15
7100018945	05/29/2026	1304	MARIA GLASER	V347295	10.0.2220.310.00.0000.00	REIMBURSEMENT LIBRARY MEMBERSHIP	\$30.00
7100018945	05/29/2026	1304	MARIA GLASER	V347295	10.0.2220.410.00.0000.00	STUDENT ACTIVITY	\$75.36
Check Total:							\$105.36
7100018946	05/29/2026	1304	MC SQUARED ENERGY SERVICES	V961196	20.0.2540.466.00.0000.00	MONTHLY SERVICE: 4/13-5/14/26	\$8,027.43
Check Total:							\$8,027.43
7100018947	05/29/2026	1304	METAPHRASIS	I-502145	10.0.1200.310.00.0000.00	INTERPRETING SERVICES	\$300.00
Check Total:							\$300.00
7100018948	05/29/2026	1304	NILES TWP PROPERTY TAX APPEALS COOP	984	10.0.2310.318.04.0000.00	PROFESSIONAL SERVICES	\$7,894.34
Check Total:							\$7,894.34
7100018949	05/29/2026	1304	NORTH AMERICAN CORPOF ILLINOIS	E583796	20.0.2540.410.00.0000.00	CUSTODIAL ITEMS	\$1,041.92
Check Total:							\$1,041.92
7100018950	05/29/2026	1304	NORTH SHORE TRANSIT	RCSTR2002724	40.0.2550.331.20.0000.00	NTDSE SPED ROUTES: APR	\$21,283.20
Check Total:							\$21,283.20
7100018951	05/29/2026	1304	O'HARE MECHANICAL CONTRACTORS INC.	13619	20.0.2540.323.20.0000.00	WORK ORDER: 5/15/26	\$1,699.50
Check Total:							\$1,699.50
7100018952	05/29/2026	1304	PER MAR SECURITY SERVICES	708598,709233,708914	20.0.2540.323.20.0000.00	SECURITY SERV: WEEKENDING: 5/9/26	\$1,206.29

Niles Elementary School District 71

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

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Voucher Range: -

Dollar Limit: \$0.00

Fiscal Year: 2025-2026

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7100018952	05/29/2026	1304	PER MAR SECURITY SERVICES	708598,709233,708914	20.0.2540.323.20.0000.00	SECURITY SERV: WEEKENDING 5/16 &	\$2,397.60
Check Total:							\$3,603.89
7100018953	05/29/2026	1304	PROVEN BUSINESS SYSTEMS	1478985	10.0.1100.323.00.0000.00	MONTHLY COPIER SERVICE: 4/28-5/27/26	\$1,558.40
Check Total:							\$1,558.40
7100018954	05/29/2026	1304	RIVAL5 TECHNOLOGIES CORP	27188	20.0.2540.340.00.0000.00	MONTHLY SERVICE: JUNE 26	\$1,858.11
Check Total:							\$1,858.11
7100018955	05/29/2026	1304	SCHOOL SPECIALTY LLC	208137040108	10.0.1100.400.00.0000.00	BULLETIN BOARD PAPER	\$181.68
7100018955	05/29/2026	1304	SCHOOL SPECIALTY LLC	208137040108	10.0.1100.411.00.0000.00	COLOR DIFFUSING PAPER	\$10.26
Check Total:							\$191.94
7100018956	05/29/2026	1304	TRUGREEN #4550	224376496	20.0.2540.323.06.0000.00	LAWN SERVICE: 5/9/26	\$416.91
Check Total:							\$416.91
7100018957	05/29/2026	1304	UNITED PACKAGING PRODUCTS, INC	303634	10.0.2560.410.10.0000.00	APRIL MATERIALS	\$43.04
Check Total:							\$43.04
7100018958	05/29/2026	1304	VILLAGE OF NILES	242558,252560	20.0.2540.370.00.0000.00	WATER USAGE 4/2-5/5/26	\$942.19
7100018958	05/29/2026	1304	VILLAGE OF NILES	242558,252560	20.0.2540.370.00.0000.00	WATER USER CHARGE	\$5.15
Check Total:							\$947.34
7100018959	06/09/2026	1320	ALPHA BAKING CO	V23949	10.0.2310.410.00.0000.00	MONTHLY LUNCH: MAY 26	\$197.08
7100018959	06/09/2026	1320	ALPHA BAKING CO	V23949	10.0.2560.400.01.0000.00	MONTHLY LUNCH: MAY 26	\$159.99
7100018959	06/09/2026	1320	ALPHA BAKING CO	V23949	10.0.2560.404.00.0000.00	MONTHLY LUNCH: MAY 26	\$244.92
Check Total:							\$601.99
7100018960	06/09/2026	1320	ALSCO	2060383+2064925	10.0.2560.322.00.0000.00	MONTHLY SERVICE MAY 26	\$270.16
Check Total:							\$270.16
7100018961	06/09/2026	1320	BOB'S DAIRY SERVICE	V245687	10.0.2560.400.01.0000.00	MONTHLY LUNCH - MAY 26	\$2,109.80
Check Total:							\$2,109.80
7100018962	06/09/2026	1320	BUSINESS EXPRESS	N-24728G	10.0.1100.411.00.0000.00	REPORT CARD ENVELOPES	\$296.00
Check Total:							\$296.00
7100018963	06/09/2026	1320	CAROLINA BIOLOGICAL SUPPLY	53445175RI	10.0.1100.410.21.0000.00	LIVING MATERIALS ECOSYSTEMS	\$407.90
Check Total:							\$407.90
7100018964	06/09/2026	1320	CITIBANK COSTCO VISA	V454213	10.0.1100.411.00.0000.00	STAFF ITEMS	\$421.04

Niles Elementary School District 71

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

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Sort By: Check

Bank Account: 0691-59408

Voucher Range: -

Dollar Limit: \$0.00

Fiscal Year: 2025-2026

☒ Print Employee Vendor Names☐ Exclude Voided Checks☐ Exclude Manual Checks☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7100018964	06/09/2026	1320	CITIBANK COSTCO VISA	V454213	20.0.2540.410.00.0000.00	LYSOL WIPES	\$65.94
7100018964	06/09/2026	1320	CITIBANK COSTCO VISA	V69072	10.0.1100.411.00.0000.00	TEACHER APPRECIATION ITEMS	\$130.55
7100018964	06/09/2026	1320	CITIBANK COSTCO VISA	V69072	10.0.1100.411.00.0000.00	VENDING ITEMS	\$247.31
7100018964	06/09/2026	1320	CITIBANK COSTCO VISA	V69072	10.0.1100.411.00.0000.00	STAFF ITEMS	\$55.86
Check Total:							\$920.70
7100018965	06/09/2026	1320	COMPLETE COMMUNICATIONS INC	V867336	10.0.3000.301.00.0000.00	PAYMENT #3 OF 3- NEWSLETTER	\$2,500.00
Check Total:							\$2,500.00
7100018966	06/09/2026	1320	COZZINI BROS	V392008	10.0.2560.322.00.0000.00	MONTHLY SERVICE: MAY 26	\$51.80
Check Total:							\$51.80
7100018967	06/09/2026	1320	Eramia, Elbron	V966746	10.0.1100.410.16.0000.00	REIMBURSEMENT CLASSROOM ITEMS	\$14.98
Check Total:							\$14.98
7100018968	06/09/2026	1320	GET FRESH PRODUCE	V30200	10.0.2310.410.00.0000.00	MONTHLY LUNCH: MAY 26	\$168.00
7100018968	06/09/2026	1320	GET FRESH PRODUCE	V30200	10.0.2560.400.01.0000.00	MONTHLY LUNCH: MAY 26	\$433.22
7100018968	06/09/2026	1320	GET FRESH PRODUCE	V30200	10.0.2560.404.00.0000.00	MONTHLY LUNCH: MAY 26	\$1,509.27
Check Total:							\$2,110.49
7100018969	06/09/2026	1320	GORDON FOOD SERVICE INC	V738626	10.0.1100.411.00.0000.00	PARENT EVENT	\$130.12
7100018969	06/09/2026	1320	GORDON FOOD SERVICE INC	V738626	10.0.2310.410.00.0000.00	LUNCH ITEMS MAY 26	\$2,275.66
7100018969	06/09/2026	1320	GORDON FOOD SERVICE INC	V738626	10.0.2560.400.01.0000.00	LUNCH ITEMS: MAY 26	\$11,434.34
7100018969	06/09/2026	1320	GORDON FOOD SERVICE INC	V738626	10.0.2560.404.00.0000.00	LUNCH ITMES: MAY 26	\$1,751.92
7100018969	06/09/2026	1320	GORDON FOOD SERVICE INC	V738626	10.0.2560.404.00.0000.00	LUNCH ITEMS: MAY 26	\$1,889.65
7100018969	06/09/2026	1320	GORDON FOOD SERVICE INC	V738626	10.0.2560.405.00.3705.00	PREK SNACK ITEMS: MAY 26	\$445.02
7100018969	06/09/2026	1320	GORDON FOOD SERVICE INC	V738626	10.0.2560.410.10.0000.00	LUNCH ITEMS: MAY 26	\$90.74
Check Total:							\$18,017.45
7100018970	06/09/2026	1320	GROOT INDUSTRIES INC	16518952T092	20.0.2540.323.20.0000.00	MONTHLY SERVICE: JUNE 26	\$852.92
Check Total:							\$852.92
7100018971	06/09/2026	1320	HIMES, PETRARCA & FESTER, CHTD	59730	10.0.2310.318.00.0000.00	PROFESSIONAL SERVICES, THRU 6/1/26	\$10,720.00
Check Total:							\$10,720.00

Niles Elementary School District 71

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

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Bank Account: 0691-59408

Voucher Range: -

Dollar Limit: \$0.00

Fiscal Year: 2025-2026

☒ Print Employee Vendor Names☐ Exclude Voided Checks☐ Exclude Manual Checks☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7100018972	06/09/2026	1320	HODGES, LOIZZI, EISENHAMMER, RODICK	69284	10.0.2310.318.02.0000.00	PROFESSIONAL SERVICES: APRIL 26	\$1,578.97
Check Total:							\$1,578.97
7100018973	06/09/2026	1320	ILLINOIS STATE POLICE	20260501660	10.0.1100.310.00.0000.00	MONTHLY BACKGROUND	\$54.00
Check Total:							\$54.00
7100018974	06/09/2026	1320	LEAF CAPITAL FUNDING LLC	20338395	10.0.1100.323.00.0000.00	MONTHLY SERVICE: JUNE 26	\$1,272.38
Check Total:							\$1,272.38
7100018975	06/09/2026	1320	METAPHRASIS	I-502170	10.0.1200.310.00.0000.00	INTERPRETING SERVICES	\$546.90
Check Total:							\$546.90
7100018976	06/09/2026	1320	NET56, INC	17401	10.0.2630.300.00.0000.00	MONTHLY SERVICE: JUNE 26	\$6,796.35
Check Total:							\$6,796.35
7100018977	06/09/2026	1320	NORTH COOK - IASA	303	10.0.2210.312.00.4930.00	PD FOR STAFF	\$8,577.00
7100018977	06/09/2026	1320	NORTH COOK - IASA	303	10.0.2210.312.01.0000.00	PD PRESENTATION -INSERVICE	\$923.00
Check Total:							\$9,500.00
7100018978	06/09/2026	1320	NORTH SUBURBAN TEACHERS UNION	V603507	10.3.0499.900.00.0000.00	UNION DUES - PP22	\$752.96
Check Total:							\$752.96
7100018979	06/09/2026	1320	PER MAR SECURITY SERVICES	710008	20.0.2540.323.20.0000.00	SECURITY SERVICES, WEEK ENDING: 5/30/26	\$719.28
Check Total:							\$719.28
7100018980	06/09/2026	1320	POLAR ELECTRO INC	331757195	10.0.1100.410.26.0000.00	ANNUAL LICENSE	\$350.00
Check Total:							\$350.00
7100018981	06/09/2026	1320	ROSETTA STONE LLC	RS574586	10.0.1800.300.00.4909.00	ROSETTA STONE FOR	\$450.00
Check Total:							\$450.00
7100018982	06/09/2026	1320	SCHOOL SPECIALTY LLC	208137080964	10.0.1100.400.00.0000.00	MAGNET DOTS	\$141.60
7100018982	06/09/2026	1320	SCHOOL SPECIALTY LLC	208137080964	10.0.1100.400.00.0000.00	STIKKI CLIPS	\$76.32
7100018982	06/09/2026	1320	SCHOOL SPECIALTY LLC	208137080964	10.0.1100.400.00.0000.00	STIKKI DOTS MOUNTING	\$13.50
7100018982	06/09/2026	1320	SCHOOL SPECIALTY LLC	208137080964	10.0.1100.400.00.0000.00	WHITE CONSTRUCTION	\$35.52
Check Total:							\$266.94
7100018983	06/09/2026	1320	SOUTH SIDE CONTROL SUPPLY	S101107572.001	20.0.2540.410.06.0000.00	MAINTENANCE PARTS	\$260.92
Check Total:							\$260.92
7100018984	06/09/2026	1320	ULINE-ACCTS RECEIVABLE	208673343	20.0.2540.520.00.0000.00	BIKE RACKS	\$2,905.57

Niles Elementary School District 71

Disbursement Detail Listing

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7100018985	06/09/2026	1320	UNITED PACKAGING PRODUCTS, INC	305328	10.0.2560.410.10.0000.00	MAY ITEMS-LUNCH	\$977.40
Check Total:							\$2,905.57
7100018986	06/09/2026	1320	URBAN ELEVATOR SERVICE	15243409-106901	20.0.2540.323.20.0000.00	MONTHLY MAINTENANCE: JUNE 26	\$386.64
Check Total:							\$977.40
7100018987	06/09/2026	1320	US POSTAL SERVICE (CMRS-FP) V468833		10.0.2310.340.00.0000.00	POSTAGE REFILL	\$3,000.00
Check Total:							\$386.64
7100018988	06/16/2026	1325	ANDERSON PEST CONTROL-RENTOKIL CO	97825083	20.0.2540.321.00.0000.00	MONTHLY SERVICE: JUNE 26	\$80.31
Check Total:							\$3,000.00
7100018989	06/16/2026	1325	ANDY FRAIN SERVICES, INC	396048	20.0.2540.323.20.0000.00	CROSSING GUARD SERVICES: MAY 26	\$80.31
Check Total:							\$3,905.87
7100018990	06/16/2026	1325	COMCAST,.	V216158	20.0.2540.340.00.0000.00	MONTHLY SERVICE: 6/9-7/8/26	\$105.83
Check Total:							\$105.83
7100018991	06/16/2026	1325	CONSTELLATION NEWENERGY - GAS DIVISION	4615544	20.0.2540.465.00.0000.00	MONTHLY GAS SERVICE: MAY 26	\$929.49
Check Total:							\$929.49
7100018992	06/16/2026	1325	FAIRVIEW SCHOOL DISTRICT 72	26030	10.0.3000.600.00.4909.00	ELL/T3 BILLING- 2ND PAYMENT	\$784.00
Check Total:							\$784.00
7100018993	06/16/2026	1325	FRANCOTYP-POSTALIA, INC	RI107293519	10.0.1100.323.00.0000.00	MONTHLY RENTAL: JUNE 26	\$43.00
Check Total:							\$43.00
7100018994	06/16/2026	1325	HD SUPPLY	15614+985869	20.0.2540.410.00.0000.00	CUSTODIAL ITEMS	\$214.50
7100018994	06/16/2026	1325	HD SUPPLY	15614+985869	20.0.2540.410.00.0000.00	CUSTODIAL ITEMS	\$93.10
Check Total:							\$307.60
7100018995	06/16/2026	1325	LAURA GUARRACI	V269655	10.0.1100.411.00.0000.00	REIMBURSEMENT	\$17.99
Check Total:							\$17.99
7100018996	06/16/2026	1325	PER MAR SECURITY SERVICES	710782	20.0.2540.323.20.0000.00	SECURITY SERVICES: WEEK ENDING 6/6/26	\$1,198.80

Niles Elementary School District 71

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
Check Total:							\$1,198.80
7100018997	06/16/2026	1325	PETRARCA, GLEASON, BOYLE & IZZO, LLC	40924,40925	10.0.2310.318.00.0000.00	PROFESSIONAL SERV: MAY	\$556.50
7100018997	06/16/2026	1325	PETRARCA, GLEASON, BOYLE & IZZO, LLC	40924,40925	10.0.2310.318.04.0000.00	PTAB WORK: MAY 26	\$424.00
Check Total:							\$980.50
7100018998	06/16/2026	1325	RATHS, RATHS & JOHNSON, INC	202605068	60.0.2530.543.20.0000.00	PROFESSIONAL SERVICE: MAY 26	\$1,275.00
Check Total:							\$1,275.00
7100018999	06/16/2026	1325	SCHOOL DISTRICT #71	V131429	10.0.1100.410.40.0000.00	REIMBURSEMENT EXTRA CURRICULAR	\$30.54
7100018999	06/16/2026	1325	SCHOOL DISTRICT #71	V785071	10.0.1100.411.00.0000.00	REIMBURSEMENT MENTORING MEETING ITEMS	\$25.98
7100018999	06/16/2026	1325	SCHOOL DISTRICT #71	V907222	10.0.1100.410.10.0000.00	REIMBURSEMENT SUPPLIES	\$23.07
Check Total:							\$79.59
7100019000	06/16/2026	1325	SCHOOL DISTRICT #71 IMPREST FUND	V305490	10.0.1500.319.00.0000.00	SOCCER: 5/8, 5/12/26	\$132.00
7100019000	06/16/2026	1325	SCHOOL DISTRICT #71 IMPREST FUND	V305490	10.0.1500.319.00.0000.00	VOLLEYBALL: 5/6/26	\$120.00
7100019000	06/16/2026	1325	SCHOOL DISTRICT #71 IMPREST FUND	V596701	10.0.1500.319.00.0000.00	VOLLEYBALL: 4/15, 4/21, 4/23/26	\$360.00
7100019000	06/16/2026	1325	SCHOOL DISTRICT #71 IMPREST FUND	V596701	10.0.1500.319.00.0000.00	SOCCER: 4/7, 4/14, 4/21, 4/23/26	\$264.00
7100019000	06/16/2026	1325	SCHOOL DISTRICT #71 IMPREST FUND	V659305	10.0.1500.319.00.0000.00	SOCCER 4/28, 4/30, 5/1, 5/4, 5/5	\$330.00
7100019000	06/16/2026	1325	SCHOOL DISTRICT #71 IMPREST FUND	V820887	10.0.1500.319.00.0000.00	SOCCER: 4/13/26	\$66.00
Check Total:							\$1,272.00
7100019001	06/16/2026	1325	TRUGREEN #4550	226376141+226376136	20.0.2540.323.06.0000.00	GRUB PREVENTATIVE	\$989.11
7100019001	06/16/2026	1325	TRUGREEN #4550	226376141+226376136	20.0.2540.323.06.0000.00	WORK ORDER: 6/6/26	\$416.91
Check Total:							\$1,406.02
7100019002	06/16/2026	1325	VERIZON WIRELESS	6145411640	20.0.2540.340.00.0000.00	MONTHLY SERVICE: 5/7-6/6/26	\$116.43
Check Total:							\$116.43

