



BOARD OF EDUCATION AGENDA AND BOARD PACKET

*Regular Board Meeting of Monday, May 18, 2026 at 6:00 p.m.
Peotone High School - Media Center*



AGENDA
PEOTONE BOARD OF EDUCATION - REGULAR BOARD MEETING
MONDAY, MAY 18, 2026 AT 6:00 P.M.
PEOTONE HIGH SCHOOL - MEDIA CENTER

I. CALL TO ORDER:

II. PLEDGE OF ALLEGIANCE:

III. ROLL CALL:

IV. CONSENT AGENDA:

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V. GOOD NEWS:

GO BIG BLUE! - APRIL 2026

STAFF:

PHS - Mike Heywood
PJHS - Kim Horn
PIC - Collen Grimmett
PES - Amy Sadler
DISTRICT – Amanda Faber

STUDENTS:

PHS - Lindsay Villalobos
PJHS - Matthew Harrington
PIC - Aubrey Pogose
PES - Emma Drake

PHS/PJHS - MAY 2026 RECOGNITION OF OUTSTANDING
ACHIEVEMENTS of Peotone High School and Peotone Junior High School
SkillsUSA Students:

VI. OPPORTUNITY FOR VISITORS TO SPEAK:

VII. FY26 AMENDED BUDGET HEARING:

Comments from the Superintendent
Comments from the Board
Comments from the Public

VIII. FOR ACTION:

Report No. 73:	Approval and Adoption of the FY26 Amended Budget.....	63
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Report No. 75:	Approval of the Proposed 2026-2027 Meal and Milk Prices.....	63
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Report No. 79:	Approval of the Updated Job Description (Student Services Secretary and High School Registrar).....	105
Report No. 80:	Approval of the Updated Job Description (School Board Treasurer).....	299
Report No. 81:	Approval and Adoption of the Resolution to Appoint Treasurer.....	299
Report No. 82:	Approval of Personnel: Certified Staff, Employment , PJHS Art Teacher, Resignation , PES Special Education Teacher, PES Bell Choir Sponsor, PHS Business Teacher (Part Time), PHS Bowling Coach, Change in Status , PES Permanent Substitute to Second Grade Teacher, Classified Staff, Employment , PJHS Afternoon Custodian, 1:1 Nurse, Resignation , PJHS Afternoon Custodian, PHS Food Service Worker, PHS Soccer Coach (Assistant), 1:1 Paraprofessional, District BCBA, Change in Status , PJHS Food Service Workers (Change of Hours), PHS Food Service Worker (Change of Hours), District Summer Technology Assistant	299

IX. **ADMINISTRATIVE REPORTS:**

X. **OTHER:**

First Reading of **PRESS 121** Board Policies

XI. **CLOSED EXECUTIVE SESSION:**

For the purpose of discussing the appointment, employment, compensation, discipline, performance, or dismissal of specific employees or legal counsel; collective negotiating matters; student disciplinary cases and other matters relating to individual students. pending, probable, or imminent litigation; security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonable potential danger to the safety of employees, students, staff, the public or public property. **There May Be or May Not Be Any Action Following the Closed Executive Session.**

XII. **ADJOURNMENT:**

*The next scheduled regular board meeting is Monday, June 15, 2026
at 6:00 p.m. Peotone High School, Media Center*



**PEOTONE BOARD OF EDUCATION
REGULAR BOARD MEETING MINUTES OF
MONDAY, April 20, 2026
PEOTONE HIGH SCHOOL - MEDIA CENTER**

CALL TO ORDER:

At 6:00 p.m., President Love called the regular board meeting of Monday, April 20, 2026, to order and requested all present to please stand and recite the Pledge of Allegiance. A roll call of the board members present was taken, and the following board members answered aye, (7) Mr. Mark Jones, II, Mr. Tim Stoub, Mrs. Ashley Stachniak, Mr. Bob Janeliunas, Mrs. Jennifer Moe, Mrs. Dawn Love, and Mr. Steve Clark.

CONSENT AGENDA:

President Love asked for a motion and a second to approve the Consent Agenda A-K. Before approval of the Consent Agenda A-K, Mrs. Stachniak discusses P-Card spending, special education outsourcing expenditures, and paid student fees. Mrs. Moe made a motion, and Mr. Janeliunas seconds the motion, and on a roll call vote, the following board members answered aye (7): Mrs. Love, Mrs. Moe, Mrs. Stachniak, Mr. Stoub, Mr. Jones, II, Mr. Janeliunas, Mr. Clark, and no nays. Motion carried.

GOOD NEWS:

GO BIG BLUE – MARCH 2026

Mrs. Carole Zurales recognizes and honors the following staff members who were celebrated within their schools and departments for exemplifying “*Encourages Effective Communication*” by speaking clearly, listening carefully, sharing ideas respectfully, and helping everyone work and communicate better together.

Celebrating our March



GO BIG BLUE

STAFF SPOTLIGHT RECIPIENTS

For March, staff were invited to nominate a colleague who

ENCOURAGES EFFECTIVE COMMUNICATION

by speaking clearly, listening carefully, sharing ideas respectfully, and helping everyone work and communicate better together.

PHS	PJHS	PIC	PES	DISTRICT
				
LYDA WIDMAYER	COLLEEN MCINTYRE	LINDSAY O'NEILL	HAILEY PALELLA	KIM BLAIR

CONGRATULATIONS!

Mrs. Carole Zurales, Assistant Superintendent, presented certificates of commendation to the **GO BIG BLUE** March students who exemplifies "Encourage Effective Communication" present at the board meeting.



CONGRATULATIONS!

PEOTONE JUNIOR HIGH SCHOOL APRIL RESOLUTION - WRESTLING TEAM

President Love honors and introduces **Nathan Durano** who competed in the Class 2A IESA State Wrestling Meet. Nathan placed 6th in the 275 pound weight class. Mr. Owens, Superintendent, presents a certificate to Nathan, and photos are taken with Mr. Brandon Owens and Coach James Young.



CONGRATULATIONS!

OPPORTUNITY FOR VISITORS TO SPEAK:

Mr. Deweese signs in to speak as the music teacher. He expressed concerns about the music program for the next school year. Mrs. Boudreau signed in to speak, but declined to speak tonight, since talking to Mr. Owens before the board meeting. Mrs. Devalk signs in to speak and addresses the board about her concerns about the potential sports complex at the high school. Mrs. Theodossopoulos signed in and addressed the board with concerns about the potential technology fee. Mrs. Stoub signs in to speak and addresses the board about the great activities and events that have been taking place. She also thanks the board for its service.

FOR ACTION:

REPORT NO. 62:

FOR ACTION: APPROVAL AND ACCEPTANCE OF THE PROPOSAL FOR A FEASIBILITY ANALYSIS CONCERNING A PROPOSED STADIUM COMPLEX ON THE PEOTONE HIGH SCHOOL SITE.

President Love asked for a motion and a second to approve and accept the ***Proposal For A Feasibility Analysis Concerning A Proposed Stadium Complex On The Peotone High School Site***. Before the approval, Mr. Owens explained the proposed feasibility study. Mr. Stoub made a motion to approve **Report No 62**, and Mr. Janeliunas seconded the motion. A roll call vote was taken, and the following board members answered aye, (7) Mrs. Moe, Mr. Stoub, Mr. Jones, II, Mrs. Stachniak, Mr. Janeliunas, Mr. Clark, Mrs. Love, and no nays. Motion carried.

REPORT NO. 63:

FOR ACTION: APPROVAL OF AN UPDATED DISTRICT JOB DESCRIPTION (SCHOOL PSYCHOLOGIST).

President Love asked for a motion and a second to approve an ***Updated District Job Description (School Psychologist)***. Mrs. Moe made a motion to approve **Report No 63**, and Mrs. Love seconds the motion. A roll call vote was taken, and the following board members answered aye, (7) Mrs. Moe, Mr. Stoub, Mr. Jones, II, Mrs. Stachniak, Mr. Janeliunas, Mr. Clark, Mrs. Love, and no nays. Motion carried.