Niles Elementary School District 71

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 05/16/2026 - 06/25/2026

Sort By: Check

Bank Account: 0691-59408

Voucher Range: -

Dollar Limit: \$0.00

Fiscal Year: 2025-2026

☒ Print Employee Vendor Names☐ Exclude Voided Checks☐ Exclude Manual Checks☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7100019004	06/25/2026	1331	ABC COMMERCIAL MAINTENANCE SERVICE INC	2026-124	20.0.2540.323.30.0000.00	CLEANING SERVICES: JUN 26	\$12,000.00
Check Total:							\$12,000.00
7100019005	06/25/2026	1331	ADVANCE MECHANICAL SYSTEMS, INC	656645	20.0.2540.323.20.0000.00	WORK ORDER FOR COOLING SYSTEM	\$576.00
Check Total:							\$576.00
7100019006	06/25/2026	1331	ANDY FRAIN SERVICES, INC	396725	20.0.2540.323.20.0000.00	CROSSING GUARDS: JUNE 26	\$997.85
Check Total:							\$997.85
7100019007	06/25/2026	1331	EAST PRAIRIE SCHOOL DISTRICT #73	V910634	10.0.3000.600.00.4909.00	T3 FUNDS	\$2,660.49
Check Total:							\$2,660.49
7100019008	06/25/2026	1331	ERICA SMOLINSKI	V881264	10.0.1100.411.00.0000.00	REIMBURSEMENT	\$33.51
Check Total:							\$33.51
7100019009	06/25/2026	1331	FAIRVIEW SCHOOL DISTRICT 72	V642493	10.0.2560.322.00.0000.00	FY 26 INTERGOV	\$30,000.00
Check Total:							\$30,000.00
7100019010	06/25/2026	1331	FIRST STUDENT INC	12134613	40.0.2550.331.06.0000.00	MONTHLY TRANS: MAYY 26	\$31,914.62
7100019010	06/25/2026	1331	FIRST STUDENT INC	12134613	40.0.2550.331.12.0000.00	FIELD TRIP -ACTIVITY MAY 26	\$6,169.57
Check Total:							\$38,084.19
7100019011	06/25/2026	1331	FIRST STUDENT INC	12136814	40.0.2550.331.06.0000.00	JUNE 26 TRANSPORTATION	\$7,648.50
Check Total:							\$7,648.50
7100019012	06/25/2026	1331	JOSE HERNANDEZ	INV0023	20.0.2540.520.00.0000.00	PAINTING WORK	\$6,400.00
Check Total:							\$6,400.00
7100019013	06/25/2026	1331	NATIONAL HEAT & POWER CORP	33219	20.0.2540.323.20.0000.00	WORK ORDER FOR HVAC REPAIRS	\$2,070.00
Check Total:							\$2,070.00
7100019014	06/25/2026	1331	NORTH SHORE TRANSIT	RNSTR2002754	40.0.2550.331.20.0000.00	SPED TRANSPORTATION - CULVER, JUNE 26	\$2,605.60
Check Total:							\$2,605.60
7100019015	06/25/2026	1331	NORTH SHORE TRANSIT	RNSTR2002749	40.0.2550.331.20.0000.00	SPED -CULVER, MAY 26	\$10,422.40
Check Total:							\$10,422.40
7100019016	06/25/2026	1331	NTDSE	807-25-364	10.0.4120.600.00.0000.00	25/26 MEMBERSHIP - RECONCILIATION	\$13,840.00

Niles Elementary School District 71

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 05/16/2026 - 06/25/2026

Sort By: Check

Bank Account: 0691-59408

Voucher Range: -

Dollar Limit: \$0.00

Fiscal Year: 2025-2026

☒ Print Employee Vendor Names☐ Exclude Voided Checks☐ Exclude Manual Checks☐ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7100019017	06/25/2026	1331	NTDSE	807-25-373	10.0.2560.400.01.0000.00	STUDENT LUNCHES	\$1,498.50
Check Total:							\$13,840.00
7100019018	06/25/2026	1331	SCHOOL HEALTH CORPORATION	CINV0407996+8368	10.0.2130.411.00.0000.00	HEALTH OFFICE ITEMS LISTED IN CART: 29220188	\$1,453.37
Check Total:							\$1,498.50
7100019019	06/25/2026	1331	Simkins, Madison L	V191265	10.0.2210.312.01.0000.00	REIMBURSEMENT PBIS SUMMER TRAINING TRAVEL	\$45.89
Check Total:							\$1,453.37
7100019020	06/25/2026	1331	VILLAGE OF NILES	246603+246601	20.0.2540.370.00.0000.00	MONTHLY WATER SERVICE: 5/5-6/2/26US	\$1,813.48
7100019020	06/25/2026	1331	VILLAGE OF NILES	246603+246601	20.0.2540.370.00.0000.00	USAGE CHARGE	\$6.00
Check Total:							\$45.89
Bank Total:							\$1,819.48
							\$335,361.30

Fund	Amount
10	\$149,046.04
20	\$69,208.83
40	\$115,831.43
60	\$1,275.00
Fund Totals:	\$335,361.30

End of Report

Disbursements Grand Total: \$335,361.30

Niles Elementary School District 71

Fund Balances

Fiscal Year: 2025-2026

Month: April

Year: 2026

Fund Type:

☐ Include Cash Balance☐ FY End Report

Fund	Description	Beginning Balance	Revenue	Expense	Transfers	Fund Balance
10	EDUCATIONAL	\$4,391,416.62	\$10,706,683.02	(\$8,676,821.88)	\$0.00	\$6,421,277.76
20	OPERATIONS & MAINTENANCE	\$2,770,221.86	\$1,748,017.85	(\$1,112,244.00)	\$0.00	\$3,405,995.71
30	DEBT SERVICE	\$681,151.66	\$7,333.71	(\$635,044.00)	\$0.00	\$53,441.37
40	TRANSPORTATION	\$835,651.55	\$638,245.87	(\$485,199.81)	\$0.00	\$988,697.61
51	MUNICIPAL RETIREMENT	\$498,904.91	\$56,236.98	(\$48,431.56)	\$0.00	\$506,710.33
52	SOCIAL SECURITY	\$354,032.39	\$147,646.87	(\$138,892.16)	\$0.00	\$362,787.10
60	CAPITAL PROJECTS	\$621,450.64	\$6,241.23	(\$425,001.39)	\$0.00	\$202,690.48
70	WORKING CASH	\$1,094,635.35	\$19,997.66	\$0.00	\$0.00	\$1,114,633.01
80	TORT IMMUNITY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
90	FIRE PREVENTION & SAFETY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Grand Total:		\$11,247,464.98	\$13,330,403.19	(\$11,521,634.80)	\$0.00	\$13,056,233.37

End of Report

Niles Elementary School District 71

Fund Balances

Fiscal Year: 2024-2025

Month: April

Year: 2025

Fund Type:

☐ Include Cash Balance☐ FY End Report

Fund	Description	Beginning Balance	Revenue	Expense	Transfers	Fund Balance
10	EDUCATIONAL	\$7,691,359.53	\$10,307,635.95	(\$7,626,224.56)	\$0.00	\$10,372,770.92
20	OPERATIONS & MAINTENANCE	\$2,593,451.46	\$1,839,018.83	(\$1,060,574.33)	\$0.00	\$3,371,895.96
30	DEBT SERVICE	\$29,630.28	\$275.03	(\$629,188.00)	\$0.00	(\$599,262.69)
40	TRANSPORTATION	\$733,480.27	\$588,961.03	(\$359,358.12)	\$0.00	\$963,083.18
51	MUNICIPAL RETIREMENT	\$464,825.58	\$108,143.96	(\$39,916.65)	\$0.00	\$533,052.89
52	SOCIAL SECURITY	\$385,485.48	\$146,267.54	(\$129,309.89)	\$0.00	\$402,443.13
60	CAPITAL PROJECTS	\$1,401,004.88	\$3,071.66	(\$5,590,750.39)	\$0.00	(\$4,186,673.85)
70	WORKING CASH	\$3,844,012.46	\$62,135.42	\$0.00	\$0.00	\$3,906,147.88
80	TORT IMMUNITY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
90	FIRE PREVENTION & SAFETY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Grand Total:		\$17,143,249.94	\$13,055,509.42	(\$15,435,301.94)	\$0.00	\$14,763,457.42

Coversheet

Approval of 2026-2027 Technology Purchases

Section:	VIII. Discussion and Action Items
Item:	B. Approval of 2026-2027 Technology Purchases
Purpose:	Vote
Submitted by:	
Related Material:	Motion to Approve the 2026-2027 Technology Purchases.pdf Tech Purchases 2026.pdf

MOTION

*Niles Elementary School District 71 Board Meeting June 30, 2026
At Culver School*

**Member _____ moved to approve the 2026-2027
Technology Purchases with Member _____ seconding
the motion.**

On a roll call vote, motion approved as follows:

Vice President,	Matt Glancy	yes _____	no _____
Secretary,	Victoria Luz	yes _____	no _____
President,	Matt Holbrook	yes _____	no _____
Member,	Ken Krueger	yes _____	no _____
Member,	Dexi Karabatsos	yes _____	no _____
Member,	Jackie Jaime	yes _____	no _____
Member,	Georgia Chronopoulos	yes _____	no _____

Expire Date	Description	Reseller	Qty	Price	Total Price	Date Purchase	Length
06/2026	iPad Insurance	Worth Ave Group	1	\$6,210.00	\$6,210.00		1 year
	iPads	Apple	50	\$324.00	\$16,200.00		
	iPad Cases	Rugged Protection	50	\$22.95	\$1,215.50		
	Staff Laptops	MNJ	1	\$7,300.00	\$7,300.00		
	Chromebooks	MNJ	150	\$468.00	\$70,200.00		
	Chrome Management License	MNJ	150	\$37.11	\$5,566.50		
	Chromebook Warranty	ITSavvy	150	\$57.00	\$8,550.00		3 year
06/2026	Microsoft License	MNJ	1	\$4,900.00	\$4,900.00		1 year
	Chromebook Cases	Bump Armor	150	\$21.29	\$3,437.23		
06/2026	Asset Management Software	One to One Plus	1	\$2,124.68	\$2,124.68		1 year
	Portable Wireless Speaker	Forte	1	\$1,449.00	\$1,449.00		
	Clartouch Displays and Equipment	Forte	20	\$2,925.00	\$63,175.00		
06/2026	Google Workspace for Education Plus	Amp IT	1	\$3,610.98	\$3,610.98		3 years paid annually
06/2026	Syscloud	MNJ	1	\$6,160.00	\$6,160.00		3 years
10/2026	Typing Club		1	\$5,063.03	\$5,063.03		3 years
06/2026	Little SIS PREMIUM	Amp IT	1	\$2,250.00	\$2,250.00		2 years
06/2026	Google Collabrative Member	Amp IT	1	\$3,200.00	\$3,200.00		2 years
10/2026	Gropher for Chrome	Amp IT	1	\$990.00	\$990.00		2 years
	Managed Methods		1	\$12,000.00	\$12,000.00		3 years
	K12 SIX Membership		1	\$1,000.00	\$1,000.00		1 year
06/2026	Mosyle		350	\$5.50	\$1,925.00		1 year
06/2026	iPad Cloud Filtering - Lightspeed		250	\$8.09	\$2,022.50		1 year
6/2026	Edpuzzle		1	\$3,610.00	\$3,610.00		1 year
9/2026	Starfall		1	\$355.00	\$355.00		1 year
9/2026	BrainPOP and BarinPOP ELL		1	\$4,993.92	\$4,993.92		1 year
12/2026	Raz-Kids		1	\$2,846.00	\$2,846.00		1 year
		D71 Funds				80% Discount	
	Grand Tech Total 26-27	\$240,354.34					
	Grand Tech Total 25-26	\$193,704.68		E-Rate Eligible	\$35,201.00	\$28,160.80	
	Grand Tech Total 24-25	\$152,020.22		Non-Eligible	\$2,995.00		
	Grand Tech Total 23-24	\$144,510.57		Total Erate	\$38,196.00		
	Grand Tech Total 22-23	\$180,171.12					
	Grand Tech Total 21-22	\$121,109.44		Grand Total w/ E-Rate	\$278,550.34		
	Grand Tech Total 20-21	\$110,393.75					
	Grand Tech Total 19-20	\$110,045.28					
	Grand Tech Total 18-19	\$110,471.25					
	Grand Tech Total 17-18	\$170,032.14					
	Grand Tech Total 16-17	\$120,043.20					

Coversheet

Approval of Settlement Agreement

Section:	VIII. Discussion and Action Items
Item:	C. Approval of Settlement Agreement
Purpose:	Vote
Submitted by:	
Related Material:	Motion to Approve the O'Higgins Settlement Agreement.pdf Signed OHiggins Agreement.pdf

MOTION

*Niles Elementary School District 71 Board Meeting June 30, 2026
At Culver School*

**Member _____ moved to approve the O'Higgins
Settlement Agreement with Member _____ seconding
the motion.**

On a roll call vote, motion approved as follows:

Vice President,	Matt Glancy	yes _____	no _____
Secretary,	Victoria Luz	yes _____	no _____
President,	Matt Holbrook	yes _____	no _____
Member,	Ken Krueger	yes _____	no _____
Member,	Dexi Karabatsos	yes _____	no _____
Member,	Jackie Jaime	yes _____	no _____
Member,	Georgia Chronopoulos	yes _____	no _____

**SETTLEMENT AGREEMENT, GENERAL RELEASE, WAIVER OF CLAIMS,
AND COVENANT NOT TO SUE**

This Settlement Agreement, General Release, Waiver of Claims, and Covenant Not to Sue ("Release") is executed and affirmed by Patrick Kevin O'Higgins, and all alias's used by O'Higgins, now residing in Chicago, Illinois, individually and on behalf of his heirs, agents, representatives and assigns ("O'Higgins"), to release and discharge from liability the Board of Education of Niles Elementary School District 71, an Illinois public school district (the "School District") and any of its Officers, Board Members, agents, representatives, administrators, insurers, reinsurers, past and present elected and appointed officials, and past and present employees (collectively the "Releasees"), effective as of the designated date set forth under O'Higgins' signature below.

RECITALS

- A. Whereas, during the Spring of 2025, the School District began advertising to fill a special education teacher role after a District employee left their position mid-year.
- B. Whereas, the School District posted and advertised to fill the position as well as contracted with an employment agency to attempt to fill the position.
- C. Whereas, the employment agency presented O'Higgins to the School District for possible assignment.
- D. Whereas, the School District decided to hire an applicant who applied directly to the School District rather than temporarily assigning O'Higgins to the vacant position for the remainder of the school year and paying the staffing agency related fees.
- E. Whereas, on or around October 31, 2025, Complainant filed a Charge of Discrimination with the Illinois Department of Human Rights ("IDHR"), Charge No. 2025CN2889, in which O'Higgins made a claim of failure to hire based on his arrest record.
- F. Whereas, O'Higgins and the School District herein agree to enter into a compromise to fully and finally resolve all of O'Higgins' claims against the School District and the Releasees arising out of or in connection with O'Higgins' application, assignment, placement, appointment or other matters related to employment sought by O'Higgins at the District or in any way relating to an employment relationship with the School District or which were or might have been asserted in an adversarial proceeding, whether known or unknown, anticipated or unanticipated, and to permanently settle all matters in dispute with the School District without the burden, expense, inconvenience and delay of protracted litigation.

Now, therefore, in consideration of the foregoing recitals, which are incorporated into and made a part of this Release by reference, and the promises, covenants, obligations and payment provisions contained herein, the adequacy and sufficiency of which are hereby acknowledged, it is hereby agreed as follows:

TERMS

1. O'Higgins agrees and understands that this Release is considered solely for the purposes of compromise and in an effort to resolve fully and finally all disputes, claims and issues between O'Higgins and School District, with the intention of avoiding the expense, uncertainty, inconvenience, risk and delay of litigation.
2. O'Higgins agrees and understands that the execution and delivery of this Release, and/or the exchange of the consideration specified herein, shall not be construed:
 - (a) as an act or admission by School District and/or by any of the Releasees of any wrongful or improper conduct, fault, guilt, or liability for any injury, damage, charge or claim of O'Higgins; or
 - (b) as an act or admission by School District that any actions of School District and/or any of the Releasees relating to O'Higgins, or failures to act, were discriminatory, wrongful, retaliatory, tortious, unlawful, or in violation of any federal, state, or local laws, statutes, ordinances, regulations, or constitutions, or contributed in any way to the purported infliction of any damage, harm or injury whatsoever; or
 - (c) to constitute any admission of fault, responsibility or liability on the part of the School District and/or any of the Releasees, in that any and all fault, responsibility or liability on the part of School District and/or any of the Releasees is expressly denied.
3. O'Higgins represents and warrants that he has not now or at any time previous to the execution of this Release filed any charges, claims, complaints, petitions, appeals, grievances, lawsuits, or causes of action against School District or any of its members, officers, agents, administrators, employees, insurers, reinsurers, successors, attorneys, and assigns, or any other related representative, with any court, governmental agency, administrative body, commission, or adjudicative entity, except IDHR Charge 2025CN2889 which pending claim is being fully and finally released by this Release.
4. O'Higgins represents and warrants that, in consideration of the promises and covenants contained herein, and for other good and valuable consideration, receipt of which is hereby acknowledged, O'Higgins does hereby irrevocably, fully, completely, unconditionally and absolutely remise, release, discharge, waive and forever free School District and the Releasees of and from any and all claims, controversies, agreements, promises, obligations, debts, dues, demands, liens, accounts, accountings, covenants, duties, suits, bonds, sums of money, benefits, damages (including, without limitation, special, compensatory, indirect, liquidated and punitive damages), fees, attorneys' fees, costs and expenses, and actions or causes of action of every kind or nature, at law or in equity, they may now have or claim to have or which may hereinafter accrue, whether known or unknown, anticipated or unanticipated, asserted or which could have been asserted against School District or any Releasees by reason of any act done or omitted to be

done by School District and/or any Releasee from the beginning of time to and through the date this Release is fully executed.