REPORT NO. 64:

FOR ACTION: APPROVAL AND ACCEPTANCE OF THE PROPOSAL FOR PHOTOGRAPHY SERVICES FOR THE DISTRICT.

President Love asked for a motion and a second to approve and accept the ***Proposal for Photography Services For The District***. Mr. Jones, II, made a motion to approve **Report No 64**, and Mrs. Moe seconds the motion. A roll call vote was taken, and the following board members answered aye, (7) Mrs. Moe, Mr. Stoub, Mr. Jones, II, Mrs. Stachniak, Mr. Janeliunas, Mr. Clark, Mrs. Love, and no nays. Motion carried.

REPORT NO. 65:

FOR ACTION: APPROVAL AND ACCEPTANCE OF THE PROPOSAL FOR AUDIT AND FINANCIAL SERVICES.

President Love asked for a motion and a second to approve and accept the ***Proposal for Audit and Financial Services***. Mrs. Moe made a motion to approve **Report No 65**, and

Mrs. Love seconds the motion. A roll call vote was taken, and the following board members answered aye, (7) Mrs. Moe, Mr. Stoub, Mr. Jones, II, Mrs. Stachniak, Mr. Janeliunas, Mr. Clark, Mrs. Love, and no nays. Motion carried.

REPORT NO. 66:

**FOR ACTION: APPROVAL AND ACCEPTANCE OF THE PROPOSAL
OF THE CONSOLIDATION PLAN MOVING SERVICES.**

President Love asked for a motion and a second to approve and accept the ***Proposal Of The Consolidation Plan Moving Services***. Mr. Jones, II, made a motion to approve ***Report No 66***, and Mr. Janeliunas seconds the motion. A roll call vote was taken, and the following board members answered aye, (7) Mrs. Moe, Mr. Stoub, Mr. Jones, II, Mrs. Stachniak, Mr. Janeliunas, Mr. Clark, Mrs. Love, and no nays. Motion carried.

REPORT NO. 67:

**FOR ACTION: APPROVAL OF THE PROPOSED STUDENT REGISTRATION
(TECHNOLOGY FEE).**

President Love asked for a motion and a second to approve the ***Proposed Student Registration (Technology Fee)***. Before action is taken, Mr. Stoub asks if further discussion needs to take place. A decision is made to table the action item until further discussion for the 4.27.26 committee meeting. Mr. Janeliunas made a motion to table ***Report No 67***, and Mr. Stoub seconds the motion. A roll call vote was taken, and the following board members answered aye, (7) Mrs. Moe, Mr. Stoub, Mr. Jones, II, Mrs. Stachniak, Mr. Janeliunas, Mr. Clark, Mrs. Love, and no nays. Motion carried.

REPORT NO. 68:

**FOR ACTION: APPROVAL OF THE 2026-2027 CLASSIFIED
STAFF INCREASES.**

President Love asked for a motion and a second to approve and accept the ***2026-2027 Classified Staff Increases***. Mr. Jones, II, made a motion to approve ***Report No 68***, and Mr. Janeliunas seconds the motion. A roll call vote was taken, and the following board members answered aye, (7) Mrs. Moe, Mr. Stoub, Mr. Jones, II, Mrs. Stachniak, Mr. Janeliunas, Mr. Clark, Mrs. Love, and no nays. Motion carried.

REPORT NO. 69:

**FOR ACTION: APPROVAL OF NEW CLUB (FRIENDS IN FAITH)
AT PEOTONE HIGH SCHOOL.**

President Love asked for a motion and a second to approve the ***New Club (Friends In Faith) at Peotone High School***. Mrs. Moe made a motion to approve ***Report No 69***, and

Mr. Janeliunas seconds the motion. A roll call vote was taken, and the following board members answered aye, (7) Mrs. Moe, Mr. Stoub, Mr. Jones, II, Mrs. Stachniak. Mr. Janeliunas, Mr. Clark, Mrs. Love, and no nays. Motion carried.

REPORT NO. 70:

FOR ACTION:

APPROVAL OF PERSONNEL.

(*Contingent upon receipt and evaluation, and employment documentation required by the District and the Illinois State Board of Education*).

President Love asked for a motion and a second for the approval of **Personnel**. Mrs. Moe made a motion to approve **Report No 70**, and Mrs. Stachniak seconds the motion. A roll call vote was taken, and the following board members answered aye: (7) Mrs. Moe, Mr. Stoub, Mr. Jones, II, Mrs. Stachniak, Mr. Janeliunas, Mr. Clark, Mrs. Love, and no nays. Motion carried.

CERTIFIED STAFF

RESIGNATION:

- Angela Patrick - PHS Principal (effective date of 6.30.26).
- Lefteri Baffes - PHS Football (Assistant Coach) (effective date 3.17.26).
- Nicole Lopez - PES Social Worker (effective 6.10.26).
- Zack Carpenter - PJHS Basketball Coach (6th Grade) (effective date 12.18.25).
- Mallory Martin - PJHS Math Club Sponsor (7th Grade) (effective date 3.18.26).
- Tracy Mrozek - PJHS Math Club Sponsor (8th Grade) (effective date 3.18.26).
- Carly Bittner - PJHS Math Club Sponsor (6th Grade) (effective date 3.18.26).
- Brandon Owens - Peotone School District 207 U Superintendent (effective date 6.30.26).
- Travis Smith - PJHS Art Teacher (effective date 6.3.26).
- Meredith Rietman - PJHS Softball Assistant Coach (effective date 9.13.25)
- Jennifer Tekiela - PIC Principal/PJHS Principal (effective date 6.30.26)

CHANGE IN STATUS:

- Dakota Cowger - PHS National Honor Society Co-Sponsor (effective date 8.20.26).
- Shelli Trevino - PHS National Honor Society Co-Sponsor (effective date 8.20.26).
- Steve Strough - PHS Head Basketball Coach (effective date 4.20.26)
- Natalie Harden - PJHS Assistant Principal To PJHS Principal (effective date 7.1.26)

TERMINATION:

- Emer Flanagan - PIC 4th Grade Teacher (effective date 3.2.26).

CLASSIFIED STAFF:

APPROVAL:

DIRECTORS' CONTRACTS:

- Mike Singleton - District Director of Facilities (effective date of 07.01.26).

- Jennifer Haag - District Director of Transportation (effective date of 07.01.26).

EMPLOYMENT:

- Dan Gilroy - PHS Football Assistant Coach (effective date of 4.20.26).
- Preston Fier - PES Afternoon Custodian (effective date of 4.14.26).

TEMPORARY SUMMER CUSTODIAN/MAINTENANCE EMPLOYEES:

- Kieran Miller (effective date of 6.3.26)
- Micah Spinazzola (effective date of 6.3.26)
- Logan Szymanski (effective date of 6.3.26)
- Gavino Perez (effective date of 6.3.26)
- Conner Cochrane (effective date of 6.3.26)
- Robert Gerritsen (effective date of 6.3.26)
- Ian Kreske (effective date of 6.3.26)
- Kevin Schroer (effective date of 6.3.26)
- Anthony Buchino (effective date of 6.3.26)
- Gavin Costanzo (effective date of 6.3.26)
- Joshua Dalen (effective date of 6.3.26)
- Michael Newquist (effective date of 6.3.26)
- Andrea Chaca (effective date of 6.3.26)
- Liam McGrath (effective date of 6.3.26)
- Greyson Denny (effective date of 6.3.26)
- Sharon Alexander (effective date of 6.3.26)
- Sarah Blanton (effective date of 6.3.26)

RESIGNATION:

- Adrian Fulgencio - District Business Manager (effective date 6.30.26)
- Daniel Janjanin - PES Afternoon Custodian (effective date 4.2.26).

CHANGE IN STATUS:

- Rebecca Blanton - PJHS Food Service Extended Hours From 3 to 3.5 Per Day (effective date 8.18.25)

RETIREMENT:

- Audrey Murdie - PIC Paraprofessional (effective date 6.3.26).
- Sandra Godar - PIC Paraprofessional (effective date 6.3.26).