5. O'Higgins represents and warrants that by this Release he fully and completely generally releases and forever discharges the School District, and each School District Officer and Board Member individually, School District's past or present employees, agents, administrators, supervisors, managers, directors, representatives, attorneys and School District's insurers, reinsurers, and their representatives, and every one of them, whether acting as individuals in their personal capacity, or as members, agents or employees of School District acting in their individual or official capacity and each and every Releasee, from and for all actions, causes of action, suits, controversies, claims, and demands whatsoever which O'Higgins now has or ever has had against School District and/or the Releasees arising from any matter whatsoever, at the present time or at any time prior to the date of this Release, whether known or unknown, including, but not limited to: any and all claims under any and all State and Federal statutes, laws, executive orders, and regulations, including, but not limited to, the Illinois Department of Labor, Illinois Wage Payment and Collection Act, the Illinois Worker's Compensation Commission, the Illinois Department of Employment Security, the Fair Labor Standards Act, the Equal Pay Act, the Constitution of the United States (including all amendments thereto), the Constitution of the State of Illinois, the Illinois School Code, Title VII of the Civil Rights Act of 1964 (42 U.S.C. §2000e *et seq.*), the Equal Employment Opportunity Act, the Civil Rights Acts of 1866, 1871, 1964 and 1991, civil rights claims pursuant to 42 U.S.C. §1981 and 42 U.S.C. §1983, attorneys fees, pursuant to 42 U.S.C. §1988, the Family and Medical Leave Act of 1993, 29 U.S.C. §§2601 *et seq.*, the Employment Retirement Income Security Act of 1973 as amended, 29 U.S.C. §§1001 *et seq.*, the Occupational Safety and Health Act of 1970 as amended, 29 U.S.C. §651 *et seq.*, Biometric Information Privacy Act, 740 ILCS 14/1 *et seq.*, U.S. Department of Education's Office of Civil rights, Title IX of the Education Amendments of 1972, the Illinois Department of Human Rights, the Illinois Human Rights Commission, the Illinois Human Rights Act (775 ILCS 5/1 *et seq.*), Pregnancy Discrimination and/or Accommodation Acts, the Americans With Disabilities Act (42 U.S.C. §12101 *et seq.*), the Age Discrimination in Employment Act (29 U.S.C. §621 *et seq.*), the Consolidated Omnibus Budget Reconciliation Act, the Illinois Personnel Record Review Act (820 ILCS 40/1 *et seq.*), any School District Policies, rules or regulations, and any other statute, law, order, regulation or enactment of any type, whether federal, state or local; and/or any other tort or common law cause of action arising from, and/or related to O'Higgins's application, assignment, placement, appointment or other matters related to employment sought by O'Higgins at the School District, or any matters related in any way to claims alleged in communications between O'Higgins and School District or communications from O'Higgins's legal counsel to School District representatives; and any and all claims for attorneys' fees or costs, which O'Higgins now has or ever has had against the School District and/or any Releasees arising from any matter whatsoever, at the present time or from the beginning of time to and through the date of the full and final execution of this Release, whether known or unknown.

6. O'Higgins agrees to submit, or cause to have submitted, a fully executed copy of this Settlement Agreement, General Release, Waiver of Claims, and Covenant Not to Sue to School District Attorney Darcee Williams, Himes, Petrarca & Fester, Chtd., 180 N. Stetson, Suite 3100,

Chicago, IL 60601, via email transmission at the following email address, dwilliams@edlawyer.com.

7. O'Higgins agrees to dismiss with prejudice or withdraw all pending claims against the School District and/or any Releasee. Concurrent with O'Higgins's execution of this Release, he will submit to the IDHR a voluntary stipulation to dismiss the claims against School District with prejudice or any other documentation or form required by the IDHR to effectuate dismissal of his Charge of Discrimination. The executed stipulation or other documentation shall be submitted to School District's counsel at the time of submission of the executed Release.

8. In consideration of O'Higgins' promises, representations and warranties set forth herein, the School District agrees to cause to have issued and transferred a monetary settlement in the total amount of \$16,500.00 (Sixteen Thousand, Five Hundred Dollars and No Cents), plus a separately bargained for monetary payment of \$1,000.00 (One Thousand Dollars and No Cents) for O'Higgins' express promises set forth in Paragraph 14 of this Release for a total amount of \$17,500.00 (Seventeen Thousand, Five Hundred Dollars and No Cents), collectively the "Settlement Funds"), based on the following terms:

- (a) The Settlement Funds will be issued in consideration of O'Higgins's full execution and delivery of this Settlement Agreement, General Release, Waiver of Claims and Covenant Not to Sue, along with fully executed Internal Revenue Service ("IRS") W-9 forms completed by O'Higgins, sent to Attorney Williams via email transmission. The signed Release will be accompanied by a signed Stipulation for Dismissal or other documentation sufficient to effectuate dismissal as set forth in Paragraph 7. The Stipulation for Dismissal or other documentation sufficient to effectuate dismissal, shall be submitted to the IDHR by O'Higgins within 24 hours of receipt of the check by O'Higgins' legal counsel as set forth in paragraph 8(c).
- (b) Subject to IRS 1099 reporting, the Settlement Funds will be issued by check made payable to the "LAS Client Trust Account." The delivery of these Settlement Funds will fully and finally provide satisfaction for settlement of all of O'Higgins' claims for damages, including attorneys' fees and costs related to O'Higgins' claims.
- (c) The check, as referenced in Paragraph 8 above, will be delivered to O'Higgins's attorney as follows: Bruce A. Winters, Individual Rights and Social Justice Practice Group, Legal Aid Society of Metropolitan Family Services, 101 N. Wacker Suite 1700, Chicago, IL 60606, no later than 14 calendar days from the Board's execution of the Release.
- (d) O'Higgins acknowledges and agrees that he is not relying on any information provided by School District or its attorneys concerning the tax consequences of payments made, pursuant to this Release. O'Higgins shall be solely responsible for the payment of all applicable state, federal, and local taxes, if any, with respect to payment of the Settlement Funds and he will assume full liability with respect

to the same. O'Higgins agrees to indemnify, defend, and hold School District and the Releasees harmless from any claim or liability asserted against School District or any Releasee for any taxes and related penalties and/or interest, relating to the manner in which payments of the Settlement Funds are allocated and paid under this Release.

9. O'Higgins represents and warrants there are no outstanding medical or attorneys' liens or liens of any other type having been asserted against any judgment or settlement of his claims. O'Higgins agrees to defend, indemnify and hold harmless School District, the Releasees, and School District's insurers and reinsurers from any damages, expenses, taxes, penalties, liens, causes of action or interest held or asserted by any person, entity or governmental agency against any money received or to be received by O'Higgins.

10. To the extent that O'Higgins has or will in the future incur the benefit of Medicare, Medicaid and/or SSDI payments relating to any liability claims and injuries related to this Release, it is his sole responsibility to repay said entity for those benefits. O'Higgins agrees that if he is required to obtain an approved Medicare Set Aside or repay any portion or all of this settlement to reasonably consider Medicare's and Medicaid's interests under federal and state laws, O'Higgins shall be solely responsible for setting aside or repaying such monies from O'Higgins' own funds. As part of this Release, O'Higgins agrees to release any right to bring any possible future action pertaining to Medicare Secondary Payers Act or analogous state statute, against School District and/or any of its Releasees.

11. O'Higgins agrees not to seek employment or re-employment with School District for a period of five years from execution of this Release. O'Higgins agrees that School District shall not have any obligation to employ or re-employ O'Higgins for a five year period or to consider O'Higgins for employment or re-employment now or at any time in the future. O'Higgins agrees that he will not assert any type of claim whatsoever against current Releasees or any future Releasees based on School District's failure to hire or re-employ O'Higgins. O'Higgins agrees that this paragraph applies to employment or re-employment of any and all types including, but not limited to, full-time, part-time, teaching, temporary, voluntary or consulting duties.

12. O'Higgins represents and warrants that he was afforded twenty-one (21) days to consider this Release and was notified of his right to consult with an attorney or a representative of his choice prior to executing this Release; O'Higgins further represents and warrants that he has been notified of, and acknowledges his understanding of, certain rights afforded by the *Illinois Workplace Transparency Act*, including, without limitation, the following:

a. That by virtue of entering into this compromise, O'Higgins does not waive rights or claims that may arise after the date of execution of this Release except those expressly stated herein; and,

b. That O'Higgins waives rights or claims under the *Workplace Transparency Act* only in exchange for consideration in addition to anything of value to which he is already entitled arising out of his application of employment or employment relationship with School District; and,

c. That O'Higgins acknowledges and agrees that School District does not herein include any unilateral clause that prohibits O'Higgins from O'Higgins' truthful statements or disclosures regarding unlawful employment practices. However, by mutual agreement herein O'Higgins acknowledges that he understands that School District denies O'Higgins claims concerning alleged unlawful employment practices and O'Higgins understands that by signing this Release he has waived any right to seek or obtain any remedies relating to any alleged unlawful employment practice claim that occurred before the date on which this Release is executed.

d. That O'Higgins acknowledges and agrees that School District does not herein include any requirement that O'Higgins waive his right to testify in an administrative, legislative, or judicial proceeding concerning alleged criminal conduct or alleged unlawful employment practices on the part of the other party to the settlement agreement, if O'Higgins were to be required or requested to attend a proceeding pursuant to a court order, subpoena, or written request from an administrative agency or the legislature.

e. That O'Higgins has been provided the opportunity, which may be voluntarily waived, to take twenty-one (21) days following the receipt of this Release to consider entering into and signing this agreement; and,

f. That for a period of seven (7) days following O'Higgins' execution of this Release, O'Higgins shall have the right, which under the *Workplace Transparency Act* may be voluntarily waived, to revoke this Release.

13. In return for the monetary payments, promises, and other consideration provided herein, O'Higgins has agreed to and hereby knowingly and voluntarily waives the aforesaid twenty-one (21) day consideration period, set forth in Paragraph 12(e) above, and further knowingly and voluntarily waives the 7-day revocation period, as set forth in Paragraph 12(f) above, as allowed under the *Workplace Transparency Act*. O'Higgins hereby declares that this waiver of the 21-day consideration period and the waiver of the 7-day revocation period, and any other rights under the *Workplace Transparency Act*, are knowing and voluntary. O'Higgins further agrees that any changes to this Release, whether material or immaterial, will not restart the running of the consideration period.

14. O'Higgins represents and warrants that he was afforded twenty-one (21) days to consult with a representative of his choice prior to executing this Release to consider provisions of the *Age Discrimination in Employment Act*, 29 U.S.C. 621 *et seq.*, as amended ("*ADEA*") and does hereby knowingly and voluntarily relinquish and waive all legal and equitable remedies provided under the *ADEA*. Further, O'Higgins acknowledges that he is aware of and understands all rights and claims pursuant to the *Older Workers Benefit Protection Act of 1990* [29 U.S.C. Secs. 621, 623, 626, and 630, as amended by Pub. L. 101-433], including, without limitation, the following:

a. That by virtue of entering into this compromise, O'Higgins does not waive rights or claims that may arise after the date of execution of this Release except those expressly stated herein; and,

b. That O'Higgins waives rights or claims under the *Older Workers Benefit Protection Act* only in exchange for consideration in addition to anything of value to which he already is entitled arising out of his employment relationship with the School District; and,

c. That O'Higgins shall be provided twenty-one (21) days following the receipt of this Release, a right which may be waived, to consider entering into and signing this Release; and,

d. That for a period of seven (7) days following O'Higgins' execution of this Release, he shall have the right to revoke this Release. To be effective, the revocation must be in writing and delivered to Darcee Williams, via email transmission sent to dwilliams@edlawyer.com, before the eighth calendar day after O'Higgins signs this Release.

15. In return for the monetary payments, promises, and other consideration provided herein, O'Higgins has agreed to and hereby waives the aforesaid twenty-one (21) day consideration period, set forth in Paragraph 14(c) above. O'Higgins hereby declares that this waiver of the 21-day consideration period and all other rights under the *Age Discrimination in Employment Act* is knowing and voluntary. O'Higgins further agrees that any changes to this Release, whether material or immaterial, will not restart the running of the consideration period.

16. O'Higgins and School District agree to keep the terms of this Release in strict confidence to the fullest extent of the law. O'Higgins will not discuss or disclose this matter to any third person other than their attorneys, immediate family members, partner, tax or financial advisor, or except as required by law. School District will not disclose this Release to any persons outside of School District other than its auditors, insurers, tax advisors, attorneys, business affiliates with a need to know, or as otherwise required by law. Nothing in this Release prohibits either party from disclosing the Release to a court in any action to enforce the terms of this Release, in accordance with lawful mandates, e.g., the Illinois Freedom of Information Act, or to a governmental agency in connection with an investigation or administrative proceeding to which this Release may be relevant. O'Higgins agrees this confidentiality provision is the documented preference of O'Higgins and is mutually beneficial to both parties.

17. O'Higgins warrants and represents that he has read this Release, that he has had sufficient time to consider and to comprehend the terms contained herein and to consult with and be advised by a representative of his choice, that he has had the opportunity to contribute provisions and to make revisions to this Release, that he understands the terms and provisions contained herein, that he is mentally competent and under no physical or mental disability that precludes him from understanding the nature and implications of this Release, and that he has voluntarily signed hereafter. In the event any ambiguity is found to exist in any provision of this Release, such ambiguity is not to be construed against the drafter of the documents. The parties further agree to cooperate in demonstrating to a court, should the issue arise, that the terms of this Release were negotiated in good faith.

18. O'Higgins agrees to execute any and all documents which may be necessary to effectuate the intent and purposes of this Release.

19. O'Higgins represents and warrants that he understands that by signing this Release, he is entering into a covenant not to sue School District and/or any of the Releasees for any claims that relate in any way to O'Higgins' application, assignment, placement, appointment or other matters related to employment sought by O'Higgins at the District or in any way relating to an employment relationship with the School District, all of which claims are released herein.

20. If any provision of this Release or the application thereof is held invalid, the invalidity shall not affect other provisions or applications of this Release that can be given effect without the invalid provisions or applications; and to this end, the provisions of this Release are declared to be severable.

21. O'Higgins acknowledges that he has read this Release, understands this Release, and intends to be legally bound by his promises herein. O'Higgins agrees that he has executed this Release knowingly and voluntarily and that he has had the opportunity to consult a representative of his choice in the consideration of this Release.

22. O'Higgins agrees that this Release is inclusive of all claims for attorneys' fees and costs, which O'Higgins has incurred in this matter.

23. Except as may be necessary to enforce the terms of this Release, this Release shall not serve as precedent and shall not be used in any proceeding or hearing to support or prove any unrelated allegations or to interpret the obligations or terms and conditions of any other agreement or any other release between School District and any party including, but not limited to, O'Higgins.

24. Except for purposes related to the enforcement of this Release or insofar as disclosure is permitted pursuant the provisions referenced herein, or by any other governing law or Court order, any evidence relating to the negotiation terms, or facts of this Release shall not be admissible in any future claim or action by any party or any other person. The parties acknowledge that Rule 408 of the Federal Rules of Evidence and/or Illinois rule of Evidence 408 prohibit use of this Release to prove or disprove liability.

25. O'Higgins represents and warrants that he has not assigned or permitted to be assigned, and will not assign or permit to be assigned, any rights they may have related to the matters addressed in this Release.

26. This Release shall be interpreted and enforced according to the applicable laws and statutes governing the United States federal courts and/or the courts of the State of Illinois and in accordance with the case law governing the federal courts and the courts of the State of Illinois, regardless of the current or later residence or domicile of O'Higgins.

27. O'Higgins acknowledges that this Release constitutes the entire agreement concerning the disputes between them and School District and the Releasees and supersedes any prior, contemporaneous, oral, or written negotiations, agreements, and understandings between the parties.

28. The parties acknowledge that the signatories below are over the age of 18 years and are bestowed with the legal capacity to sign and bind this Settlement Agreement, General Release, Waiver of Claims and Covenant Not to Sue.

29. This Release may be executed by each of the parties hereto in separate counterparts and have the same force and effect as if the parties had executed it as a single document. Signatures transmitted by fax or email shall be considered valid as original signatures.

30. This Release will take effect upon the date of O'Higgins's signature provided below on this Release. This Release may not be amended or modified except in writing signed by both parties.

IN WITNESS WHEREOF, Patrick Kevin O'Higgins has executed this Settlement Agreement, General Release, Waiver of Claims and Covenant Not to Sue as of the day and year appearing beneath his signature.

ACCEPTED AND AGREED TO BY:

PATRICK O'HIGGINS

Patrick O'Higgins Dated: 06 / 08 / 2026

ON BEHALF OF THE BOARD OF EDUCATION OF NILES SCHOOL DISTRICT 71:

 Dated: 06/09/2026

CERTIFICATE *of* SIGNATURE

REF. NUMBER
DYZ6W-NB3VP-HNJNN-FETR4

DOCUMENT COMPLETED BY ALL PARTIES ON
08 JUN 2026 20:41:26
UTC

SIGNER

PATRICK O'HIGGINS

EMAIL
PKOHIGGINS@GMAIL.COM

TIMESTAMP

SENT
08 JUN 2026 20:05:58
VIEWED
08 JUN 2026 20:41:10
SIGNED
08 JUN 2026 20:41:26

SIGNATURE

Patrick O'Higgins

IP ADDRESS
107.115.203.45

RECIPIENT VERIFICATION

EMAIL VERIFIED
08 JUN 2026 20:41:10



Coversheet

Approval of the IGA Regarding the Village of Niles New South Milwaukee TIF

Section:	VIII. Discussion and Action Items
Item:	D. Approval of the IGA Regarding the Village of Niles New South
Milwaukee TIF	
Purpose:	Vote
Submitted by:	
Related Material:	Motion to Approve the Village of Niles TIF.pdf TIF.IGA v.2.pdf

MOTION

*Niles Elementary School District 71 Board Meeting June 30, 2026
At Culver School*

**Member _____ moved to approve the IGA Regarding the
Village of Niles South Milwaukee TIF with Member
_____ seconding the motion.**

On a roll call vote, motion approved as follows:

Vice President,	Matt Glancy	yes _____	no _____
Secretary,	Victoria Luz	yes _____	no _____
President,	Matt Holbrook	yes _____	no _____
Member,	Ken Krueger	yes _____	no _____
Member,	Dexi Karabatsos	yes _____	no _____
Member,	Jackie Jaime	yes _____	no _____
Member,	Georgia Chronopoulos	yes _____	no _____

**Village of Niles and
Niles Elementary School District 71**

**INTERGOVERNMENTAL AGREEMENT
REGARDING
VILLAGE OF NILES NEW SOUTH MILWAUKEE TIF**

This Intergovernmental Agreement (“IGA”) is entered into as of the _____ day of _____, 2026, by and between the following parties: the Village of Niles, Illinois (“Village”); and the Board of Education of Niles Elementary School District Number 71, Cook County, Illinois (“District 71”) (collectively, the Village and District 71, are the “Parties”).