UNPAID LEAVE OF ABSENCE:

- Rebecca Hoffman - PES Food Service Manager (effective date 2.12.26 with a tentative return date of 5.18.26).
- Rose Benyyssen - Transportation School Bus Driver (updated tentative return date 6.2.26)

MOTION REQUIRED: ROLL CALL VOTE.



Administrative Reports

Mrs. Carole Zurales, Assistant Superintendent,

Peotone CUSD 207U State Testing

Peotone completed state testing this month. Students were well prepared and approached testing with focus and readiness. We look forward to reviewing the results and analyzing our growth and achievement data when scores are released later this spring.

Peotone High School will administer the Practice ACT and ACT for students in Grades 9–11 on April 22.

New-to-District Pre-K and Kindergarten Students (2026–2027) Residency Night

Families with students entering Pre-K or Kindergarten for the 2026–2027 school year who are new to the district should have completed registration through the Early Registration portal. A Pre-K and Kindergarten Residency Night will be held on Tuesday, April 28, from 5:00–6:30 PM at Peotone Elementary School for families who have completed the registration process.

The district is also preparing to open the Returning Student Registration Portal for all Pre-K–12 students returning to Peotone CUSD 207U. Opening registration before summer will allow families to complete the process early. Additional details will be communicated soon.

PEEP Update

Current Enrollment: **78 students**

Students transitioning from PEEP to Kindergarten will participate in a Step-Up Day at Peotone Elementary School on May 6. The PEEP End-of-Year Program will take place on May 21.

Mrs. Angela Patrick, Principal, and Mrs. Alicia Jakubek, Assistant Principal of Peotone High School,

Current PHS Enrollment

Grade 9 - 104

Grade 10 - 85

Grade 11 - 112

Grade 12 - 102

TOTAL: 403

Portrait of a Graduate Day- May 1

On May 1, Peotone High School will host our Portrait of a Graduate Day, a collaborative effort led by our administrative and leadership teams. This event is designed to provide students with meaningful exposure to a variety of career pathways through direct engagement with guest speakers.

We have partnered with alumni, local businesses, and community professionals who have generously volunteered their time to share their experiences and insights with our students. Using PowerSchool's Adaptive Scheduler, students are able to select the sessions that most align with their interests, while also allowing us to effectively track attendance and ensure active participation throughout the day. Students will learn how to sign up on April 23 and will have 2 days to make their selections.

We look forward to sharing outcomes and highlights following the event. We are especially grateful to our community members and alumni for their willingness to invest in our students and help make this day a valuable learning experience.

End of The Year Events

Our seniors' last day of attendance is scheduled for May 15, which will also include our annual Senior Walk. This year, graduating students will visit Peotone Intermediate Center (PIC), Peotone Elementary School (PES), and Peotone Junior High School (PJHS), providing a meaningful opportunity for younger students to celebrate their accomplishments and envision their own future milestones. End-of-year information has been shared with senior families and includes important details regarding graduation and final requirements. Senior information can be found [HERE](#).

Additionally, our Blue Devil Scholars Banquet will take place on April 29. This event recognizes students who are on track to earn the distinction of Summa Cum Laude by earning a cumulative GPA of 4.0 or higher. Each honored student has selected an "Educator of Significant Influence" to be recognized alongside them. This evening serves as a powerful celebration of both student achievement and the meaningful relationships that have supported their success.

Prom is quickly approaching and will be held on May 2 at CD & ME.

School Improvement Plan Update

On April 22, students in grades 9–11 will participate in the Pre-ACT and ACT assessments. Throughout the school year, we have intentionally focused on preparing our juniors for the ACT, and we are now entering the final stage of that work.

In these last weeks, students are engaging in full-length practice assessments in core subject areas. This allows us to continue analyzing data, identify specific areas of need, and provide targeted support—an approach we have consistently implemented throughout the year using shorter practice passages and skill-based instruction. Providing students with opportunities to experience the full testing format by section is critical in building both confidence and familiarity ahead of test day.

We anticipate receiving results by mid-May and look forward to reviewing student performance as a reflection of the focused efforts of our teachers, instructional coach, and, most importantly, our students.

Peotone High School - March GO BIG BLUE Student Spotlight Honoree Focus: Effective Communication

We're excited to share that Kolten Koehn has been selected as Peotone High School's GO BIG BLUE Student Spotlight Honoree for March! Here is what our staff said about Kolten: *"It would be hard to think about a student who is an effective communicator without thinking of Kolten. Kolten is a leader in both the classroom and extracurricular activities. In group situations, he communicates clearly with his peers and works through challenges with respect. As a teacher, I can always count on Kolten to communicate clearly when he has questions about classwork or needs to let me know about an absence. I also appreciate the way he thinks ahead and lets others know when he will not be available for an extracurricular event, group project workday, or other commitments. Kolten is an effective leader because he does not just talk to those around him; he talks with them and encourages them to be their best."*

Peotone High School - March GO BIG BLUE Staff Spotlight Honoree

Our Go Big Blue Staff Spotlight Honoree is Lyda Widmayer! Here is what her colleagues had to say about her:

"Lyda plays such an important role in communication in our building. She consistently keeps staff and students informed with clear, timely announcements and updates, and she does it in a way that keeps things running smoothly for everyone. She's also often the first point of contact when people call the school, and her friendly, helpful approach creates a welcoming first impression every time. She also does an incredible job supporting our athletic programs. From keeping schedules up to date to communicating with coaches and students, she helps ensure everything stays organized and no one is left guessing."

She extends that communication beyond our building. Lyda keeps parents informed and does a great job managing our social media, which helps us stay connected as a school."

community. She handles a high volume of communication every single day, and she does it with consistency, professionalism, and care. You can count on Lyda, and that reliability makes a big difference for our staff, students, and families. Lyda is more than deserving of this recognition."

Mrs. Jennifer Tekiela, Principal of Peotone Intermediate Center,

Administrative Professionals Day

Happy Administrative Professionals Day to all district administrative professionals, with special recognition to Miss Trish Brott for her continued dedication and support.

IAR Testing

PIC students have successfully completed all IAR testing. Thank you to our students and staff for their focus and effort throughout the testing window.

Mathletes Competition

PIC Mathletes participated in their competition on April 16, followed by a celebratory donut breakfast. Thank you to the PTO for generously sponsoring the breakfast. Competition results will be announced this summer.

Quinlan & Fabish Visit

Fourth-grade students had the opportunity to explore and try various musical instruments during a visit from Quinlan & Fabish. We look forward to strong participation in the 5th-grade band program.

Mrs. Jillian Sosnowski, Principal of Peotone Elementary School,

Thank You, High School Student Council:

On Tuesday, April 7th, we had another special visit from the PHS Student Council as part of our exciting *Go Big Blue* initiative! Student Council representatives, along with Mr. Robinson, greeted our PES students with smiles, high-fives, and school spirit during morning arrival, which creates a joyful start to the day.

The group visited our Second Grade classrooms to read aloud an engaging story to the students. This was their last visit to PES for this school year. We hope to continue this partnership in the future.

IAR Testing:

PES Completed IAR Testing. Our students and staff worked hard to ensure all students had a quiet testing environment in the morning. This required collaboration with staff members and students, whom we appreciate so much. Thank you, everyone, at PES, for ensuring our testing time was a success.

Kindergarten Field Trip:

On April 10th, the Kindergarten students and staff attended a field trip to a bowling alley! What a fun experience for our youngest learners on how to bowl and build upon the skills they learned in PE with Ms. Shanahan.

First Grade Field Trip:

On April 17th, the Third Grade students and staff attended a field trip to the Field Museum. The students enjoyed the day learning in Chicago! What an amazing experience.

Helping Hands Food Drive:

PES and PIC are running another Food Drive together! We are collecting again for Helping Hands. This time, we are collecting condiments, spices, salad dressings, oils, and jars or cans of sauces. We will report back next month with our winning classes and totals!

Student and Staff Spotlight:

Congratulations to Willem Stoub and Ms. Palella for earning the Staff and Student Spotlight award for March! Willem and Ms. Palella communicate effectively all around PES!

Student Enrollment:

Kindergarten Enrollment:	81 students
First Grade Enrollment:	95 students
Second Grade Enrollment:	78 students
Third Grade Enrollment:	80 students
Total Enrollment:	334 students

Mr. Brian Cann, Director of Instructional Technology,

Phishing Awareness Campaign

We are finishing up the last week of our test phishing campaign and security awareness training. We look forward to seeing the metrics of the district's overall performance so that we can continue to improve our security. Although these suspicious emails can always cause a little anxiety and can disrupt the flow of the day, the amount of communication from the staff to our technology department has been overwhelmingly positive. It truly has been a team effort all around.

State Testing

State testing from a technology standpoint continues to go well. We're gearing up for ACT testing the week of 4/20.

Mr. Mike McGovern, Principal, and Ms. Natalie Harden, Assistant Principal of Peotone Junior High School,

Enrollment - As of today, PJHS has an enrollment of 275 students.

- 8th Grade - 106
- 7th Grade - 89
- 6th Grade - 80

ISA and IAR Testing

- Testing and makeups have been completed! Thanks to our students for putting in their best effort during testing, and thank you to our staff for their work proctoring and preparing our students throughout the school year.

Junior High Dance - 8th Grade Dance

- The 8th Grade Dance will be on Friday, April 24th. This dance is open to all PJHS students. Admission for the dance is \$5, with 8th graders getting in for free. 8th graders can also enter the dance 30 minutes early.

8th Grade Field Trip

- The 8th-grade field trip to Springfield is on Thursday, April 30. Students who meet the field trip criteria and turn in their permission slips will be able to participate in seeing multiple locations in our state capitol, including the Lincoln Home, Old State Capitol, Illinois State Capitol, the Lincoln Museum, Lincoln Tomb, and War Memorials.

St. Baldrick's

- PJHS hosted its first St. Baldrick's event, organized by Colleen McIntyre. We were able to raise over \$7,000 for St. Baldrick's. Thank you to all our students and staff, shavees and trimees!

PJHS Olympic Games

- The annual PJHS Olympic Games will be on May 8. This is a fun end-of-the-year event for our students to win the coveted Olympic Games Belt.

PIC to PJHS Step Up Day

- The annual step up day is scheduled for Monday, May 11. We are looking forward to having our future 5th and 6th-grade students see the building and hear about some of the fun opportunities that await them at PJHS, as well as an introduction to how lunches work and how to open their lockers.

Wrestling

- Congratulations to Nathan Durano for placing 6th in the State for the 275-pound weight class! Nathan competed at State on March 13 and 14.

Soccer

- Soccer season will be wrapping up soon. We had two home games this week, and the conference tournament will start soon.

Track

- PJHS Track season has started. We are excited to see how our student-athletes do this year.

Mr. Mike Singleton, Director of Buildings and Grounds,

Spring has finally arrived for the Facilities Department. Outdoor sports are in full swing, and the work completed last fall on our soccer and football fields is paying off. Field leveling work on the PHS soccer field has been a step in the right direction and has shown a marked improvement over previous years. The PJHS football/soccer field is flush and thick and provides a great playing surface for our student athletes.

Boilers were shut down for the season on April 10th. Aside from the boiler repair at PJHS over the winter, we had only minor repairs that are to be expected with aging mechanicals

over the course of the winter. Systems will be inspected and serviced going into summer as the cooling season takes over our facilities.

Planning continues for the summer consolidation of PIC. As items are finalized, we are beginning to assemble a tentative schedule for the summer. Seasonal part-time staff are in the process of onboarding and will play a vital role in the success of having our schools ready for students in the fall. Things are falling into place, and we are confident that everything will be in place and ready when our staff and students return.

Mrs. Crystal Johnson, Director of Student Services,

It is a busy time of year! We have a full schedule over the next month and a half. This includes transition meetings for our students changing buildings and the rest of our annual reviews. We are finishing up finalizing ESY and Credit Recovery Classes, and should have everything set by next week. The next step is working on caseloads for the next school year. We also celebrated Paraprofessional Day at the beginning of April with all of our paraprofessionals. We are very fortunate to have such a great group of individuals who work very hard every day.

Mrs. Jennifer Haag, Director of Transportation,

On April 28th, we will be participating in the yearly National School Bus Illegal passing survey. I will update the board with the numbers next month if we have any. April 28 th is also National School Bus Driver Appreciation Day. I just wanted to let our drivers know how much they are appreciated, even though we celebrate it in October in Illinois. I am starting to get ready for next year. I worked with Transfinder last week to make sure our database for next year is ready to go!

Mrs. Carrie Mueller, Director of Food Services,

I utilized our food co-op to go out to bid for milk next year. Bob's Dairy will be our new vendor for milk, as they came in with the best price.

We are working on menus and staff for next year with the changes at PES and PJHS. Also getting excited about helping with post prom again this year. Kids always have so much fun.

OTHER:

CLOSED EXECUTIVE SESSION:

At 6:48 p.m., President Love asked for a motion and a second to enter into Closed Executive Session. Mrs. Moe made a motion, and Mrs. Stachniak seconds the motion, and on a voice call vote, the following members answered aye: Mr. Stoub, Mr. Jones, II, Mr. Janeliunas, Mr. Clark, Mrs. Moe, Mrs. Love, Mrs. Stachniak, and no nays. President Love stated that we are entered closed executive session, for the purpose of discussing the appointment, employment, compensation, discipline, performance, or dismissal of specific employees or legal counsel; collective negotiating matters; student disciplinary cases and other matters relating to individual students; pending, probable, or imminent litigation; security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonable potential danger to the safety of employees, students, staff, the public or public property.

There Will Be Action Following The Closed Executive Session.

ADJOURNMENT:

At 9:03 p.m., President Love asked for a motion to adjourn the regular board meeting of Monday, April 20, 2026. Mr. Stoub made a motion, and Mrs. Stachniak seconds the motion, and on a voice call vote, the following board members answered aye (7), Mrs. Moe, Mr. Stoub, Mr. Jones, II, Mrs. Stachniak, Mr. Janeliunas, Mr. Clark, Mrs. Love, and no nays. Motion carried. The regular board meeting is adjourned.

Dawn Love, President

Kristen Smit, Reporter



**PEOTONE BOARD OF EDUCATION
SPECIAL BOARD MEETING MINUTES OF
MONDAY, APRIL 27, 2026
PEOTONE HIGH SCHOOL - MEDIA CENTER**

CALL TO ORDER:

At 6:00 p.m., President Love called the special board meeting of Monday, April 27, 2026, to order and request all present to please stand and recite the Pledge of Allegiance. A roll call of the board members present was taken, and the following board members answered aye, (7) Mr. Mark Jones, II, Mrs. Ashley Stachniak, Mr. Bob Janeliunas, Mrs. Jennifer Moe, Mrs. Dawn Love, Mr. Stoub, and Mr. Steve Clark.

OPPORTUNITY FOR VISITORS TO SPEAK:

No visitors signed in to speak

REPORT NO. 71:

**FOR ACTION: APPROVAL OF UPDATED JOB DESCRIPTION
 (SUPERINTENDENT OF SCHOOLS).**

President Love asked for a motion and a second to approve and accept the ***Updated Job Description (Superintendent of Schools)***. Mrs. Stachniak made a motion to approve ***Report No 71***, and Mr. Stoub seconds the motion. A roll call vote was taken, and the following board members answered aye, (7) Mrs. Moe, Mr. Stoub, Mr. Jones, II, Mrs. Stachniak, Mr. Janeliunas, Mr. Clark, Mrs. Love, and no nays. Motion carried.

REPORT NO. 72:

FOR ACTION:

APPROVAL OF PERSONNEL

(*Contingent upon receipt and evaluation, and employment documentation required by the District and the Illinois State Board of Education*).