WHEREAS, each of the Parties has the authority to enter into this IGA pursuant to Article VII, Section 10 of the Illinois Constitution of 1970, pursuant to Sections 3 and 5 of the Intergovernmental Cooperation Act (5 ILCS 220/3 and 5), and pursuant to the statutory contracting power of each party;

WHEREAS, pursuant to the Tax Increment Allocation Redevelopment Act (65 ILCS 5/11-7.4-1 *et seq.*) (the “TIF Act”), the Village is contemplating the adoption of, or has adopted, ordinances approving a tax increment redevelopment plan and redevelopment project, designating a tax increment redevelopment project area located within the boundaries of the Village and also located within the boundaries of District 71, such area known as the “New South Milwaukee Redevelopment Project Area,” (sometimes referred to herein as “TIF District”), and adopting tax increment financing for the TIF District;

WHEREAS, the Village is a municipal corporation organized pursuant to the Illinois Municipal Code, 65 ILCS 5/1-1-1 *et seq.*;

WHEREAS, the Village anticipates that the TIF District, if established, will generate TIF Revenues (as defined below) that will be used to pay eligible costs to support the development and improvement within the TIF District;

WHEREAS, District 71 is an Illinois school district organized pursuant to the Illinois School Code, 105 ILCS 5/1-1 *et seq.*;

WHEREAS, the jurisdictional boundaries of District 71 include all of the territory located within the proposed TIF District;

WHEREAS, in accordance with the TIF Act, incremental property tax revenues generated from the TIF District will be designated for the tax increment financing fund for the TIF District (collectively “TIF Revenues”), and will not be distributed among the Village, District 71, or the other taxing bodies with jurisdiction over all or part of the TIF District (collectively the “Taxing Bodies”) as other property tax revenues will be;

WHEREAS, the Parties have met and conferred to discuss the proposed TIF District and have identified areas of mutual agreement concerning certain uses of TIF Revenues within and the redevelopment of, the TIF District;

WHEREAS, the Parties support the Village's efforts to promote responsible economic development within the Village;

NOW, THEREFORE, in consideration of the mutual promises contained herein, the Parties agree as follows:

1. SCHOOL IMPACT PAYMENTS FOR STUDENTS FROM TIF DISTRICT

Each year, the Village will pay to District 71 an amount, if any, calculated under Section 11-74.4-3 (q) (7.5) of the TIF Act. The number of eligible students shall be determined by subtracting (i) the number of students residing within the TIF District and attending District 71 schools as of the date of designation of the TIF District, from (ii) the number of students residing in housing units within the TIF District that have received TIF assistance pursuant to a redevelopment agreement approved by the Village and attending District schools in each subsequent year. The number of eligible students shall then be multiplied by the "amount paid per pupil". The "amount paid per pupil" shall be calculated in accordance with the formula set forth in Section 11-74.4-3(q) 7.5 of the TIF Act (the "Student Payments"). For the sole purposes of this IGA, the definition of "students" shall include preschool students, provided that the cost of such preschool students shall be calculated at one-half the tuition rate of other students attending District 71 schools and provided further that reimbursement for preschool students shall continue only so long as District 71's preschool services remain free to the District's families. The Parties acknowledge that preschool services are provided by District 71 as part of its educational programming, and Student Payments relating thereto are made pursuant to this IGA as a matter of intergovernmental agreement and not as a statutory entitlement under the TIF Act. In no event shall any student be counted more than once for purposes of calculating Student Payments under this Section.

The Parties agree that Student Payments contemplated in this Section shall not exceed the maximum amount permitted to be paid to school districts under Section 11-74.4-3(q)-7.5 of the TIF Act. The Student Payments contemplated in this Section shall continue until the termination of the TIF District. For the avoidance of doubt, the Student Payments required under this Section are solely from TIF Revenues generated by the TIF District and shall be paid from available TIF Revenues on a basis consistent with the Village's obligations under the TIF Act, including any commitments, redevelopment agreements or bond obligations in relation to the TIF District incurred prior to the effective date of this Agreement. To the extent sufficient TIF Revenues are not available in any given year, the Village shall have no obligation to make up such deficiency in future

years, except to the extent subsequently agreed in writing by the Parties. If District 71 does not make claim for reimbursement in the time frame stated herein, it shall forfeit any claim for reimbursement for that year.

After July 1 and before September 30 after each school year, District 71 shall inform the Village of the number of students attending one of its schools and living in a dwelling in the TIF District which has received TIF assistance, if any and as calculated above, by providing the Village with such students' names and addresses (or alternative information if necessary or appropriate to avoid violating any applicable privacy laws). The Village shall pay or cause to be paid the amount due to District 71 within sixty (60) days after receiving such information from District 71 if adequate TIF Revenues have been received from the applicable County officials and are available in the TIF District. The Village reserves the right to seek additional documentation from District 71 in order to confirm the appropriate number of students for the Student Payments.

All Student Payments are subject to certification by the Village out of TIF Revenues generated by the TIF District and shall not constitute a general obligation of the Village. Notwithstanding anything herein to the contrary, no Student Payment shall be required to the extent such payment would cause the Village to violate the TIF Act or any other applicable law.

3. MISCELLANEOUS PROVISIONS

3.1 Authority. Each party warrants to the others that it is authorized to execute, deliver and perform this IGA. Each party warrants to the others that execution, delivery and performance of this IGA do not constitute a breach or violation of any agreement, undertaking, law or ordinance by which that party is bound. Each individual signing this IGA on behalf of a party warrants to the other party that such individual is authorized to execute this IGA in the name of the party on whose behalf he or she executes it.

3.2 Term. The term of this IGA will commence upon the date that the last of the Parties signs this IGA pursuant to authority duly provided to the signatory. This IGA will automatically terminate upon the occurrence of any of the following events: (a) the Village Board of Trustees fails to adopt the ordinance creating the TIF District within the time period for adoption set forth in the TIF Act, (b) the date of termination, for any reason, of the TIF District, and (c) the mutual written agreement to terminate executed by all Parties. In addition to the foregoing, this IGA may be terminated for cause by any party. For purposes of this IGA, "cause" is defined as a party's failure to perform its duties under this IGA. The Parties' obligations under this IGA shall cease upon the termination and final disposition of TIF Revenues from the TIF District.

3.3 Binding Effect. This IGA shall be binding on the parties and their respective successors. It may not be assigned. Each of the parties retains the right to bring an action to enforce this IGA.

3.4 Further Acts. Each party shall, at the request and expense of the other, execute and deliver any further documents and do all acts and things as that party may reasonably require to carry out the true intent and meaning of this IGA.

3.5 Governing Law. This IGA is governed by and shall be interpreted and enforced in accordance with the laws of the State of Illinois.

3.6 Waivers and Modifications. No waiver of any term or condition of this IGA shall be binding or effective for any purpose unless expressed in writing and signed by the party making the waiver, and then shall be effective only in the specific instance and for the purpose given. This IGA shall not in any other way be modified except in writing signed by all Parties.

3.7 Notices. Any notice, payment, request, instruction, or other document to be delivered hereunder shall be deemed sufficiently given if in writing and delivered personally or mailed by certified mail, postage prepaid, as follows:

If to the Village:

Village Manager
Village of Niles
1000 Civic Center Drive
Niles, IL 60714

If to District 71:

Superintendent
Niles Elementary School District 71
6901 West Oakton Street
Niles, IL 60714

3.8 No Third Party Beneficiaries. No claim as a third-party beneficiary under this IGA by any person, firm or corporation may be made, or be valid, against any of the Parties.

3.9 Entire Agreement. This IGA expresses the complete and final understanding of the parties with respect to its subject matter.

3.10 Execution. This IGA may be executed in duplicate counterparts, each of which shall be as effective as the others upon approval and execution by all parties.

[Signature page follows]

IN WITNESS WHEREOF, the Parties have duly executed this IGA pursuant to all requisite authorizations as of the dates indicated.

VILLAGE OF NILES, ILLINOIS

By: _____
Village President

Date: _____, 2026

ATTEST:

Village Clerk

**BOARD OF EDUCATION OF NILES
ELEMENTARY SCHOOL DISTRICT
NUMBER 71**

By: _____
Board President

Date: _____, 2026

ATTEST:

Secretary

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Coversheet

Approval of the Title 1 Parent & Family Engagement Plan

Section:	VIII. Discussion and Action Items
Item:	E. Approval of the Title 1 Parent & Family Engagement Plan
Purpose:	Vote
Submitted by:	
Related Material:	Motion to Approve the Title 1 Parent & Family Engagement Plan.pdf Niles71 PFE Policy.pdf

MOTION

*Niles Elementary School District 71 Board Meeting June 30, 2026
At Culver School*

**Member _____ moved to approve the Title 1 Parent &
Family Engagement Plan with Member _____
seconding the motion.**

On a roll call vote, motion approved as follows:

Vice President,	Matt Glancy	yes _____	no _____
Secretary,	Victoria Luz	yes _____	no _____
President,	Matt Holbrook	yes _____	no _____
Member,	Ken Krueger	yes _____	no _____
Member,	Dexi Karabatsos	yes _____	no _____
Member,	Jackie Jaime	yes _____	no _____
Member,	Georgia Chronopoulos	yes _____	no _____

NILES ELEMENTARY SCHOOL DISTRICT 71

6901 W. Oakton Street, Niles, Illinois 60714

Phone: (847) 966-9280 Fax: (847) 966-1478

www.niles71.org

PARENT & FAMILY ENGAGEMENT POLICY

Title I, Part A of the Elementary and Secondary Education Act of 1965

Dr. John Kosirog, Superintendent
June 30, 2026

PART I: GENERAL EXPECTATIONS

Niles Elementary School District 71 agrees to implement the following statutory requirements:

- The District will put into operation programs, activities, and procedures for the involvement of parents in its Title I, Part A program. These programs, activities, and procedures will be planned with meaningful consultation with parents of participating children.
- The District will work with its Title I school to make sure the school-level parent and family engagement policy meets section 1116(b) of the ESEA. The school-level policy will include a school-parent compact consistent with section 1116(d) of the ESEA.
- The District will incorporate this district-wide parent and family engagement policy into its LEA plan under section 1112 of the ESEA. In Illinois, this plan is submitted through the Consolidated District Plan, or CDP.
- The District and school will provide opportunities for the informed participation of parents and family members. This includes parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as applicable.
- The District and school will provide information in an understandable and uniform format. Alternative formats will be provided upon request. To the extent practicable, information will be provided in a language parents can understand.
- If the LEA plan for Title I, Part A is not satisfactory to parents of participating children, the District will submit any parent comments with the plan when the plan is submitted to the State.
- The District will involve parents of children served by Title I, Part A in decisions about how parent and family engagement funds are spent. If the one percent Title I reservation applies, the District will ensure that not less than 90 percent of that reserved amount goes directly to the school.

The District will be governed by the following statutory definition of parent and family engagement:

Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. This includes ensuring:

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- (D) the carrying out of other activities, such as those described in section 1116 of the ESEA.

PART II: DISTRICT WIDE PARENT & FAMILY ENGAGEMENT POLICY PLAN

1. Niles Elementary School District 71 will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under section 1116 of the ESEA:
 - a. Maintain a Parent Advisory Committee for Title I, Part A and family engagement.
 - b. Invite parents and family members of students served by Title I to participate.
 - c. Seek parent input from families that reflect the students served by the District.
 - d. Hold at least one annual committee meeting to review this policy.
 - e. Use a brief annual parent survey, meeting discussion, and written feedback to gather input.
 - f. Use parent feedback to revise the policy, goals, activities, and spending plans when needed.
 - g. Keep records of meetings, surveys, sign-in sheets, and parent comments.
2. Niles Elementary School District 71 will take the following actions to involve parents and family members in developing the CDP, Title I goals, and support and improvement plans under ESEA sections 1112 and 1111, if applicable:

- a. The Parent Advisory Committee will meet annually to review the CDP.
 - b. The committee will review Title I goals, planned services, and Title I spending.
 - c. The District will share available data with the committee. This may include student achievement, attendance, behavior, survey, and participation data.
 - d. Parents will have the chance to ask questions and suggest changes before the CDP is finalized.
 - e. The District will consider parent feedback before submitting the CDP.
 - f. If parents do not find the Title I plan satisfactory, the District will submit parent comments with the plan.
3. Niles Elementary School District 71 will provide the following coordination, technical assistance, and support to help the Title I school plan and carry out effective parent and family engagement activities:
 - a. The Superintendent, principal, and other District leaders will help plan and monitor family engagement activities.
 - b. The District will support the annual Title I meeting, parent notices, policy review, school-parent compact, survey, and records.
 - c. The District will help the school use clear communication, flexible meeting options, translation when practicable, and accessible formats upon request.
 - d. The District will help the school review parent feedback and participation data.
 - e. The District may consult with the PTA, local library, community partners, and other groups that support family engagement.
 - f. The District will help the school adjust activities when feedback shows that families need different support.
 4. Niles Elementary School District 71 will coordinate parent and family engagement strategies with other federal, state, and local programs, as feasible and appropriate, by:
 - a. Connecting Title I family engagement work with early childhood, special education, and English learner services.
 - b. Working with the PTA on field trips and other family-supported school activities.
 - c. Partnering with the local public library for reading activities, including Famished for Fiction when offered.
 - d. Using parent committees for areas such as safety, the student handbook, grants, and other school needs.
 - e. Sharing family information through common school communication tools.
 - f. Coordinating family activities so that families receive clear information and have useful ways to participate.
 5. Niles Elementary School District 71 will conduct an annual evaluation of this policy and its effectiveness. The review will include parent input and will be used to improve family engagement.

The annual review will include:

- A annual parent survey about communication and family engagement.
- A review of survey results by the Parent Advisory Committee.
- A review of parent comments, meeting attendance, activity participation, and other available data.
- A discussion of barriers that may make it hard for parents to participate.
- A discussion of what parents need to help support student learning.
- A review of strategies that can improve school and family communication.

The District will pay particular attention to barriers related to:

- Work schedules and meeting times.
- Language access.
- Access for parents with disabilities.

- Limited literacy or limited access to technology.
- Economic barriers.
- Other barriers identified by parents.

The District will use the findings to:

- Revise this policy when needed.
- Revise Title I goals when needed.
- Improve communication with families.
- Improve family engagement activities.
- Guide future CDP planning and Title I spending decisions.

Roles and responsibilities:

- The Superintendent will oversee the annual review process.
- The principal or designee will help collect data and organize the review.
- The Parent Advisory Committee will review feedback and make recommendations.
- Parents may participate in surveys, meetings, committees, and school activities.
- The District will keep records of the review process and any changes made.

6. Niles Elementary School District 71 will build the school's and parents' capacity for strong parent and family engagement. The goal is to support a partnership among the school, parents, and community that improves student learning.

A. The District will help parents understand school programs and student progress, including:

- The State academic standards.
- State and local academic assessments.
- The requirements of Title I, Part A.
- How to monitor a child's progress.
- How to work with teachers and school staff.

Examples of these supports may include:

- The annual Title I meeting.
- Parent-teacher conferences.
- School report cards and assessment reports.
- Information about curriculum and student progress.
- Meetings or written resources that explain Title I services and spending.

B. The District will provide materials, activities, and resources to help parents support learning at home, including:

- Family Math Night or similar academic family nights.
- Famished for Fiction and other reading activities with the public library when offered.
- Young Authors and other writing activities.
- Family music events.
- Resources on reading, math, technology, and student support.

C. The District will help staff work with parents as partners by:

- Sharing expectations for clear and respectful communication.
- Encouraging timely responses to parent questions.
- Using parent input to improve school programs.
- Providing staff training or reminders on family communication when needed.
- Encouraging staff to value parent ideas and concerns.

D. The District will take the following actions to make school information clear and accessible:

- Use the District website, email, school newsletters, handbooks, meetings, and other school communication tools.
- Provide information in clear language.

- Provide translation when practicable.
- Provide alternative formats upon request.
- Use in-person and virtual options when appropriate.
- Share this policy with parents of students participating in Title I.

PART III: DISCRETIONARY DISTRICT-WIDE PARENT & FAMILY ENGAGEMENT POLICY COMPONENTS

The District may also use the following activities to build parent capacity and support student learning. These activities may be adjusted based on parent input, student needs, and available resources.

- Support parent learning on reading, math, technology, student support, and school communication.
- Schedule meetings at times that help parents participate.
- Offer virtual options when appropriate.
- Invite parents to serve on committees and advisory groups.
- Work with community organizations, the PTA, and the local public library.
- Encourage parent participation in field trips, family nights, reading events, writing events, music events, and other school activities.
- Use a Parent Advisory Committee to provide advice on Title I goals, Title I spending, the CDP, and this policy.
- Review parent feedback each year and make changes when needed.

PART IV: ADOPTION

This District-wide Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by:

Parent Advisory Committee Representative

Date

Printed Name

This policy was reviewed and approved by the Niles Elementary School District 71 Board of Education on June 30, 2026. It will be in effect for the period of July 1, 2026 through June 30, 2027. The District will distribute this policy to parents of students participating in Title I, Part A on or before September 1, 2026.

Superintendent

Date

Board President

Date

Coversheet

Approval of the Consolidated District Plan

Section:	VIII. Discussion and Action Items
Item:	F. Approval of the Consolidated District Plan
Purpose:	Vote
Submitted by:	
Related Material:	Motion to Approve the Conslidated District Plan.pdf CDP FY27.pdf

MOTION

*Niles Elementary School District 71 Board Meeting June 30, 2026
At Culver School*

**Member _____ moved to approve the Consolidated
District Plan with Member _____ seconding the
motion.**

On a roll call vote, motion approved as follows:

Vice President,	Matt Glancy	yes _____	no _____
Secretary,	Victoria Luz	yes _____	no _____
President,	Matt Holbrook	yes _____	no _____
Member,	Ken Krueger	yes _____	no _____
Member,	Dexi Karabatsos	yes _____	no _____
Member,	Jackie Jaime	yes _____	no _____
Member,	Georgia Chronopoulos	yes _____	no _____

Application Printout

[Instructions](#)

eGrant Management System

Printed Copy of Application

Applicant: NILES ELEM SCHOOL DIST 71

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: NILES ELEM SCHOOL DIST 71

Date Generated: 6/24/2026 4:09:02 PM

Generated By: jkosirog71

Overview

All entities seeking grant funding must have an active UEI registration in SAM.gov throughout the lifecycle of the grant.

PROGRAM:	Consolidated District Plan
PURPOSE:	The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.
BOARD GOALS:	Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities. Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child. Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.
FY 2027 Included Programs:	Title I, Part A - Improving Basic Programs Title I, Part A - School Improvement Part 1003 Title I, Part D - Delinquent Title I, Part D - Neglected Title I, Part D - State Neglected/Delinquent Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders Title III - Language Instruction Educational Program (LIEP) Title III - Immigrant Student Education Program (ISEP) EL - Bilingual Service Plan (BSP) Title IV, Part A - Student Support and Academic Enrichment Title V, Part B - Rural and Low Income Schools IDEA, Part B - Flow-Through IDEA, Part B - Preschool Foster Care Transportation Plan
LEGISLATION:	Every Student Succeeds Act (ESSA) Individuals with Disabilities Education Act Rehabilitation Act Strengthening Career and Technical Education for the 21st Century Act Workforce Innovation and Opportunity Act Head Start Act McKinney-Vento Homeless Assistance Act Adult Education and Family Literacy Act 105 ILCS 5/Illinois School Code Article 14C. Transitional Bilingual Education 23 Illinois Administrative Code 228 Transitional Bilingual Education
DUE DATE:	District plans must be submitted to the Illinois State Board of Education and approved before any FY 2027 grant applications for included programs can be approved. Submission by April 1 is recommended.
DURATION:	The District Plan is submitted for the school year 2026-2027 and must be updated annually thereafter.
AMENDMENTS:	Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.
INSTRUCTIONS:	Instructions in PDF format
COMMON ABBREVIATIONS:	ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended) IDEA - Individuals with Disabilities Education Act ISBE - Illinois State Board of Education LEA - Local Educational Agency LIEP - Language Instruction Educational Program SEA - State Education Agency BSP - Bilingual Service Plan

Needs Assessment and Programs

Instructions

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2026-2027.* [1]**NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.**

- ☒ Title I, Part A - Improving Basic Programs
- ☐ Title I, Part A - School Improvement Part 1003
- ☐ Title I, Part D - Delinquent
- ☐ Title I, Part D - Neglected
- ☐ Title I, Part D - State Neglected/Delinquent
- ☒ Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- ☒ Title III - Language Instruction Educational Program (LIEP)
- ☐ Title III - Immigrant Student Education Program (ISEP)
- ☒ Title IV, Part A - Student Support and Academic Enrichment
- ☐ Title V, Part B - Rural and Low Income Schools
- ☒ IDEA, Part B - Flow-Through
- ☒ IDEA, Part B - Preschool

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.* ([count] of 7500 maximum characters used)

We will do all we can to leverage all our resources to bring the best possible education program to our students. We will also make sure that we do not use federal funds to supplant local funding. We will use much of the Title I funding to acquire high-quality instructional materials aligned to our new reading program to support students in all Tiers of supports. Local resources will continue to sustain interventions during the academic day.. We are using Title 2 funds for a portion of our overall professional development budget. The title 2 funds will be dedicated to research based instructional strategies. We are using Title 4 funds to pay for technology materials and scientifically based curriculum materials in math. Title III, Title IV, and IDEA funds will cover only a dedicated portion of our overall programming in these areas.

Response from the approved prior year Consolidated District Plan.

We will do all we can to leverage all our resources to bring the best possible education program to our students. We will also make sure that we do not use federal funds to supplant local funding. We will use much of the Title I funding to acquire high-quality instructional materials aligned to our new reading program to support students in all Tiers of supports. Local resources will continue to sustain interventions during the academic day.. We are using Title 2 funds for a portion of our overall professional development budget. The title 2 funds will be dedicated to research based instructional strategies. We are using Title 4 funds to pay for technology materials and scientifically based curriculum materials in math. Title III, Title IV, and IDEA funds will cover only a dedicated portion of our overall programming in these areas.

3. Will the LEA braid funding?* Indicate the funds that will be braided, and select the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, select no.

Braiding of Funds

☐ Yes ☒ No

4. Will the LEA hybrid-blend Title II and/or Title IV funding?* Indicate all that apply, and select the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, select no.

Transfer of Funds

☐ Yes ☒ No

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The district will continue to improve its core Tier 1 reading and math programs. This includes using high-quality curriculum, teaching grade-level standards, and using student data to adjust instruction and provide support when needed. The district will also provide professional development to help teachers use the curriculum well and meet the needs of all students. We will continue to recruit, hire, and retain strong teachers and staff. In addition, the district will continue to develop its technology and AI plans. This work will focus on using technology responsibly to support teaching, learning, communication, and district operations.

Legislative References:

[1] Title I, Part A, Reference Section 1112(a) (1)

[2] Title I, Part A, Reference Section 1112(a) (1)

*Required field, applicable for all funding sources

Needs Assessment Impact

Instructions

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

- A. ☒ School and/or district report card(s)
- B. ☒ Five Essentials Survey
- C. ☒ Student achievement data (disaggregated by student groups)
- D. ☒ Current recruitment and retention efforts and effectiveness data
- E. ☒ Professional development plan(s)
- F. ☒ School improvement plan(s)
- G. ☒ ESSA site based expenditure data
- H. ☐ ED School Climate Survey (EDSCLS)
- I. ☐ CDC School Health Index
- J. ☐ National School Climate Center
- K. ☐ ASCD School Improvement Tool
- L. ☐ Illinois Quality Framework and Supporting Rubric
- M. ☐ Other

List and describe other instruments and/or processes that were used in the needs assessment.

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable.*
Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

- i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.
- iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable)

Our stakeholders surveys and student assessment results indicate our struggling students continue to need additional support in reading and math. We can meet this need with target intervention programs during the day with our reading coaches, teachers, and other support staff. Also, our struggling students fall behind during the summer. The needs assessment indicates that a summer intervention program would keep struggling students from falling farther behind.

B. Title I, Part A - School Improvement Part 1003**C. Title I, Part D - Delinquent****D. Title I, Part D - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, reducing class size, key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable).

According to staff surveys, assessment results, and feedback received from administrators and parents, the needs assessments indicate the following areas of emphasis: 1) Providing teacher training on high impact instructional strategies that will help close the achievement gap in reading; 2) providing teacher training on high impact instructional strategies that will close the achievement gap in math; 3) providing training in specific social emotional programs such as Second Step to help students make good decisions and solve problems.

G. Title III - LIEP

We reviewed state and local assessment data and feedback from parents and teachers to determine the needs for our English Language learner program. This information indicates that we need to focus additional resources on our growing Spanish speaking population. The information also indicates that our professional development efforts should focus on 1) researched based instruction for EL learners in reading and English Language acquisition; and 2) proven ways to engage parents in the Culver learning community.

H. Title III - ISEP

I. Title IV, Part A - Student Support and Academic Enrichment

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps through well-rounded education, improving school conditions for student learning and improving the use of technology, and nonpublic equitable share (if applicable).

The district completed a needs assessment using student achievement data, local assessments, staff input, and school improvement planning processes. Based on the results, the district identified the need to continue strengthening implementation of the district's core reading and math curriculum to support student achievement and help close achievement gaps among student groups. Planned activities include professional development focused on effective Tier 1 instruction, instructional consistency, data-driven decision making, and differentiated support for students. The district will also continue efforts to improve school conditions for learning through student support services, school safety planning, and social-emotional learning supports. To improve the effective use of technology, the district plans to purchase and implement instructional software, digital learning platforms, assessment tools, communication systems, and technology resources that support teaching, learning, and district operations. The district will also continue developing guidance and training related to the responsible use of technology and artificial intelligence tools in education.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [1]

We reviewed state and local assessment data and feedback from parents and teachers to determine the needs for our IDEA programing. The information indicates that we need to increase our staffing to provide support students on the autistic spectrum. Additionally, the assessments indicate our professional development efforts should include 1) researched based instruction in reading and math; and 2) and workshops on co-teaching models involving both regular and special education teachers.

L. IDEA, Part B - Preschool

We reviewed state and local assessment data and feedback from parents and teachers to determine the needs for our IDEA Preschool programing. The information indicates that we need to increase our staffing to provide support students in preschool on the autistic spectrum. Additionally, the assessments indicate our professional development efforts should include workshops on co-teaching models involving both regular and special education teachers.

Legislative Requirement:

[1] IDEA - 23 IAC Section 1.420(q)

*Required field, applicable for all funding sources selected

Stakeholder Involvement

Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☐ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- ☐ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).*
Check all that apply.

- A. ☒ Teachers (1,7,8)
- B. ☒ Principals (1,7,8)
- C. ☐ Other school leaders (1,8)
- D. ☒ Paraprofessionals (1)
- E. ☒ Specialized instructional support personnel (1,2,3,4,8)
- F. ☐ Charter school leaders (in a local educational agency that has charter schools) (1)
- G. ☒ Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- H. ☐ Parent liaisons
- I. ☒ Title I director (1)
- J. ☒ Title II director (1)
- K. ☐ Bilingual director (Administrator overseeing EL Services) (1,6,8)
- L. ☒ Title IV director (1)
- M. ☒ Special Education director
- N. ☐ Guidance staff
- O. ☐ Community members and community based organizations (7)
- P. ☐ Business representatives (2,3,4)
- Q. ☐ Researchers (7)
- R. ☐ Institutions of Higher Education (7)
- S. ☒ Homeless Liaison (1)
- T. ☐ Other - specify
- U. ☐ Additional Other - specify

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent

- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = EL - BSP

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

In April 2026 a Timely and Meaningful Consultation was held at Niles Township District for Special Education on behalf of all township districts, including Niles Elementary School District 71. Parents, educators and other stakeholders were invited to this meeting which focused on special education services provided to non-public school students and home schooled students. Additionally, much of the information in the plan was developed by district staff. The majority of the information was agreed to at the MTSS Leadership Team meetings, which formalized the MTSS Handbook. Additional information was gathered from the Core Booster meetings annually held in October and February and represents information that was compiled at the grade level teams' Strategy Meetings that are held every 5-6 weeks throughout the school year. The social emotional committee met every month, and the PBIS committee also met regularly last year. All of these meetings included members of administration, related service providers and classroom teachers. The social emotional committee and PBIS committee also included paraprofessionals. Finally, parents were invited to attend the Annual Title I Meeting and provide feedback regarding programming and the School Compact Agreement.

Response from the prior year Consolidated District Plan.

In April 2025 a Timely and Meaningful Consultation was held at Niles Township District for Special Education on behalf of all township districts, including Niles Elementary School District 71. Parents, educators and other stakeholders were invited to this meeting which focused on special education services provided to non-public school students and home schooled students. Additionally, much of the information in the plan was developed by district staff. The majority of the information was agreed to at the MTSS Leadership Team meetings, which formalized the MTSS Handbook. Additional information was gathered from the Core Booster meetings annually held in October and February and represents information that was compiled at the grade level teams' Strategy Meetings that are held every 5-6 weeks throughout the school year. The social emotional committee met every month, and the PBIS committee also met regularly last year. All of these meetings included members of administration, related service providers and classroom teachers. The social emotional committee and PBIS committee also included paraprofessionals. Finally, parents were invited to attend the Annual Title I Meeting and provide feedback regarding programming and the School Compact Agreement.

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans including the Title I Parent and Family Engagement Policy so that the plans and related activities represent the needs of varied and diverse populations. ** [2]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Niles Elementary School District 71 involves parents and family members in the development of district plans in a variety of ways. The parents and community members were invited to and involved in the development of the Strategic Plan through focus groups and online surveys. Through the focus groups, parents were encouraged to provide input on district strengths and opportunities for improvement. Additionally, the parents are invited to school to attend monthly Board meetings where they can speak directly to the Board of Education, monthly Parent Teacher Association meetings and to the Annual Title I Parent Meeting to review current programming and make recommendations for continuous improvements as well as to review and make recommendations for the School/Parent Compact. Finally, the parents and families have been asked to complete a number of different online surveys assessing the school district in general, technology and the strategic plan and receive a monthly newsletter and email/phone announcements to inform parents about the on-goings of the school.

Response from the prior year Consolidated District Plan.

Niles Elementary School District 71 involves parents and family members in the development of district plans in a variety of ways. The parents and community members were invited to and involved in the development of the Strategic Plan through focus groups and online surveys. Through the focus groups, parents were encouraged to provide input on district strengths and opportunities for improvement. Additionally, the parents are invited to school to attend monthly Board meetings where they can speak directly to the Board of Education, monthly Parent Teacher Association meetings and to the Annual Title I Parent Meeting to review current programming and make recommendations for continuous improvements as well as to review and make recommendations for the School/Parent Compact. Finally, the parents and families have been asked to complete a number of different online surveys assessing the school district in general, technology and the strategic plan and receive a monthly newsletter and email/phone announcements to inform parents about the on-goings of the school.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. Include Title I parent and family engagement required meetings and activities. Also include a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. ** [3]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

For the next school year, Niles ESD 71 will use a multifaceted approach to engage parents and families in our learning community. First, the District is preparing a schedule of parent workshops, in collaboration with our PTA, organized under "D71 Parent University" theme. Each month our school will host an evening workshop, book study, curriculum, or cultural night for parents and families. The events will include dinner/snack and babysitting if necessary. Select monthly events are specific to the parents of English Learning students. The district reaches out to the EL families through email, phone call and face to face communication at drop-off and pick-up in an effort to have parents attend EL Family specific events such as "Understanding Your Child's Report Card and Test Scores," "EL Family Literacy and Resources" and EL Family Math Games." Second, teachers are developing individual parent resource areas on their class websites so that parents can preview class topics, homework, and get suggestions for reading activities. Third, we strive for 100 percent parent attendance at our parent/teacher conference events. We call home and schedule convenient meeting times for parents who are unable to attend during the scheduled times.

Response from the prior year Consolidated District Plan.

For the next school year, Niles ESD 71 will use a multifaceted approach to engage parents and families in our learning community. First, the District is preparing a schedule of parent workshops, in collaboration with our PTA, organized under "D71 Parent University" theme. Each month our school will host an evening workshop, book study, curriculum, or cultural night for parents and families. The events will include dinner/snack and babysitting if necessary. Select monthly events are specific to the parents of English Learning students. The district reaches out to the EL families through email, phone call and face to face communication at drop-off and pick-up in an effort to have parents attend EL Family specific events such as "Understanding Your Child's Report Card and Test Scores," "EL Family Literacy and Resources" and EL Family Math Games." Second, teachers are developing individual parent resource areas on their class websites so that parents can preview class topics, homework, and get suggestions for reading activities. Third, we strive for 100 percent parent attendance at our parent/teacher conference events. We call home and schedule convenient meeting times for parents who are unable to attend during the scheduled times.

Title I Requirement:

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.

[ESEA section 1113\(c\)\(3\)\(A\)](#)

Title III Requirement:

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private entities, and institutions of higher education. (Section 3121(b)(4)(C))

Legislative References:

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)

[2] Title I, Part A, Section 1116(a)(2)

[3] Title I, Part A, Section 1116(a)(2) and Section 1112(b)(7)

*Required field

**Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

Parent and Family Engagement

ESEA Section 1116(a)(2)

Each Local Educational Agency (LEA) that receives Title I funds shall develop jointly with, agree on with, and distribute to parents and family members of participating children: a written parent and family engagement policy. The policy shall be incorporated into the LEAs Consolidated District Plan, establish the LEAs expectations and objectives for meaningful parent and family involvement, and describe how the LEA will

- (A) Involve parents and family members in jointly developing the LEA Consolidated District Plan, and the development of support and improvement plans.
 - (B) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
 - (C) Coordinate and integrate parent and family engagement strategies with other relevant federal, state and local laws and programs.
 - (D) Conduct an annual meeting and evaluate the content and effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by families and the needs of parents and family members to assist with the learning of their children; and, strategies to support successful school and family interactions.
 - (E) Use the findings of the evaluation (D) to design evidence-based strategies for more effective (E) parental involvement, and to revise, if necessary the parent and family engagement policies.
 - (F) Involve parents in the activities of the Title I schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by LEA to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.
- ☒ By checking this box, the applicant hereby certifies that they have read, understood, and will comply with the parent and family engagement policy requirements.

Resources:

[U.S. Department of Education-Parent and Family Engagement Non-Regulatory Guidance](#)

[Title Grants Administration Parent and Family Engagement Website](#)

[Parent and Family Engagement Policy Template](#)

Upload a PDF of the District's Parent and Family Engagement Policy. Please use the naming system as noted below.

- Convert all the necessary documentation into a single PDF.
- Label the document with the region-county-district-type code number of the applicant, followed by a hyphen, then the name of the applicant, followed by a hyphen, followed by PFEPolicy.
- *Example: ABC School District would name the upload as 01-234-5678-90-ABC-PFEPolicy*

DO NOT USE ANY SPACES OR SPECIAL CHARACTERS BESIDES A HYPHEN IN THE NAME.

NOTE: The PDF file size may not exceed 10MB or the upload will fail.

How To Upload A File

- Browse your files to locate the required document.
- Double-click to display it in the Browser window.
- Click on the Upload button.
- The name of the uploaded document will display in the area below.

Any uploaded files will appear below. Until the application is submitted to ISBE, an uploaded document may be deleted using the Delete button below. After submitting to ISBE, any required changes must be submitted separately, adding a Version number to the name.

- ☒ Check this box to confirm that the District's Parent and Family Engagement Policy has been uploaded.*

*Required field

Private School Participation

File Upload instructions are linked below. Click here for general page instructions.

NOTE: This page may remain blank if no private schools are listed or participating in the programs
NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available verified data, private schools within the districts boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Will Private Schools participate in the Program?

☒ Yes ☐ No

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
St. John Brebouf	☐	☐ Yes ☒ No Number of Low-Income Student(s): 	☒ Yes ☐ No Total Enrollment Number Student(s): 200	☒ Yes ☐ No Total Enrollment Number Student(s): 200	Choose File No file chosen SJB Nonpublic TMC Signed 6:10:2026.pdf

Comments:

Preschool Coordination

Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☐ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- ☐ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs.* [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

If the district does not offer early childhood education programs, enter

No Preschool Programs

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Niles Elementary School District 71 supports students in a blended early childhood program. Prior to entry within the preschool program, all parents complete a preschool screener/questionnaire regarding their child. Parents are also able to report any concerns directly on the questionnaire. The district reviews the preschool screening information for all students. Throughout the year, teachers have continuous communication with parents at drop-off and pick-up and via phone or email. Additionally, teachers have been provided professional development in Teaching Strategies GOLD and collect data on all students regularly. The preschool team and administrator meet monthly to review that data as well as other informal data and determine which students require additional intervention, including more intentional teaching individually or in small groups. The district will continue to support attendance at professional development, often provided through STARnet, so that the teachers can continue to provide high quality instruction for students who require Title I services. Additionally, the district schedules monthly preschool team and administrator meetings to coordinate with the preschool team regarding the needs of the preschool students. Finally, the district has developed an articulation process so that the preschool team can share information about incoming kindergarteners with the kindergarten team of teachers and support staff to ease the transition.