President Love asked for a motion and a second to approve and accept **Personnel**. Mrs. Stachniak made a motion to approve **Report No 72**, and Mr. Jones seconds the motion. A roll call vote was taken, and the following board members answered aye, (7) Mrs. Moe, Mr. Stoub, Mr. Jones, II, Mrs. Stachniak, Mr. Janeliunas, Mr. Clark, Mrs. Love, and no nays. Motion carried.

CERTIFIED STAFF

EMPLOYMENT:

- Dr. Mark Cohen - Superintendent of Schools (effective date of 7.1.26)

RESIGNATION:

- Mallory Martin - PJHS Math Teacher (effective date 6.3.26)
- Deanna Staley - PJHS Science Teacher (effective date 6.3.26)
- Deanna Staley - PJHS Student Council Sponsor (effective date 6.3.26)
- Deanna Staley - PJHS STEAM Club Sponsor (effective date 6.3.26)
- Rachel Bennett - PJHS Science Teacher (effective date 6.3.26)
- Michael McGovern - PHS Dean/AD (effective date 6.30.26)
- Morgan Fukar - PJHS PE Teacher (effective date 6.3.26)
- Morgan Fukar - PHS Volleyball Coach (effective date 6.3.26)
- Morgan Fukar - PJHS Volleyball Coach (effective date 6.3.26)
- Morgan Fukar - PJHS Track Coach (effective date 6.3.26)
- Kim Pagliarulo - PJHS Head Softball Coach (effective date of 9.15.25)

CHANGE IN STATUS:

- Erica Amoni - (Retraction of Reduction in Force Notice)
Fifth Grade ELA/Social Studies Teacher
- Marisa Banowski - PHS Math Teacher to PJHS Fifth Grade
Math/Science Teacher (effective date 8.20.26)
- Jeremy Snowden - PIC Fifth Grade Math/Science Teacher to
PES Fourth Grade Math/Science Teacher (effective date 8.20.26)
- Emily Megan Marshall - (Retraction of Reduction in Force Notice)
PJHS/PHS Music Teacher/Director of Peotone Choirs

CHANGE IN STATUS(continued):

- Josh Stefans - PIC Music Teacher to PES Music Teacher (effective date 8.20.26)
- Larry Deweese - PES Music Teacher to PJHS Science Teacher (effective date 8.20.26)
- Teresa Bauer - (Retraction of Reduction in Force) PHS Permanent Substitute Teacher to PJHS Girls PE Teacher (effective date 8.20.26).
- Stephanie Wilda - PJHS Permanent Substitute Teacher to PJHS Science Teacher (effective date 8.20.26).

CLASSIFIED STAFF:**RESIGNATION:**

- Lyda Widmayer - PHS Admin Asst/Asst to Athletic Director (effective date 6.3.26).

CHANGE IN STATUS:

- Steven Pane - PHS Assistant Wrestling Coach to PHS Head Wrestling Coach (effective date 5.18.26).

RETIREMENT:

- Deborah Mazurkiewicz - PJHS Paraprofessional (effective date 5.29.26).

President Love introduces and invites newly approved superintendent of schools, Dr. Mark Cohen to come up and give a brief history of his experience in education.

CLOSED EXECUTIVE SESSION:

At 6:05 p.m., President Love asked for a motion and a second to enter into the Closed Executive Session. Mrs. Moe made a motion, and Mrs. Stachniak seconds the motion, and on a voice call vote, the following members answered aye, (7) Mr. Jones, II, Mr. Janeliunas, Mr. Clark, Mrs. Moe, Mrs. Love, Mr. Stoub, Mrs. Stachniak, and no nays. President Love stated that we are entered closed executive session, for the purpose of discussing the appointment, employment, compensation, discipline, performance, or dismissal of specific employees or legal counsel; collective negotiating matters; student disciplinary cases and other matters relating to individual students; pending, probable, or imminent litigation; security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonable potential danger to the safety of employees, students, staff, the public or public property.

There Will Be No Action Following The Closed Executive Session.

RETURN TO THE OPEN SESSION OF THE SPECIAL BOARD MEETING:

At 7:55 p.m., President Love asked for a motion to return to the open session of the special board meeting of Monday, April 27, 2026. Mr. Janeliunas made a motion and Mrs. Moe seconds the motion, and on a voice call vote, the following board members answered aye (7): Mrs. Moe, Mr. Jones, II, Mrs. Stachniak, Mr. Janeliunas, Mr. Clark, Mrs. Love, Mr. Stoub, and no nays. Motion carried.

ADJOURNMENT:

At 7:58 p.m., President Love asked for a motion to adjourn the special board meeting of Monday, April 27, 2026. Mr. Clark made a motion, and Mr. Janeliunas seconds the motion, and on a voice call vote, the following board members answered aye (7), Mrs. Moe, Mr. Jones, II, Mrs. Stachniak, Mr. Janeliunas, Mr. Clark, Mrs. Love, Mr. Stoub, and no nays. Motion carried. The special board meeting is adjourned.

Dawn Love, President

Kristen Smit, Reporter



**PEOTONE BOARD OF EDUCATION
SPECIAL BOARD MEETING MINUTES OF
MONDAY, MAY 11, 2026
PEOTONE HIGH SCHOOL - MEDIA CENTER**

CALL TO ORDER:

At 6:00 p.m. President Love called the special board meeting of Monday, May 11, 2026, to order and request all present to please stand and recite the Pledge of Allegiance. A roll call of the board members present was taken and the following board members answered aye, (7) Mr. Mark Jones, II, Mrs. Ashley Stachniak, Mr. Bob Janeliunas, Mrs. Jennifer Moe, Mrs. Dawn Love and Mr. Steve Clark and Mr. Stoub

OPPORTUNITY FOR VISITORS TO SPEAK:

No visitors signed in to speak

CLOSED EXECUTIVE SESSION:

At 6:03 p.m. President Love asked for a motion and a second to enter into the Closed Executive Session. Mrs. Moe made a motion and Mr. Jones, II, seconds the motion, and on a voice call vote, the following members answered aye, (7) Mr. Jones, II, Mr. Janeliunas, Mr. Clark, Mrs. Moe, Mrs. Love, Mrs. Stachniak, Mr. Stoub and no nays. President Love stated that we are entered closed executive session, for the purpose of discussing the appointment, employment, compensation, discipline, performance, or dismissal of specific employees or legal counsel; collective negotiating matters; student disciplinary cases and other matters relating to individual students; pending, probable, or imminent litigation; security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonable potential danger to the safety of employees, students, staff, the public or public property.

There Will Be No Action Following The Closed Executive Session.

RETURN TO THE OPEN SESSION OF THE SPECIAL BOARD MEETING:

At 8:57 p.m., President Love asked for a motion to return to the open the session of the special board meeting of Monday, May 11, 2026. Mr. Janeliunas made a motion and Mrs. Moe seconds the motion, and on a voice call vote, the following board members answered aye (7), Mrs. Moe, Mr. Jones, II, Mrs. Stachniak, Mr. Janeliunas, Mr. Clark, Mrs. Love, Mr. Stoub and no nays. Motion carried.

ADJOURNMENT:

At 9:00 p.m., President Love asked for a motion to adjourn the special board meeting of Monday, May 11, 2026. Mr. Clark made a motion and Mr. Janeliunas seconds the motion, and on a voice call vote, the following board members answered aye (7), Mrs. Moe, Mr. Jones, II, Mrs. Stachniak, Mr. Janeliunas, Mr. Clark, Mrs. Love, Mr. Stoub and no nays. Motion carried. The special board meeting is adjourned.

Dawn Love, President

Kristen Smit, Reporter



DISTRICT OFFICE
212 West Wilson Street
Peotone, IL 60468
Phone: 708-258-0991
Fax: 708-258-0994
www.peotoneschools.org

TO: Peotone CUSD 207U Board of Education

FROM: Trevor J. Moore, Treasurer

RE: Treasurer's Monthly Report (April 2026)

DATE: May 14, 2026

The attached Treasurer's monthly report is a summary of the district's starting fund balance, monthly receipts, monthly expenses, and ending fund balance for the month of April 2026. This applies to the fiscal year ending June 30, 2026.