Response from the approved prior year Consolidated District Plan.

Niles Elementary School District 71 supports students in a blended early childhood program. Prior to entry within the preschool program, all parents complete a preschool screener/questionnaire regarding their child. Parents are also able to report any concerns directly on the questionnaire. The district reviews the preschool screening information for all students. Throughout the year, teachers have continuous communication with parents at drop-off and pick-up and via phone or email. Additionally, teachers have been provided professional development in Teaching Strategies GOLD and collect data on all students regularly. The preschool team and administrator meet monthly to review that data as well as other informal data and determine which students require additional intervention, including more intentional teaching individually or in small groups. The district will continue to support attendance at professional development, often provided through STARnet, so that the teachers can continue to provide high quality instruction for students who require Title I services. Additionally, the district schedules monthly preschool team and administrator meetings to coordinate with the preschool team regarding the needs of the preschool students. Finally, the district has developed an articulation process so that the preschool team can share information about incoming kindergarteners with the kindergarten team of teachers and support staff to ease the transition.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

Student Achievement and Timely Graduation

Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☐ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- ☐ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s).* [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Niles Elementary School District 71 provides a comprehensive curriculum aligned to common core standards. The staff collaborates to develop subject area and grade level curriculum maps, units, lessons which are reviewed annually and common formative assessments. Formative assessments provide a fluid process to monitor and evaluate student growth and identify specific needs. Modifications are made to meet the differentiated needs of our students. Staff collaborate in professional learning communities and discuss current data and make necessary changes. Reading and math coaches provide professional development and meet with vertical PLCs to discuss the implementation of the curriculum, best practices and current research. Students who struggle to meet state standards participate in reading and/or math interventions daily. Grade level teachers implement the Carolina Science program which is aligned to the Next Generation Science Standards. All classes participate in a STEAM class and the kindergarten through 5th grade students have a technology class to further their growth of digital literacy. Additional classes the students participate in include Spanish, art, music, media, executive functioning, PE, band, orchestra and chorus.

Response from the prior year Consolidated District Plan.

Niles Elementary School District 71 provides a comprehensive curriculum aligned to common core standards. The staff collaborates to develop subject area and grade level curriculum maps, units, lessons which are reviewed annually and common formative assessments. Formative assessments provide a fluid process to monitor and evaluate student growth and identify specific needs. Modifications are made to meet the differentiated needs of our students. Staff collaborate in professional learning communities and discuss current data and make necessary changes. Reading and math coaches provide professional development and meet with vertical PLCs to discuss the implementation of the curriculum, best practices and current research. Students who struggle to meet state standards participate in reading and/or math interventions daily. Grade level teachers implement the Carolina Science program which is aligned to the Next Generation Science Standards. All classes participate in a STEAM class and the kindergarten through 5th grade students have a technology class to further their growth of digital literacy. Additional classes the students participate in include Spanish, art, music, media, executive functioning, PE, band, orchestra and chorus.

2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.* Include criteria for low-income, EL, special education, neglected, and delinquent as applicable to the district. [2]

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([count] of 7500 maximum characters used)

IAR, MAP and FASTbridgeThe district benchmarks students in the fall, winter and spring of each year. Students in kindergarten through 8th grade take FASTbridge benchmark assessments in the fall, winter and spring annually. In addition to curriculum-based measurements, students in grades 2-7 are also assessed using the NWEA Measures of Academic Progress (MAP) and students in grades 3-8 take The Illinois Assessment of Readiness (IAR). Students participate in a universal screening process three times per year in fall, winter and spring. After this occurs, the data are compiled by the school psychologist, and a set of decision-making rules are used to identify students who may need reading or math interventions. Then, Benchmark Placement Review meetings are held with the school psychologist, instructional coaches, English learning teachers, and an administrator to review these data and prepare a final template of students who qualify for intervention. Next, a meeting is scheduled in which the intervention review team convenes with classroom teachers and interventionists to discuss student progress within interventions, placement criteria and reviews the students listed and their corresponding benchmark data for entrance and exit consideration. The information below outlines the criteria used to select students for intervention. Following this process, if teachers would like to make an alternate recommendation, the teacher shall produce data to support their recommendation for the team to review and discuss. Benchmarking Decision Rules Kindergarten: Early Literacy and ReadingQualifications for Tier 2-Below the 25th percentile on two measures. Qualifications for Tier 3-Below the 10th percentile on at least one measure AND below the 25th percentile on a second measure. Kindergarten: Early Numeracy and MathematicsQualifications for Tier 2-Below the 25th percentile on at least two measures. Qualifications for Tier 3-Below the 10th percentile on at least one measure AND below the 25th percentile on a second measure. Grade 1: Early Literacy and ReadingQualifications for Tier 2-Below 25th percentile on two or more measures-Or Below 25%ile on the Oral Reading CBMQualifications for Tier 3-Below the 10th percentile on at least one measure AND below the 25th percentile on a second measure.-Or Below the 10th percentile on the Oral Reading CBM Grade 1: Early Numeracy and MathematicsQualifications for Tier 2-Below the 25th percentile on at least two measures. Qualifications for Tier 3-Below the 10th percentile on at least one measure AND below the 25th percentile on a second measure. Grades 2, 3, 4 & 5: MathQualifications for Tier 2-Below the 25th percentile on at least one measure-Or a Concepts and Application score below the 10th percentileQualifications for Tier 3-Below the 10th percentile on two measures-Or a Computation score below the 10th percentileGrades 6, 7 & 8: MathQualifications for Tier 2-Below the 25th percentile on at least one measure-Computation score below the 10th percentileQualifications for Tier 3-Below the 10th percentile on two measures-Or a Concepts and Application score below the 10th percentileAdditionally, teachers can submit a Request for Assistance to identify a need for problem solving assistance for student(s) in their classes. The Request for Assistance is then reviewed by a team who responds to the teacher with a plan, including the next steps. This often includes consultation, collaboration and/or support within the general education classroom by one of the student services staff members including, but not limited to the instructional coaches, psychologist or special education staff member. If appropriate, the Request for Assistance can lead to an individual problem solving meeting, referred to as an Impact Meeting.

Response from the prior year Consolidated District Plan.

IAR, MAP and FASTbridgeThe district benchmarks students in the fall, winter and spring of each year. Students in kindergarten through 8th grade take FASTbridge benchmark assessments in the fall, winter and spring annually. In addition to curriculum-based measurements, students in grades 2-7 are also assessed using the NWEA Measures of Academic Progress (MAP) and students in grades 3-8 take The Illinois Assessment of Readiness (IAR). Students participate in a universal screening process three times per year in fall, winter and spring. After this occurs, the data are compiled by the school psychologist, and a set of decision-making rules are used to identify students who may need reading or math interventions. Then, Benchmark Placement Review meetings are held with the school psychologist, instructional coaches, English learning teachers, and an administrator to review these data and prepare a final template of students who qualify for intervention. Next, a meeting is scheduled in which the intervention review team convenes with classroom teachers and interventionists to discuss student progress within interventions, placement criteria and reviews the students listed and their corresponding benchmark data for entrance and exit consideration. The information below outlines the criteria used to select students for intervention. Following this process, if teachers would like to make an alternate recommendation, the teacher shall produce data to support their recommendation for the team to review and discuss. Benchmarking Decision Rules Kindergarten: Early Literacy and ReadingQualifications for Tier 2-Below the 25th percentile on two measures. Qualifications for Tier 3-Below the 10th percentile on at least one measure AND below the 25th percentile on a second measure. Kindergarten: Early Numeracy and MathematicsQualifications for Tier 2-Below the 25th percentile on at least two measures. Qualifications for Tier 3-Below the 10th percentile on at least one measure AND below the 25th percentile on a second measure. Grade 1: Early

Literacy and ReadingQualifications for Tier 2-Below 25th percentile on two or more measures-Or Below 25%ile on the Oral Reading CBMQualifications for Tier 3-Below the 10th percentile on at least one measure AND below the 25th percentile on a second measure.-Or Below the 10th percentile on the Oral Reading CBM Grade 1: Early Numeracy and MathematicsQualifications for Tier 2-Below the 25th percentile on at least two measures.Qualifications for Tier 3- Below the 10th percentile on at least one measure AND below the 25th percentile on a second measure.Grades 2nd through 8th: ReadingQualifications for Tier 2-Below the 25 percentile on at least one measureQualifications for Tier 3- Below the 10th percentile on at least one measure Grades 2, 3, 4 & 5: MathQualifications for Tier 2-Below the 25th percentile on at least one measure-Or a Concepts and Application score below the 10th percentileQualifications for Tier 3- Below the 10th percentile on two measures-Or a Computation score below the 10th percentileGrades 6, 7 & 8: MathQualifications for Tier 2-Below the 25th percentile on at least one measure-Computation score below the 10th percentileQualifications for Tier 3-Below the 10th percentile on two measures-Or a Concepts and Application score below the 10th percentileAdditionally, teachers can submit a Request for Assistance to identify a need for problem solving assistance for student(s) in their classes. The Request for Assistance is then reviewed by a team who responds to the teacher with a plan, including the next steps. This often includes consultation, collaboration and/or support within the general education classroom by one of the student services staff members including, but not limited to the instructional coaches, psychologist or special education staff member. If appropriate, the Request for Assistance can lead to an individual problem solving meeting, referred to as an Impact Meeting.

- 3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional help meeting the challenging State academic and language standards.This includes a description of any additional and supplemental instructional assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency, as applicable.* [3]**

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Niles Elementary School District 71 provides targeted interventions throughout the day for students in kindergarten through 8th grade. Students receiving intervention are pulled out of class to receive supplemental instruction in literacy and/or math, depending on the students' needs. Students attending reading intervention in kindergarten receive 30 minutes per day of additional instruction and students in 1st-8th grade receive 45 minutes daily outside of the core curriculum using research based programs that have shown positive effects on learning. Students who qualify for math intervention in kindergarten through 8th grade receive 30 minutes daily outside of regular math instruction to supplement their understanding of math with research based programs that have demonstrated a positive effect on learning. Students are then progress monitored every 2 weeks if they are in tier 2 or every week if they qualify for tier 3 intervention and are reviewed on a monthly basis.Additional intervention supports are provided outside of the school day for students who qualify for tier 2 and tier 3 academic supports. Students in grades 6-8 are able to participate in an additional math intervention in the morning before school for 35 minutes daily throughout the school year. Students in grades 1-5 are able to participate in the Culver Afterschool Intervention Program, or CAIP, 3x weekly for 50 minutes after school for 32 weeks out of the school year. Finally, all intervention students in kindergarten through 7th grade are able to participate in the Summer Intervention Clinic, which spans a total of 6 weeks (or 20 days of attendance) over the summer for a minimum of one hour of instruction and a maximum of 3 hours of instruction in the identified area of need.Finally, students who are learning English may qualify for any of the tier 2 or tier 3 supports provided by the school, and are additionally eligible for English Learning specific after school programming and summer school programming.

Response from the prior year Consolidated District Plan.

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- 4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]**

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Each year the instructional coaches and the grade level teachers collaborate to continuously develop instructional strategies that are implemented based on reviewing trends in data and improving instruction for all students. Instructional coaches work with grade level teachers to outline and refine the implementation process. Teams use formative assessment to guide the instructional practices and then bring this data back to analyze at an MTSS team meeting at the mid-point and end of the school year.Some of the strategies used are as follows: Word Sorts:-Who: Primary level teachers-Purpose: Increase phonics, word recognition and phonics-When: During the English language arts block -Frequency: 3-5 times per week throughout the year-Format: Whole group or small groupNumber of the Day-Who: Primary level teachers-Purpose: Increase number sense-When: Beginning of the math block -Frequency: Daily-Format: Whole groupWork Mat-Who: Intermediate level teachers-Purpose: Increase accuracy of math operations using clue words, as well as develop in the area of math writing using a rubric-When: Beginning of the math block -Frequency: Weekly instruction -Format: Whole group or small groupGraphic Organizers-Who: All grades and teachers-Purpose: Increase understanding of information presented visually and visual relationships between concepts, plan out thought process for written expression and math-When: Throughout all subject areas -Frequency: Weekly-Format: Whole group, small group or individual instructionVocabulary-Who: Middle school teachers-Purpose: Increase comprehension and written language-When: Beginning of the period -Frequency: Weekly instruction -Format: Whole group or small groupRAP, or Read, Ask & Put-Who: Middle school teachers-Purpose: Locate and paraphrase information in complex informational text-When: During English language arts-Frequency: Weekly instruction -Format: Whole group or small groupDirect Instruction-Who: Reading interventionists-Purpose: Systematic, structured teaching in reading to close the gap with peers-When: During reading intervention-Frequency: Daily-Format: Small group or individualStudent Conferencing-Who: Middle school teachers and interventionist-Purpose: Meaningful conversations with students about their progress-When: During Advisory or when reviewing data in interventions-Frequency: Weekly -Format: IndividualActivating prior knowledge(Comprehension)-Who: EL Teachers and classroom teachers-Purpose: Improve comprehension-When: Before starting a lesson or activity-Frequency: Daily instruction -Format: Whole group or small group Inferring(Comprehension)Who: EL Teachers and classroom teachers-Purpose: Improve higher order thinking skills-When: During and after reading a lesson-Frequency: Daily instruction -Format: Small group guided reading Summarizing(Comprehension)Who: EL Teachers and classroom teachers-Purpose: Organize thought process and improve written and oral communication skills-When: After reading a lesson-Frequency: Weekly instruction -Format: Small group and whole group Organizing using graphic organizers(Comprehension and writing)Who: EL Teachers and classroom teachers-Purpose: Break down dense text into more manageable parts while reading. To organize information before writing an essay.-When: Before, during and after reading. Effective as a pre-writing strategy.-Frequency: Weekly instruction -Format: Small group and whole group

Response from the prior year Consolidated District Plan.

Each year the instructional coaches and the grade level teachers collaborate to continuously develop instructional strategies that are implemented based on reviewing trends in data and improving instruction for all students. Instructional coaches work with grade level teachers to outline and refine the implementation process. Teams use formative assessment to guide the instructional practices and then bring this data back to analyze at an MTSS team meeting at the mid-point and end of the school year.Some of the strategies used are as follows: Word Sorts:-Who: Primary level teachers-Purpose: Increase phonics, word recognition and phonics-When: During the English language arts block -Frequency: 3-5 times per week throughout the year-Format: Whole group or small groupNumber of the Day-Who: Primary level teachers-Purpose: Increase number sense-When: Beginning of the math block -Frequency: Daily-Format: Whole groupWork Mat-Who: Intermediate level teachers-Purpose: Increase accuracy of math operations using clue words, as well as develop in the area of math writing using a rubric-When: Beginning of the math block -Frequency: Weekly instruction -Format: Whole group or small groupGraphic Organizers-Who: All grades and teachers-Purpose: Increase understanding of information presented visually and visual relationships between concepts, plan out thought process for written expression and math-When: Throughout all subject areas -Frequency: Weekly-Format: Whole group, small group or individual instructionVocabulary-Who: Middle school teachers-Purpose: Increase comprehension and written language-When: Beginning of the period -Frequency: Weekly instruction -Format: Whole group or small groupRAP, or Read, Ask & Put-Who: Middle school teachers-Purpose: Locate and paraphrase information in complex informational text-When: During English language arts-Frequency: Weekly instruction -Format: Whole group or small groupDirect Instruction-Who: Reading interventionists-Purpose: Systematic, structured teaching in reading to close the gap with peers-When: During reading intervention-Frequency: Daily-Format: Small group or individualStudent Conferencing-Who: Middle school teachers and interventionist-Purpose: Meaningful

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5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.[5]**

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The administrative team and teachers review grade level data and create heterogeneous classes for all students in each grade level. All of the district's grade level teachers receive professional development in the curriculum that they are teaching and all interventionists are trained in the research based literacy and math programs that they are implementing with students. Additionally, all staff receive professional development, consultation and collaboration with the district's instructional coaches throughout the year. Furthermore, all teachers have had their qualifications reviewed by the administrative team and they are identified as highly qualified teachers. The teachers have their information listed on a seniority schedule and all paraprofessionals must have a license from the state in their file. As new teachers are hired by the district, the district continues to ensure that they are licensed and endorsed to teach the subject matter for which they are being hired and that they participate in a 2 year long new teacher mentoring program. All teachers are then evaluated according to the Charlotte Danielson framework. If appropriate, the district would work with the teacher(s) to implement a Professional Development Plan, consistant with ISBE standards.

Response from the prior year Consolidated District Plan.

The administrative team and teachers review grade level data and create heterogeneous classes for all students in each grade level. All of the district's grade level teachers receive professional development in the curriculum that they are teaching and all interventionists are trained in the research based literacy and math programs that they are implementing with students. Additionally, all staff receive professional development, consultation and collaboration with the district's instructional coaches throughout the year. Furthermore, all teachers have had their qualifications reviewed by the administrative team and they are identified as highly qualified teachers. The teachers have their information listed on a seniority schedule and all paraprofessionals must have a license from the state in their file. As new teachers are hired by the district, the district continues to ensure that they are licensed and endorsed to teach the subject matter for which they are being hired and that they participate in a 2 year long new teacher mentoring program. All teachers are then evaluated according to the Charlotte Danielson framework. If appropriate, the district would work with the teacher(s) to implement a Professional Development Plan, consistant with ISBE standards.

6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement. [6]**

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

Niles Elementary School District 71 students have multiple opportunities to develop digital literacy skills through the district's 1:1 technology opportunities for every student in grades K-8. Two of the "specials", or creative arts rotations, that meet weekly in kindergarten through 5th grade are media and technology. During media class, students are taught how to use books as well as digital media. Furthermore, the students also have a technology which provides opportunities for digital literacy as well.

Response from the prior year Consolidated District Plan.

Niles Elementary School District 71 students have multiple opportunities to develop digital literacy skills through the district's 1:1 technology opportunities for every student in grades K-8. Two of the "specials", or creative arts rotations, that meet weekly in kindergarten through 5th grade are media and technology. During media class, students are taught how to use books as well as digital media. Furthermore, the students also have a technology which provides opportunities for digital literacy as well.