This report is presented to you for your approval and action at the May 18, 2026 Board of Education Meeting.

/s/

Adrian Fulgencio
Business Manager
Peotone CUSD 207U

Dawn Love
Board President
Peotone CUSD 207U

/s/

Trevor J. Moore
Treasurer
Peotone CUSD 207U

Jennifer Moe
Board Secretary
Peotone CUSD 207U

Peotone CUSD 207U
Financial Summary
April 30, 2026

Fund		(10) Educational	(20) Operations &	(30) Debt Services	(40) Transportation	(50) Municipal	(51) Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention &	Total
Fund Balances -	April 1, 2026	\$ 4,841,499.36	\$ 666,055.95	\$ 326,593.35	\$ 385,270.50	\$ 619,813.42	\$ 116,046.50	\$ 1,472,539.44	\$ 8,740,404.58	\$ 271,631.33	\$ 4,249.84	\$ 17,444,104.27
	Receipts	\$ 488,486.78	\$ 11,907.35	\$ 1,761.96	\$ 283,306.96	\$ 13,329.48	\$ 11,806.48	\$ 7,944.30	\$ 31,383.20	\$ 1,465.44	\$ 0.17	\$ 851,392.12
	Disbursements	\$ (1,322,319.77)	\$ (185,025.64)	\$ (393,600.00)	\$ (123,156.18)	\$ (18,611.94)	\$ (31,411.34)	\$ -	\$ -	\$ (5,024.51)	\$ -	\$ (2,079,149.38)
	Transfers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Revenues Over (Under) Expenditures Month		\$ (833,832.99)	\$ (173,118.29)	\$ (391,838.04)	\$ 160,150.78	\$ (5,282.46)	\$ (19,604.86)	\$ 7,944.30	\$ 31,383.20	\$ (3,559.07)	\$ 0.17	\$ (1,227,757.26)
Fund Balances -	April 30, 2026	\$ 4,007,666.37	\$ 492,937.66	\$ (65,244.69)	\$ 545,421.28	\$ 614,530.96	\$ 96,441.64	\$ 1,480,483.74	\$ 8,771,787.78	\$ 268,072.26	\$ 4,250.01	\$ 16,216,347.01
Fund Balances - July 1, 2025		\$ 7,362,790.77	\$ 1,830,148.93	\$ 1,003,338.52	\$ 893,637.35	\$ 660,763.15	\$ 250,331.54	\$ 4,563,940.53	\$ 6,195,091.97	\$ 576,405.86	\$ 4,248.25	\$ 23,340,696.87
Excess Revenues Over (Under) Expenditures Year to Date		\$ (3,355,124.40)	\$ (1,337,211.27)	\$ (1,068,583.21)	\$ (348,216.07)	\$ (46,232.19)	\$ (153,889.90)	\$ (3,083,456.79)	\$ 2,576,695.81	\$ (308,333.60)	\$ 1.76	\$ (7,124,349.86)
Fund Balances -	April 30, 2026	\$ 4,007,666.37	\$ 492,937.66	\$ (65,244.69)	\$ 545,421.28	\$ 614,530.96	\$ 96,441.64	\$ 1,480,483.74	\$ 8,771,787.78	\$ 268,072.26	\$ 4,250.01	\$ 16,216,347.01

* FY25 audit journal entries have been recorded

**Peotone CUSD 207U
Summary of Investments
April 30, 2026**

Description	Total Principal	Total Interest	Total
<u>Bank Accounts</u>			
First Community Bank and Trust (*190) Interest at 0.7700% APR Purpose: General Fund Reserves	\$ 26,662.91	\$ -	\$ 26,662.91
Old National Bank (*4776) Interest at 0.05% APR Purpose: Fire and Safety Fund	\$ 4,249.84	\$ 0.17	\$ 4,250.01
Old National Bank (*1606) Interest at 0.05% APR Purpose: Employee Flex Spending	\$ 16,519.11	\$ 0.76	\$ 16,519.87
Old National Bank (*0187) Interest at 0.05% APR Purpose: General Fund Operations	\$ 1,703,280.00	\$ 70.97	\$ 1,703,350.97
Old National Bank (*0198) Interest at 0.05% APR Purpose: Imprest Fund	\$ 15,360.00	\$ 0.64	\$ 15,360.64
<u>Money Market Accounts</u>			
ISDLAF+ (Liquid) Interest at 3.560% Purpose: General Fund 101	\$ 574,985.39	\$ 1,705.79	\$ 576,691.18
ISDLAF+ (Max) Interest at 3.573% Purpose: General Fund 101	\$ 4,462,982.37	\$ 13,288.53	\$ 4,476,270.90
ISDLAF+ (Liquid) Interest at 3.560% Purpose: Working Cash Bond Series 2023 Proceeds 202	\$ 1,978,382.02	\$ 5,869.20	\$ 1,984,251.22
ISDLAF+ (Max) Interest at 3.573% Purpose: Working Cash Bond Series 2023 Proceeds 202	\$ 132,141.06	\$ 393.45	\$ 132,534.51
ISDLAF+ (Liquid) Interest at 3.560% Purpose: Working Cash Bond Series 2026 Proceeds 204	\$ 1,663,742.70	\$ 4,935.77	\$ 1,668,678.47
ISDLAF+ (Max) Interest at 3.573% Purpose: Working Cash Bond Series 2026 Proceeds 204	\$ -	\$ -	\$ -
<u>Investments</u>			
ISDLAF+ (Securities) Interest at (3.470% - 3.850% APR) Purpose: General Fund 101	\$ 740,300.00	\$ 1,864.15	\$ 742,164.15 ***
ISDLAF+ (US Treasury) Interest at (3.470% - 3.850% APR) Purpose: Working Cash Bond Series 2023 Proceeds	\$ 1,676,000.00	\$ 21,573.83	\$ 1,697,573.83 ***
ISDLAF+ (US Treasury) Interest at (3.470% - 3.850% APR) Purpose: Working Cash Bond Series 2026 Proceeds	\$ 3,170,000.00	\$ 11,221.42	\$ 3,181,221.42 ***
Total	\$ 16,164,605.40	\$ 60,924.67	\$ 16,225,530.07
Interest Bearing Bank Accounts (0.05-0.77% APR) Interest Bearing Money Market Accounts (3.548% - 3.560% APR) Investments (3.470% - 3.850% APR)			

***Monthly Interest Estimated; Interest Payable at Maturity

Peotone CUSD 207U
2025 Tax Levy Collections - Will County
April 30, 2026

Receipts This Month	Fund	Total Amount Extended	Percentage In Fund	Total Received to Date	Balance to Collect	Percentage to Collect YTD
\$ -				\$ -		
	(10) Educational					
\$ -	Regular	\$11,344,879.82	62.90%	\$ -	\$ 11,344,879.82	100.00%
\$ -	Lease	\$2,903.13	0.02%	\$ -	\$ 2,903.13	100.00%
\$ -	Special Education	\$2,903.13	0.02%	\$ -	\$ 2,903.13	100.00%
\$ -		\$ 11,350,686.08	62.93%	\$ -	\$ 11,350,686.08	100.00%
\$ -	(20) Operations & Maintenance	\$2,759,141.66	15.30%	\$ -	\$ 2,759,141.66	100.00%
\$ -	(30) Debt Services	\$2,435,732.16	13.50%	\$ -	\$ 2,435,732.16	100.00%
\$ -	(40) Transportation	\$ 602,110.66	3.34%	\$ -	\$ 602,110.66	100.00%
\$ -	(50) Municipal Retirement	\$101,609.80	0.56%	\$ -	\$ 101,609.80	100.00%
\$ -	(51) Social Security	\$179,413.88	0.99%	\$ -	\$ 179,413.88	100.00%
\$ -	(60) Capital Projects	\$ -	0.00%	\$ -	\$ -	0.00%
\$ -	(70) Working Cash	\$2,903.13	0.02%	\$ -	\$ 2,903.13	100.00%
\$ -	(80) Tort	\$604,433.17	3.35%	\$ -	\$ 604,433.17	100.00%
\$ -	(90) Fire Prevention & Safety	\$ -	0.00%	\$ -	\$ -	0.00%
\$ -		\$ 18,036,030.54	100.00%	\$ -	\$ 18,036,030.54	100.00%

Peotone CUSD 207U
2025 Tax Levy Collections - Kankakee County
April 30, 2026

Receipts This Month	Fund	Total Amount Extended		Total Received to Date	Balance to Collect	Percentage to Collect YTD
\$ -				\$ -		
	(10) Educational					
\$ -	Regular	\$3,402.28	62.73%	\$ -	\$ 3,402.28	100.00%
\$ -	Lease	\$0.88	0.02%	\$ -	\$ 0.88	100.00%
\$ -	Special Education	\$0.88	0.02%	\$ -	\$ 0.88	100.00%
\$ -		\$ 3,404.04	62.77%	\$ -	\$ 3,404.04	100.00%
\$ -	(20) Operations & Maintenance	\$833.30	15.36%	\$ -	\$ 833.30	100.00%
\$ -	(30) Debt Services	\$735.47	13.56%	\$ -	\$ 735.47	100.00%
\$ -	(40) Transportation	\$181.98	3.36%	\$ -	\$ 181.98	100.00%
\$ -	(50) Municipal Retirement	\$ 30.68	0.57%	\$ -	\$ 30.68	100.00%
\$ -	(51) Social Security	\$ 54.35	1.00%	\$ -	\$ 54.35	100.00%
\$ -	(60) Capital Projects	\$ -	0.00%	\$ -	\$ -	0.00%
\$ -	(70) Working Cash	\$ 0.88	0.02%	\$ -	\$ 0.88	100.00%
\$ -	(80) Tort	\$ 182.68	3.37%	\$ -	\$ 182.68	100.00%
\$ -	(90) Fire Prevention & Safety	\$ -	0.00%	\$ -	\$ -	0.00%
\$ -		\$ 5,423.38	100.00%	\$ -	\$ 5,423.38	100.00%

Peotone CUSD 207U
State Funding Update
Vouchers Awaiting Processing by Comptroller
April 30, 2026

Program Name	Amount	Voucher Date	Number of Days
There are no pending payments awaiting processing by the Illinois Comptroller.			

Grant Total \$ -

Days Outstanding	
0-30	\$ -
31-60	\$ -
61-90	\$ -
91-120	\$ -
121-150	\$ -
151-180	\$ -
181-210	\$ -
211-240	\$ -
Greater than 240 days	\$ -
	<u>\$ -</u>

Outstanding Fee Report Split by Type of Fee

April 30, 2026

School Year	Type of Fee	Amount Outstanding	Percentage
2018-2019	Registration	\$ 23,804.95	10.35%
2018-2019	Athletic	\$ 399.95	0.17%
2018-2019	Course Fee	\$ 1,274.80	0.55%
2019-2020	Registration	\$ 10,124.90	4.40%
2019-2020	Athletic	\$ 36.45	0.02%
2019-2020	Club	\$ -	0.00%
2019-2020	Course Fee	\$ 825.70	0.36%
2020-2021	Registration	\$ 22,601.00	9.82%
2020-2021	Athletic	\$ 158.00	0.07%
2020-2021	Club	\$ -	0.00%
2020-2021	Course Fee	\$ 2,910.35	1.26%
2021-2022	Registration	\$ 23,794.75	10.34%
2021-2022	Athletic	\$ 772.00	0.34%
2021-2022	Club	\$ 57.60	0.03%
2021-2022	Course Fee	\$ 5,196.00	2.26%
2022-2023	Registration	\$ 10,602.15	4.61%
2022-2023	Athletic	\$ 1,385.00	0.60%
2022-2023	Club	\$ -	0.00%
2022-2023	Course Fee	\$ 4,025.75	1.75%
2023-2024	Registration	\$ 15,301.95	6.65%
2023-2024	Athletic	\$ 2,962.00	1.29%
2023-2024	Club	\$ 80.00	0.03%
2023-2024	Course Fee	\$ 4,817.80	2.09%
2024-2025	Registration	\$ 21,973.18	9.55%
2024-2025	Athletic	\$ 4,280.00	1.86%
2024-2025	Club	\$ 230.00	0.10%
2024-2025	Course Fee	\$ 8,114.35	3.53%
2025-2026	Registration	\$ 44,012.74	19.13%
2025-2026	Athletic	\$ 8,845.51	3.84%
2025-2026	Club	\$ 502.00	0.22%
2025-2026	Course Fee	\$ 10,986.50	4.78%
		\$ 230,075.38	

Type	Amount Outstanding	Percentage
Registration	\$ 172,215.62	74.85%
Athletic	\$ 18,838.91	8.19%
Club	\$ 869.60	0.38%
Course Fee	\$ 38,151.25	16.58%
		\$ 230,075.38

Year	Amount Outstanding	Percentage
2018-2019	\$ 25,479.70	11.07%
2019-2020	\$ 10,987.05	4.78%
2020-2021	\$ 25,669.35	11.16%
2021-2022	\$ 29,820.35	12.96%
2022-2023	\$ 16,012.90	6.96%
2023-2024	\$ 23,161.75	10.07%
2024-2025	\$ 34,597.53	15.04%
2025-2026	\$ 64,346.75	27.97%
		\$ 230,075.38

Percent Outstanding **7.91%**

Outstanding Fee Report Split by Location

April 30, 2026

School Year	Location	Amount Outstanding	Percentage
2018-2019	Pre-K	\$ 480.75	0.21%
2018-2019	PES	\$ 5,497.25	2.39%
2018-2019	PIC	\$ 4,356.10	1.89%
2018-2019	PJHS	\$ 6,708.20	2.92%
2018-2019	PHS	\$ 7,612.25	3.31%
2018-2019	Out of District	\$ 825.15	0.36%
2019-2020	Pre-K	\$ 939.15	0.41%
2019-2020	PES	\$ 2,296.05	1.00%
2019-2020	PIC	\$ 1,281.50	0.56%
2019-2020	PJHS	\$ 2,380.20	1.03%
2019-2020	PHS	\$ 3,774.35	1.64%
2019-2020	Out of District	\$ 315.80	0.14%
2020-2021	Pre-K	\$ 265.00	0.12%
2020-2021	PES	\$ 6,150.30	2.67%
2020-2021	PIC	\$ 2,723.90	1.18%
2020-2021	PJHS	\$ 6,598.00	2.87%
2020-2021	PHS	\$ 9,187.15	3.99%
2020-2021	Out of District	\$ 745.00	0.32%
2021-2022	Pre-K	\$ 875.00	0.38%
2021-2022	PES	\$ 4,030.30	1.75%
2021-2022	PIC	\$ 3,007.90	1.31%
2021-2022	PJHS	\$ 6,715.90	2.92%
2021-2022	PHS	\$ 14,319.25	6.22%
2021-2022	Out of District	\$ 872.00	0.38%
2022-2023	Pre-K	\$ 160.00	0.07%
2022-2023	PES	\$ 1,978.60	0.86%
2022-2023	PIC	\$ 1,833.15	0.80%
2022-2023	PJHS	\$ 4,697.45	2.04%
2022-2023	PHS	\$ 7,228.70	3.14%
2022-2023	Out of District	\$ 115.00	0.05%
2023-2024	Pre-K	\$ 2,145.00	0.93%
2023-2024	PES	\$ 2,770.00	1.20%
2023-2024	PIC	\$ 1,949.00	0.85%
2023-2024	PJHS	\$ 6,627.00	2.88%
2023-2024	PHS	\$ 9,420.75	4.09%
2023-2024	Out of District	\$ 250.00	0.11%
2024-2025	Pre-K	\$ 175.00	0.08%
2024-2025	PES	\$ 3,662.50	1.59%
2024-2025	PIC	\$ 3,090.00	1.34%
2024-2025	PJHS	\$ 6,314.00	2.74%
2024-2025	PHS	\$ 20,231.03	8.79%
2024-2025	Out of District	\$ 1,125.00	0.49%
2025-2026	Pre-K	\$ 9,315.00	4.05%
2025-2026	PES	\$ 5,371.50	2.33%
2025-2026	PIC	\$ 4,733.50	2.06%
2025-2026	PJHS	\$ 10,512.50	4.57%
2025-2026	PHS	\$ 32,885.25	14.29%
2025-2026	Out of District	\$ 1,529.00	0.66%
		\$ 230,075.38	
Building		Amount Outstanding	Percentage
Pre-K		\$ 14,354.90	6.24%
PES		\$ 31,756.50	13.80%
PIC		\$ 22,975.05	9.99%
PJHS		\$ 50,553.25	21.97%
PHS		\$ 104,658.73	45.49%
Out of District		\$ 5,776.95	2.51%
		\$ 230,075.38	