7. Describe how the district will identify and serve gifted and talented students by using objective criteria. [7]**

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

Niles Elementary School District 71 has an enrichment program woven into the math and English language arts curricula. There are specific criteria for identifying students who are placed in these specific sections for challenging their learning. The criteria is similar for students in grades 4-8 in that a combination of several components are considered. These components include spring NWEA MAP scores between the 90%ile to 99%ile, IAR assessment scores in the exceeds category, and social emotional readiness as well as teacher and parent recommendations. In 3rd grade, FASTbridge data between the 90%ile to 99%ile is used in lieu of IAR data.

Response from the prior year Consolidated District Plan.

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Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

[1] Title I, Part A, Section 1112(b)(1)(A)

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646

[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646

[5] Title I, Part A, Section 1112(b)(2)

[6] Title I, Part A, Section 1112(b)(13)(B)

[7] Title I, Part A, Section 1112(b)(13)(A)

*Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

**Required field for only Title I, Part A

College and Career Readiness

Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☐ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- ☐ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, through:* [1]

i. Coordination with institutions of higher education, employers, and other local partners;* and

ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used]

Culver Elementary School of Niles Elementary School District 71 partners with Niles West High School of District 219 to provide a seamless transition for our middle school students as they enter high school. Culver shares with the high school, information regarding assessment scores as well as student history of placement in interventions, including the specific intervention programs. The middle school teachers attend multiple articulation meetings at the high school to discuss curriculum and expectations from each high school curriculum/department leader (ELA, math, science, social studies, fine arts, PE and special education) for middle school students transitioning to the high school. Culver School offers 8th grade students the opportunity to meet with the current high school students to ask about offerings and life in high school. Additionally, an administrator from the high school joins 8th grade parents at Culver for an informational session and then the 8th grade students participate in a "Shadow Day". Finally, select students who are entitled to IDEA services or a Section 504 plan have individual meetings at the high school. During this meeting, the student, his/her parents, special education teacher, related service providers, a general education teacher and the Niles Elementary School District 71 LEA and the corresponding high school counterparts convene an IEP meetings to review current programming and discuss and determine high school programming or the student, his/her parents, Section 504 case manager, a general education teacher and the Niles Elementary School District 71 LEA and the corresponding high school counterparts convene for a Section 504 meeting to review current programming and discuss a plan for freshman year. Finally, eligible students are offered the opportunity to take math classes at the high school.

Response from the approved prior year Consolidated District Plan.

Culver Elementary School of Niles Elementary School District 71 partners with Niles West High School of District 219 to provide a seamless transition for our middle school students as they enter high school. Culver shares with the high school, information regarding assessment scores as well as student history of placement in interventions, including the specific intervention programs. The middle school teachers attend multiple articulation meetings at the high school to discuss curriculum and expectations from each high school curriculum/department leader (ELA, math, science, social studies, fine arts, PE and special education) for middle school students transitioning to the high school. Culver School offers 8th grade students the opportunity to meet with the current high school students to ask about offerings and life in high school. Additionally, an administrator from the high school joins 8th grade parents at Culver for an informational session and then the 8th grade students participate in a "Shadow Day". Finally, select students who are entitled to IDEA services or a Section 504 plan have individual meetings at the high school. During this meeting, the student, his/her parents, special education teacher, related service providers, a general education teacher and the Niles Elementary School District 71 LEA and the corresponding high school counterparts convene an IEP meetings to review current programming and discuss and determine high school programming or the student, his/her parents, Section 504 case manager, a general education teacher and the Niles Elementary School District 71 LEA and the corresponding high school counterparts convene for a Section 504 meeting to review current programming and discuss a plan for freshman year. Finally, eligible students are offered the opportunity to take math classes at the high school.

2. If applicable, describe the district's support for programs that coordinate and integrate the following:* [2]

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

NOTE: If not applicable because district serves only grades K-8, enter *Elementary District*

[[count] of 7500 maximum characters used]

Elementary District

Response from the approved prior year Consolidated District Plan.

Elementary District

Legislative References:

[1] Title I, Part A, Section 1112(b)(10)(A and B)

[2] Title I, Part A, Section 1112(b)(12)(A and B)

*Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title IV, Part A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

Professional Development - Highly Prepared and Effective Teachers and School Leaders

Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.***ISBE Goals:**

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☐ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- ☐ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

For each program for which funding is anticipated for the 2026-2027 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING**.

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

Teachers will receive professional development in best practices in implementing our Tier 1 math and reading programs.

B. Title I, Part A - School Improvement Part 1003

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Staff will receive professional development in a wide range of best practice areas based on school district master planning goals and teacher need. Some of the areas of emphasis including 21st Century Learning skills (technology), best practices in reading and math instruction, and developing supportive educational environments for students.

G. Title III - LIEP

Teachers will receive professional development in best practices in implementing our Tier 1 math and reading programs for EL students.

H. Title III - ISEP

I. Title IV, Part A - Student Support and Academic Enrichment

Staff will receive a wide variety of professional development in areas relating to supporting the learning of special education students, focusing on implementing of our Tier 2 and Tier 3 reading and math intervention programs.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [2]

The district will continue to provide professional development and support for special education staff to strengthen instructional practices, improve student outcomes, and ensure compliance with IDEA requirements. Training will focus on evidence-based instructional strategies, inclusive practices, progress monitoring, behavior supports, and collaboration between special education and general education staff.

L. IDEA, Part B - Preschool

The district will continue to provide professional development for early childhood and preschool special education staff focused on developmentally appropriate practices, early intervention supports, inclusive learning environments, and strategies to support students' academic, communication, behavioral, and social-emotional development.

Legislative Requirement:

[1] Title III, Section 3115(c)(2)

[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

*Required if funding selected for Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Title V, Part B; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

Safe and Healthy Learning Environment

Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- ☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☐ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- ☐ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe the process through which the districts will:***i. reduce incidences of bullying and harassment;****ii. reduce the overuse of discipline practices that remove students from the classroom [1];****iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:**

- a. each major racial and ethnic group;
- b. economically disadvantaged students as compared to students who are not economically disadvantaged;
- c. children with disabilities as compared to children without disabilities;
- d. English proficiency status;
- e. gender; and
- f. migrant status.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[(count) of 7500 maximum characters used]

Niles Elementary School District 71 has worked over the past few years to reduce incidences of bullying and harassment, reduce the amount of time students are removed from instruction and continue to ensure that no behavioral interventions compromise student health and safety. The district has implemented PBIS for years and worked last year to review and revise existing PBIS practices with current research and best practices and is implementing the enhanced PBIS program. Additionally, the social-emotional learning committee met last year to determine how to add a social emotional learning component to our kindergarten through 5th grade and to the already existing Advisory program at the middle school. The committee decided to implement the Second Step program in kindergarten through 8th grade. This year the district continues to implementing our positive, pro-social approach to behavior in the school and teaching students skills for learning, empathy, emotion management and problem solving.

Response from the prior year Consolidated District Plan.

Niles Elementary School District 71 has worked over the past few years to reduce incidences of bullying and harassment, reduce the amount of time students are removed from instruction and continue to ensure that no behavioral interventions compromise student health and safety. The district has implemented PBIS for years and worked last year to review and revise existing PBIS practices with current research and best practices and is implementing the enhanced PBIS program. Additionally, the social-emotional learning committee met last year to determine how to add a social emotional learning component to our kindergarten through 5th grade and to the already existing Advisory program at the middle school. The committee decided to implement the Second Step program in kindergarten through 8th grade. This year the district continues to implementing our positive, pro-social approach to behavior in the school and teaching students skills for learning, empathy, emotion management and problem solving.

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

[\(42 U.S.C. 11301 et seq.\):*](#)

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[(count) of 7500 maximum characters used]

Niles Elementary School District 71 provides services to students that are homeless. Students who are homeless have access to general education, support services, educational opportunities and special education, if necessary, along with the other students. The district also provides school supplies and clothing, assumes financial responsibility for field trips as well as transportation to and from school. Medical services are provided through the Ronald McDonald Care Mobile and dental services are provided through Smiles. Reduced/free services such as lunch, district registration fees and activities are also provided for. Additionally, the school district is able to share resources with families of homeless children and youth such as Niles Family Services counseling services and DCFS.

Response from the prior year Consolidated District Plan.

Niles Elementary School District 71 provides services to students that are homeless. Students who are homeless have access to general education, support services, educational opportunities and special education, if necessary, along with the other students. The district also provides school supplies and clothing, assumes financial responsibility for field trips as well as transportation to and from school. Medical services are provided through the Ronald McDonald Care Mobile and dental services are provided through Smiles. Reduced/free services such as lunch, district registration fees and activities are also provided for. Additionally, the school district is able to share resources with families of homeless children and youth such as Niles Family Services counseling services and DCFS.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(6)

*Required if funding selected for Title I, Part A and/or Title IV, Part A

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
2001 - CLARENCE E CULVER SCHOOL	☒	☐	☐	☐	5/19/2026

Describe anticipated Reorganizations:

Title I Specific Requirements - Part Two

Instructions

If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use Title I funds, return to the Needs Assessment and Programs page and select Title I, save the page, and return to this page.

INSTRUCTIONS:Select the goal(s) below that align with the District responses provided in the required information below.A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☐ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

☐

1. School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).*
(Section 1112(b)(3))

[Section 1111\(d\)](#)

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

If the district does not have any schools identified as comprehensive or targeted, enter

No schools identified under this part

([count] of 7500 maximum characters used)

We do not have any schools that are identified as comprehensive or targeted.IF we were identified as comprehensive or targeted we would began a comprehensive review process involving multiple sources of data to determine: 1) the causes of the underperformance; and 2) a specific set of best practice action steps to address the causes. We would develop a robust review process involving all stakeholders including parents, students, staff, community members, and administration. We would identify and allocate the resources and expertise including support offered by ISBE needed to implement this action plan.

Response from the approved prior year Consolidated District Plan.

We do not have any schools that are identified as comprehensive or targeted.IF we were identified as comprehensive or targeted we would began a comprehensive review process involving multiple sources of data to determine: 1) the causes of the underperformance; and 2) a specific set of best practice action steps to address the causes. We would develop a robust review process involving all stakeholders including parents, students, staff, community members, and administration. We would identify and allocate the resources and expertise including support offered by ISBE needed to implement this action plan.

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?* (Section 1112(b)(5))

- ☐ Yes
- ☒ No

3. Select the poverty criteria below that will be used to rank school attendance centers.A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4))

[Measures of Poverty from 1113\(5\)\(A\) and \(B\)](#)

- ☒ School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- ☐ TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- ☐ Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or
- ☐ Direct Certification.

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs.Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1112(b)(5))

[Section 1114 and 1115](#)

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Niles Elementary School District 71 has all students participate in the tier 1 general education curriculum program that is aligned to the Illinois State Standards and uses research based instructional strategies so that all students are able to work towards their potential. The grade level teachers meet regularly to review assessment data and plan for instruction.Niles Elementary School District 71 provides interventions in math and literacy for students in kindergarten through 8th grade who are identified as struggling to meet state expectations as defined by assessment data. Interventions are research based and aligned for grade levels with the goal that students learn foundational skills, meet state standards and demonstrate college and career readiness. Professional development and coaching is provided to all staff who are teaching students who participate in interventions.Culver Elementary School provides targeted interventions throughout the day for students in kindergarten through 8th grade. Students receiving intervention are pulled out of class individually or in small groups to receive supplemental instruction in literacy and/or math, depending on the students' needs. Students attending reading intervention in kindergarten receive 30 minutes per day of additional instruction and students in 1st-8th grade receive 45 minutes daily outside of the core curriculum using

research based programs that have shown positive effects on learning. Students who qualify for math intervention in kindergarten through 8th grade receive 30 minutes daily outside of math instruction to supplement their understanding of math with research based programs that have demonstrated a positive effect on learning. Additional intervention supports are provided outside of the school day for students who qualify for tier 2 and tier 3 academic supports. Students in grades 6-8 are able to participate in an additional math intervention in the morning before school for 35 minutes daily throughout the school year. Students in grades 1-5 are able to participate in the Culver Afterschool Intervention Program, or CAIP, 3x weekly for 50 minutes after school for 32 weeks out of the school year. Finally, all intervention students in kindergarten through 7th grade are able to participate in the Summer Intervention Clinic, which spans a total of 6 weeks (or 20 days of attendance) over the summer for a minimum of one hour of instruction and a maximum of 3 hours of instruction in the identified area of need. Student data is reviewed for the entire school 3 times per year whereas students who participate in intervention programming have their data reviewed monthly by the interventionists. Niles Elementary School District 71 does not have any children/students living in local institutions or community day programs for neglected or delinquent children.

Response from the approved prior year Consolidated District Plan.

Niles Elementary School District 71 has all students participate in the tier 1 general education curriculum program that is aligned to the Illinois State Standards and uses research based instructional strategies so that all students are able to work towards their potential. The grade level teachers meet regularly to review assessment data and plan for instruction. Niles Elementary School District 71 provides interventions in math and literacy for students in kindergarten through 8th grade who are identified as struggling to meet state expectations as defined by assessment data. Interventions are research based and aligned for grade levels with the goal that students learn foundational skills, meet state standards and demonstrate college and career readiness. Professional development and coaching is provided to all staff who are teaching students who participate in interventions. Culver Elementary School provides targeted interventions throughout the day for students in kindergarten through 8th grade. Students receiving intervention are pulled out of class individually or in small groups to receive supplemental instruction in literacy and/or math, depending on the students' needs. Students attending reading intervention in kindergarten receive 30 minutes per day of additional instruction and students in 1st-8th grade receive 45 minutes daily outside of the core curriculum using research based programs that have shown positive effects on learning. Students who qualify for math intervention in kindergarten through 8th grade receive 30 minutes daily outside of math instruction to supplement their understanding of math with research based programs that have demonstrated a positive effect on learning. Additional intervention supports are provided outside of the school day for students who qualify for tier 2 and tier 3 academic supports. Students in grades 6-8 are able to participate in an additional math intervention in the morning before school for 35 minutes daily throughout the school year. Students in grades 1-5 are able to participate in the Culver Afterschool Intervention Program, or CAIP, 3x weekly for 50 minutes after school for 32 weeks out of the school year. Finally, all intervention students in kindergarten through 7th grade are able to participate in the Summer Intervention Clinic, which spans a total of 6 weeks (or 20 days of attendance) over the summer for a minimum of one hour of instruction and a maximum of 3 hours of instruction in the identified area of need. Student data is reviewed for the entire school 3 times per year whereas students who participate in intervention programming have their data reviewed monthly by the interventionists. Niles Elementary School District 71 does not have any children/students living in local institutions or community day programs for neglected or delinquent children.

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only**

([count] of 7500 maximum characters used)

Schoolwide program only.

Response from the approved prior year Consolidated District Plan.

Schoolwide program only.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

*Required field

IDEA Specific Requirements

Instructions

If IDEA funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return to the Needs Assessment and Programs page and select IDEA, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☐ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

☐

1. How was the comprehensive needs assessment information used for planning grant activities?*This section should include the comprehensive needs identified that will be targeted by the activities and programs funded by IDEA.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Our stakeholders surveys and student assessment results indicate our special education students could benefit from additional support in reading and math. We can meet this need with target intervention programs with our special education staff. Also, our struggling students fall behind during the summer. In addition, our need assessment indicates we have students who need highly structured programs with significant support in order to be successful. Therefore, we will continue to use funds to support tuition payments so we can provide students the services they need.

Response from the approved prior year Consolidated District Plan.

Our stakeholders surveys and student assessment results indicate our special education students could benefit from additional support in reading and math. We can meet this need with target intervention programs with our special education staff. Also, our struggling students fall behind during the summer. In addition, our need assessment indicates we have students who need highly structured programs with significant support in order to be successful. Therefore, we will continue to use funds to support tuition payments so we can provide students the services they need.

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The funding of the grant will go towards tuition payments for high needs students in private special education placements, including our local special education cooperative, NTDSE. Another portion of the funding will go towards professional development for special education staff and special education related programs. For example, teachers will receive training in Tier 2 and Tier 3 intervention programs in math and reading.

Response from the approved prior year Consolidated District Plan.

The funding of the grant will go towards tuition payments for high needs students in private special education placements, including our local special education cooperative, NTDSE. Another portion of the funding will go towards professional development for special education staff and special education related programs. For example, teachers will receive training in Tier 2 and Tier 3 intervention programs in math and reading.

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Our services will remain relatively constant, however, more supports will be delivered in the general education classroom for more students.

Response from the approved prior year Consolidated District Plan.

Our services will remain relatively constant, however, more supports will be delivered in the general education classroom for more students.

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.

<https://www.isbe.net/Pages/Special-Education-Programs.aspx>

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The district will use funds to support improvement efforts related to applicable State Performance Plan (SPP) Indicators through professional development, instructional supports, progress monitoring, student interventions, and compliance activities. Funding may also support staff training, specialized instructional materials, evaluation and assessment practices, inclusive programming, transition planning, and services designed to improve student outcomes for students with disabilities. These efforts are intended to strengthen academic achievement, increase student participation and engagement, improve behavioral and social-emotional supports, and ensure compliance with IDEA requirements.

*Required field

Overview

***Note: This plan section is not required for the Department of Juvenile Justice.**

PROGRAM:	Youth in Care Stability
PURPOSE:	To comply with ESSA requirements for educational stability for students who are Youth in Care.
REQUIRED FOR:	All Illinois school districts and state-authorized charter schools
RESOURCES:	ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014 US Department of Education (USDE) web page for Students in Foster Care The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351) Educational Stability Requirements (Effective October 7, 2008) Public Act 099-0781 (effective 8/12/2016) USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (June 23, 2016) Finance, Budgets & Funding Transportation Programs (scroll to Foster Care Transportation section) ESEA of 1965 as Amended, Section 6312(c)

BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain students who are Youth in Care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time as Youth in Care.

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

A. The following factors should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

B. The following low-cost/no-cost options should be considered when developing the transportation procedures:

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
 - a. Contracted services - taxis, student transport companies, etc. - see note below
 - b. Public transportation such as city buses, rails, etc.
 - c. Carpools - see note below
 - d. School/District staff - see note below
 - e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]

C. The following funding options should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

Contact Information

***Note: This page is not required for the Department of Juvenile Justice.**

As part of the Youth in Care Stability Plan development process, several stakeholders should be involved. These may include, but are not limited to:

- Local educational agency (LEA) point of contact for Youth in Care/Foster Care students (LEA-POC)
- LEA transportation director
- Child welfare agency point of contact
- LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
- Title I director
- School social worker
- Guidance counselor
- Special education personnel

Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required; others are optional and should be included as applicable.

1. Youth in Care/Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Guarraci	Laura	Asst. Superintendent	jkosirog@niles71.org
Phone*			
847	966	9280	

☐ [Click here to add information for an additional Youth in Care/Foster Care LEA-POC.](#)

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Kosirog	John	Superintendent	jkosirog@niles71.org
Phone*			
847	966	9280	

☐ [Click here to add information for other personnel involved in the plan development.](#)

*Required field

Best Interest Determination as it relates to School Stability

***Note: This page is not required for the Department of Juvenile Justice.**

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

- 1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while they are a Youth in Care. Include the positions of all district personnel and other stakeholders involved.***

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their best interest, as it relates to ensuring school stability.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

The District will promptly schedule a meeting with all stakeholders to determine the best interest placement plan for a student in foster care. This meeting will include parents, DCFS officials, teachers, the Director of Student Services, and other District personnel as needed. We will take into consideration all factors relating to a child's best interest in determining the placement for the child. We will collaborate with parents, state agencies, special education cooperative personnel in making this decision. The factors include the appropriateness of the current educational setting and proximity of placement. We will consider a variety of student-centered factors including: Preferences of the child, Preferences of the child's parent(s) or education decision maker(s), The child's attachment to the school, including meaningful relationships with staff and peers, Placement of the child's sibling(s), Influence of the school climate on the child, including safety, The availability and quality of the services in the school to meet the child's educational and socio-emotional needs, History of school transfers and how they have impacted the child, How the length of the commute would impact the child, based on the child's developmental stage, Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin, and Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA. District personnel responsible for the decision include Principal, Director of Student Service, Teachers, Psychologist, and Speech Language Pathologist.

Response from the approved prior year Consolidated District Plan.

The District will promptly schedule a meeting with all stakeholders to determine the best interest placement plan for a student in foster care. This meeting will include parents, DCFS officials, teachers, the Director of Student Services, and other District personnel as needed. We will take into consideration all factors relating to a child's best interest in determining the placement for the child. We will collaborate with parents, state agencies, special education cooperative personnel in making this decision. The factors include the appropriateness of the current educational setting and proximity of placement. We will consider a variety of student-centered factors including: Preferences of the child, Preferences of the child's parent(s) or education decision maker(s), The child's attachment to the school, including meaningful relationships with staff and peers, Placement of the child's sibling(s), Influence of the school climate on the child, including safety, The availability and quality of the services in the school to meet the child's educational and socio-emotional needs, History of school transfers and how they have impacted the child, How the length of the commute would impact the child, based on the child's developmental stage, Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin, and Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA. District personnel responsible for the decision include Principal, Director of Student Service, Teachers, Psychologist, and Speech Language Pathologist.

- 2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.***

See IDEA legislation here See Section 504 here

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

The District will ensure that students with disabilities retain their right to receive a free appropriate public education in the least restrictive environment. When making decisions regarding the educational placement of students with disabilities under IDEA and Section 504, we will ensure that all required special educational and related services and supports are provided in the least restrictive placement where the child's unique needs, as described in the student's IEP or Section 504 plan, can be met.

Response from the approved prior year Consolidated District Plan.

The District will ensure that students with disabilities retain their right to receive a free appropriate public education in the least restrictive environment. When making decisions regarding the educational placement of students with disabilities under IDEA and Section 504, we will ensure that all required special educational and related services and supports are provided in the least restrictive placement where the child's unique needs, as described in the student's IEP or Section 504 plan, can be met.

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

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

The District will identify and assess all potential EL students, and provide all EL students, including EL students in foster care, with a language assistance program that is educationally sound and proven successful. When a best-interest determination is made for an EL student in foster care, the LEA must ensure that it complies with its obligations under Title VI and the EEOA.

Response from the approved prior year Consolidated District Plan.

The District will identify and assess all potential EL students, and provide all EL students, including EL students in foster care, with a language assistance program that is educationally sound and proven successful. When a best-interest determination is made for an EL student in foster care, the LEA must ensure that it complies with its obligations under Title VI and the EEOA.

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

Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision. NOTE: include that DCFS has the final say if a resolution cannot be determined.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

The District will make every effort to ensure the dispute resolution process should be fair to all parties and reached in an expeditious manner. Within 10 days, the District will hold a meeting with all stakeholders to review the information, determining factors, and reach a consensus regarding the best interest determination. This meeting will be lead by the District Director of Student Services. DCFS will have the final if a resolution cannot be determined. Once the decision is made, a written explanation will be provided to all involved parties. To the extent feasible and appropriate, the District will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Response from the approved prior year Consolidated District Plan.

The District will make every effort to ensure the dispute resolution process should be fair to all parties and reached in an expeditious manner. Within 10 days, the District will hold a meeting with all stakeholders to review the information, determining factors, and reach a consensus regarding the best interest determination. This meeting will be lead by the District Director of Student Services. DCFS will have the final if a resolution cannot be determined. Once the decision is made, a written explanation will be provided to all involved parties. To the extent feasible and appropriate, the District will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

- 5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are identified as Youth in Care.**

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

The district will ensure that appropriate school personnel are aware of ESSA requirements related to educational stability for students identified as Youth in Care through staff training, administrative guidance, and ongoing communication with school personnel. The district will continue to work collaboratively with child welfare agencies and other relevant partners to support school stability, timely enrollment, transportation coordination when applicable, and access to academic and support services for students in care.

*Required field

Youth in Care Stability Plan Development

***Note: This plan section is not required for the Department of Juvenile Justice.**

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

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

Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

The District will promptly schedule a meeting with all stakeholders to determine a cost-effective transportation plan for a student in foster care. This meeting will include parents, DCFS officials, teachers, the Director of Student Services, and other District personnel as needed. The factors consider when developing this transportation plan include a variety of factors, including cost, distance, and length of travel, as well as whether the mode of transportation is developmentally appropriate for the child. We will also consider whether transportation can be provided for minimal or no additional costs. Examples of no-cost or low-cost options include whether: The child may be dropped off at a school bus stop near the existing transportation system for the school of origin; Public transportation options exist, if the child is of an appropriate age and has or is able to acquire the skills to utilize such options; The foster parents or other family member(s) are willing and able to transport the child to school; There are pre-existing bus routes or stops close to the new foster care placement that cross district boundaries, such as bus routes for magnet schools and transportation for homeless students as required by the McKinney-Vento Act.; and The child is already eligible for transportation covered by other programs. IDEA funds may be used to pay for transportation services if the child's IEP Team determines transportation is a related service that is required in order for a child with disabilities in foster care to receive FAPE.

Response from the approved prior year Consolidated District Plan.

The District will promptly schedule a meeting with all stakeholders to determine a cost-effective transportation plan for a student in foster care. This meeting will include parents, DCFS officials, teachers, the Director of Student Services, and other District personnel as needed. The factors consider when developing this transportation plan include a variety of factors, including cost, distance, and length of travel, as well as whether the mode of transportation is developmentally appropriate for the child. We will also consider whether transportation can be provided for minimal or no additional costs. Examples of no-cost or low-cost options include whether: The child may be dropped off at a school bus stop near the existing transportation system for the school of origin; Public transportation options exist, if the child is of an appropriate age and has or is able to acquire the skills to utilize such options; The foster parents or other family member(s) are willing and able to transport the child to school; There are pre-existing bus routes or stops close to the new foster care placement that cross district boundaries, such as bus routes for magnet schools and transportation for homeless students as required by the McKinney-Vento Act.; and The child is already eligible for transportation covered by other programs. IDEA funds may be used to pay for transportation services if the child's IEP Team determines transportation is a related service that is required in order for a child with disabilities in foster care to receive FAPE.

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- ☒ a. Pre-existing transportation route
- ☒ b. New transportation route
- ☐ c. Route-to-route hand-offs
- ☐ d. District-to-district boundary hand-offs
- ☒ e. Other services for which student is eligible, such as IDEA transportation options
- ☒ f. Options presented by DCFS worker
- ☐ g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

- ☐ h. Other - describe _____
- ☐ i. Other - describe _____
- ☐ j. Other - describe _____

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

The District will consider all available funding sources when developing the transportation plan. Federal funds include Title IV- E to assist with additional transportation costs for children who are eligible for Title IV-E foster care maintenance payments (those children who meet the specific requirements set forth section 472 of the Social Security Act). Transportation costs associated with the child's attendance at his or her school of origin are allowable foster care administrative costs under Title IV-E. In addition, we may consider Title I funds to pay for additional costs needed to transport children in foster care to their schools of origin.

Response from the approved prior year Consolidated District Plan.

The District will consider all available funding sources when developing the transportation plan. Federal funds include Title IV- E to assist with additional transportation costs for children who are eligible for Title IV-E foster care maintenance payments (those children who meet the specific requirements set forth section 472 of the Social Security Act). Transportation costs associated with the child's attendance at his or her school of origin are allowable foster care administrative costs under Title IV-E. In addition, we may consider Title I funds to pay for additional costs needed to transport children in foster care to their schools of origin.

4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

The District will make every effort to ensure the dispute resolution process should be fair to all parties and reached in an expeditious manner. Within 10 days, the District will hold a meeting with all stakeholders to review the information, determining factors, and reach a consensus regarding the transportation for a student in need. This meeting will be lead by the District Director of Student Services. Once the decision is made, a written explanation will be provided to all involved parties.

Response from the approved prior year Consolidated District Plan.

The District will make every effort to ensure the dispute resolution process should be fair to all parties and reached in an expeditious manner. Within 10 days, the District will hold a meeting with all stakeholders to review the

information, determining factors, and reach a consensus regarding the transportation for a student in need. This meeting will be lead by the District Director of Student Services. Once the decision is made, a written explanation will be provided to all involved parties.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.*

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Within three days, the School of origin will arrange and pay for adequate and appropriate transportation to and from the school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Response from the approved prior year Consolidated District Plan.

Within three days, the School of origin will arrange and pay for adequate and appropriate transportation to and from the school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.*

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

The transportation plan process will be described on the District's website and student handbook. The process will be periodically reviewed during school faculty meetings and special services meetings.

Response from the approved prior year Consolidated District Plan.

The transportation plan process will be described on the District's website and student handbook. The process will be periodically reviewed during school faculty meetings and special services meetings.

*Required field

BSP Overview

Program Name:	EL - Bilingual Service Plan
Purpose:	The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.
Rules:	23 Ill. Admin. Code, Part 228.50
Contact:	Multilingual Department at 312-814-3850 multilingual@isbe.net

BSP Contact Information

123 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Provide information below for the Bilingual Director (Administrator overseeing EL Services)

Last Name*

Guarraci

Phone*

847 966 9280

First Name*

Laura

Middle
Initial

Email*

lguarraci@niles71.org

EL Program Director Requirements:

- a. Administrative Endorsement ☒
- AND
- b. ESL/Bilingual Endorsement ☐
- OR
- Eight (8) Hours of Professional Development Related to EL Education ☒

*Required field

Attendance Center Enrollment Information

[Instructions](#)

123 English Learners (ELs) are in the district(This number was current as of the date the application was published and became available for application.)

Types of Instructional Design Offered in Your District (Mark all that apply.)

- ☐ Dual Language One-Way
- ☐ Dual Language Two-Way
- ☐ Transitional Bilingual Education Program
- ☒ Transitional Program of Instruction

Staffing Levels in Your District (Mark all that apply.)

- ☒ We have sufficient ESL-certified staff to provide services.
- ☐ We have sufficient bilingual-endorsed staff to provide services.
- ☐ We do not have sufficient staff and are working to increase the number of bilingual/ESL-endorsed staff to meet district needs.

BSP Professional Development

Instructions

123 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional development activities must be provided to all staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff.

*The required professional development will be provided.

☒ Yes

☐ No

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

*Required field

BSP TBE Requirements

Instructions

123 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes ☐ No ☒

*Required field

TBE Parent Advisory Committee

Instructions

123 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Does your district offer a TBE program?

Yes ☐
No ☒

Coversheet

Approval of the Resolution Authorizing Appointment of Township Trustee of Schools Representative

Section: VIII. Discussion and Action Items
Item: G. Approval of the Resolution Authorizing Appointment of Township
Trustee of Schools Representative
Purpose: Vote
Submitted by:
Related Material:
Motion to Approve the Resolution Authorizing Appointment of Township Trustee.pdf
Resolution Authorizing Appointment of Township Trustee.pdf

MOTION

*Niles Elementary School District 71 Board Meeting June 30, 2026
At Culver School*

**Member _____ moved to approve the Resolution Authorizing
Appointment of Township Trustee of Schools Representative with Member
_____ seconding the motion.**

On a roll call vote, motion approved as follows:

Vice President,	Matt Glancy	yes _____	no _____
Secretary,	Victoria Luz	yes _____	no _____
President,	Matt Holbrook	yes _____	no _____
Member,	Ken Krueger	yes _____	no _____
Member,	Dexi Karabatsos	yes _____	no _____
Member,	Jackie Jaime	yes _____	no _____
Member,	Georgia Chronopoulos	yes _____	no _____

RESOLUTION AUTHORIZING APPOINTMENT OF TOWNSHIP TRUSTEE OF SCHOOLS REPRESENTATIVE

WHEREAS, pursuant to Section 5/5-1 of the School Code (105 ILCS 5/5-1), a school board that is part of a Class II county school unit shall appoint one member of the school board or one school employee to serve as trustee of schools of the township in which the district is located within 60 days after the effective date of Public Act [103-0790] and the trustees of schools shall organize within 30 days after all trustees of schools have been appointed or within 90 days of the effective date of this Public Act, whichever is sooner; and

WHEREAS, Niles Elementary School District 71 is located in Niles Township, Cook County, Illinois and is therefore part of a Class II county school unit and subject to the powers and duties of the Niles Township Trustees of Schools. WHEREAS, under Public Act [103-0790] a trustee of schools shall have all the power and authority to effectuate their position; and

WHEREAS, the trustee shall serve at the pleasure of the school board, but may not serve for longer than two years, unless reappointed by the school board.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education (the “Board”) of, Niles Elementary School District 71, Cook County, Illinois (the “District”), as follows:

Section 1. In accordance with Section 5/5-1 of the Illinois School Code, the Board appoints its Chief School Business Official, Mr. Ken Kaufhold to serve in a two-year term, which term may be renewed, as the District’s representative trustee of schools for Niles Township.

Section 2. The School District’s administration shall notify all necessary State, County and Township officials including the Niles Township School Treasurer of this appointment.

Section 3. This Resolution shall be in force and effect upon its adoption.

Member _____ moved for the adoption of the foregoing resolution, and
Member _____ seconded the motion. Upon a roll call vote being taken, the
members voted as follows:

YES: _____

NO: _____

ABSENT: _____

The President declared the motion duly adopted.

Dated: June 30, 2026

President, Board of Education

ATTEST:

Secretary, Board of Education

Coversheet

Engage Community

Section:	X. Superintendent's Report
Item:	E. Engage Community
Purpose:	
Submitted by:	
Related Material:	June FOIA Requests.pdf

JUNE 2026 FOIA REQUESTS

05/07/2026	Merlon Kerr	Absolute Software, Incident IQ, Hazel Health,
06/18/2026	Maynard Phelps	ESS/ESI, Kokua Education, Scoot Education, Zed Educate, and BuildEd record
06/15/2026	Branch Data	All products from: CDW Government, Xerox, and MGT Impact Solutions (MGT Consulting), as well as College and Career Readiness from Lead Public Schools
06/10/2026	Daniel Krammer	1. Utility statements or invoices for district-owned or district-operated facilities for the most recent consecutive 12-month period readily available, including electricity, natural gas, fuel oil/propane, and water, where applicable. If not available, or difficult to obtain, energy usage statistics per building per month (per fuel) would suffice as well.
		2. The most recent final copy of each of the following, if completed, received, or adopted on or after January 1, 2020:
		• Facility condition assessment, building condition assessment, deferred maintenance report, facility master plan, long-range facility plan, or capital improvement/investment plan relating to district facilities; and
		• Energy audit, energy assessment, ASHRAE audit, energy-conservation-measure study, performance-contracting feasibility assessment, or similar facility-energy report.
06/07/2026	Macy Evans	Vendor procurement and purchasing activity involving Apptegy, Finalsite, ParentSquare, SchoolMessenger, and Blackboard Inc.
06/03/2026	Katelyn Post	vendor procurement and purchasing activity involving CDW-G, AG Parts, K-12 Tech, and Vivacity Tech.

Coversheet

Admin Report

Section:	XI. Administrative Report
Item:	A. Admin Report
Purpose:	
Submitted by:	
Related Material:	June, 2026 Administrative BoE Update.pdf

Admin Report BoE June, 2026

Strategic Plan Activities:

Advance Learning and Innovation

- **PLC** - Our Guiding Coalition met earlier this month to start to set the PLC course for the upcoming school year. Much of our work involves a school-wide expectation, which is calm hallways. We also discussed the end of year survey all teams completed and our overall PLC goals as we prepare for fall.
- **Summer Programs** - Once again, we are hosting summer intervention, summer splash, and also a summer sports camp. Over 200 students will attend some type of summer program. Families seem very happy to have the summer connection to Culver, and we love having students in the building.
- **Special Education Teacher Professional Development** - Our Structured Learning teachers are implementing a new program called PEAK to assess and support the development of our students' needs. As part of this process, they will participate in additional professional development opportunities through our partnership with NTDSE and with our BCBA in addition to typical professional learning from PEAK.
- **Recruiting and Retaining High Quality Special Education Staff** - We are continuing to interview for a school social worker to fill the final role of our special education openings from this school year.

Responsibly embrace technology to empower creativity, problem solving, collaboration, communication and learning.

- **Summer Tech Work** - During the summer we look at each student device and check to see if it needs to be sent in for repairs. We also check for damage cases. We will also suspend graduating students and transfer out student accounts. Later in the summer we will add new student accounts and set up new devices for those students. We then organize devices by the homeroom teacher for distribution on the 1st day of school.

Meet students' increasing social emotional needs.

- **Athletic/Extracurricular Update** - We will be updating the way families sign up for sports this Fall. Instead of paper copies, families will be able to do this all on powerschool now!
- **PBIS** - We are excited to roll out our new committee structure of K-2 PBIS, 3-5 PBIS, and 6-8 PBIS to offer more age specific approaches.
- **Recess** - We will be hiring 2 new supervisors in the fall and look forward to putting in place structured routines and procedures to allow our students choice while maintaining a safe environment.

Engage and expand community and parent resources

Community Building

- Summer Famished for Fiction - Each summer we host Famished for Fiction, and we look forward to welcoming our 4th-8th grade students, local librarians, and a few staff members to share their love of literacy.