Exp. Report for Board Packet

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Report as of: 4/30/2026

Fund 1 1					
Object					
State Account Number	Description	Y.T.D. Activity	Current Budget	Budget Balance	% of Budget
1	Fund 1	0.00	0.00	0.00	0.00
100	Salaries	8,872,567.77	11,310,615.23	2,438,047.46	78.44
200	Employee Benefits	2,471,554.30	3,236,363.11	764,808.81	76.37
300	Purchased Services	1,487,422.22	1,804,531.40	317,109.18	82.43
400	Supplies & Materials	891,684.75	1,033,921.09	138,721.71	86.24
500	Capital Outlay	0.00	0.00	0.00	0.00
600	Other Objects	452,123.02	526,535.38	74,412.36	85.87
700	Non-capitalized Equipment	104,225.72	104,400.00	174.28	99.83
800	Termination Benefits	0.00	0.00	0.00	0.00
10	Educational Fund	14,279,577.78	18,016,366.21	3,733,273.80	79.26
600	Other Objects	0.00	250,000.00	250,000.00	0.00
11	Restricted Student Activity Fund	0.00	250,000.00	250,000.00	0.00
100	Salaries	676,868.50	834,796.49	157,927.99	81.08
200	Employee Benefits	133,656.83	158,546.87	24,890.04	84.30
300	Purchased Services	740,968.39	977,448.28	236,479.89	75.81
400	Supplies & Materials	496,024.46	687,750.00	191,725.54	72.12
500	Capital Outlay	599,734.75	605,589.00	5,854.25	99.03
600	Other Objects	479.76	1,500.00	1,020.24	31.98
700	Non-capitalized Equipment	6,135.00	10,000.00	3,865.00	61.35
20	Operations & Maintenance Fund	2,653,867.69	3,275,630.64	621,762.95	81.02
600	Other Objects	1,998,757.65	2,003,232.64	4,474.99	99.78
30	Debt Service Fund	1,998,757.65	2,003,232.64	4,474.99	99.78
100	Salaries	829,518.97	1,072,729.46	243,210.49	77.33
200	Employee Benefits	44,552.06	53,198.37	8,646.31	83.75
300	Purchased Services	900,940.42	929,247.20	28,306.78	96.95

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Transportation Fund 40						
Object	400	Supplies & Materials				
State Account Number	Description		Y.T.D. Activity	Current Budget	Budget Balance	% of Budget
400	Supplies & Materials		218,126.70	277,500.00	59,373.30	78.60
500	Capital Outlay		0.00	0.00	0.00	0.00
600	Other Objects		1,073.20	2,600.00	1,526.80	41.28
700	Non-capitalized Equipment		0.00	0.00	0.00	0.00
40	Transportation Fund		<u>1,994,211.35</u>	<u>2,335,275.03</u>	<u>341,063.68</u>	<u>85.40</u>
200	Employee Benefits		203,272.23	263,409.76	60,137.53	77.17
50	Municipal Retirement Fund (IMRF)		<u>203,272.23</u>	<u>263,409.76</u>	<u>60,137.53</u>	<u>77.17</u>
200	Employee Benefits		342,207.60	450,160.72	107,953.12	76.02
51	Social Security & Medicare Fund (FICA)		<u>342,207.60</u>	<u>450,160.72</u>	<u>107,953.12</u>	<u>76.02</u>
300	Purchased Services		38,816.74	38,816.74	0.00	100.00
500	Capital Outlay		3,103,161.00	3,103,161.00	0.00	100.00
600	Other Objects		0.00	0.00	0.00	0.00
700	Non-capitalized Equipment		0.00	0.00	0.00	0.00
60	Capital Projects Fund		<u>3,141,977.74</u>	<u>3,141,977.74</u>	<u>0.00</u>	<u>100.00</u>
600	Other Objects		2,537,090.73	7,305,742.81	4,768,652.08	34.73
70	Working Cash Fund		<u>2,537,090.73</u>	<u>7,305,742.81</u>	<u>4,768,652.08</u>	<u>34.73</u>
100	Salaries		4,804.28	3,778.84	(1,025.44)	127.14
200	Employee Benefits		2,241.57	3,302.58	1,061.01	67.87
300	Purchased Services		336,075.52	356,717.00	20,641.48	94.21
400	Supplies & Materials		15,038.73	15,500.00	461.27	97.02
500	Capital Outlay		225,007.37	225,007.00	(0.37)	100.00
600	Other Objects		0.00	0.00	0.00	0.00
80	Tort Immunity and Judgment Fund		<u>583,167.47</u>	<u>604,305.42</u>	<u>21,137.95</u>	<u>96.50</u>
100	Salaries		0.00	0.00	0.00	0.00
200	Employee Benefits		0.00	0.00	0.00	0.00

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Fire Prevention and Safety Fund 90						
Object	500	Capital Outlay				
State Account Number	Description		Y.T.D. Activity	Current Budget	Budget Balance	% of Budget
500	Capital Outlay		0.00	0.00	0.00	0.00
90	Fire Prevention and Safety Fund		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u> Fund
	Report Total:		<u>27,734,130.24</u>	<u>37,646,100.97</u>	<u>9,908,456.10</u>	<u>73.67</u>

Imprest Fund

April 2026

Balance Brought Forward	\$	15,000.00
(10) Educational Fund	\$	1,882.00
(20) Operations & Maintenance Fund	\$	0.00
(30) Debt Service Fund	\$	0.00
(40) Transportation Fund	\$	0.00
(60) Capital Projects Fund	\$	0.00
(80) Tort Immunity Fund	\$	0.00
Total Disbursements	\$	1,882.00
Total Replenishment	\$	1,882.00
Balance On Hand	\$	15,000.00

Bills Payable List

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 PEOTONE CUSD 207U
 Expense on Date: 4/1/2026 to 4/30/2026

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
DWIGHT HIGH SCHOOL						
		PHS INTERSCHOLASTIC PROG OTHER PROF		404	250.00	10-1500-319-31
					<u>\$250.00</u>	
HERSCHER HIGH SCHOOL						
		PHS INTERSCHOLASTIC PROG OTHER PROF		404	350.00	10-1500-319-31
					<u>\$350.00</u>	
KANKAKEE HIGH SCHOOL						
		Void PHS INTERSCHOLASTIC PROG OTHER I		9103	(200.00)	10-1500-319-31
					<u>(\$200.00)</u>	
LARAWAY LANES LLC						
		PES OTHER PURCHASED SERVICES		402	972.00	10-1110-390-11
					<u>\$972.00</u>	
LISLE HIGH SCHOOL						
		PHS INTERSCHOLASTIC PROG ATHLETIC DL		403	60.00	10-1500-640-31
					<u>\$60.00</u>	
MANTENO HIGH SCHOOL						
		PHS INTERSCHOLASTIC PROG OTHER PROF		404	150.00	10-1500-319-31
		PHS INTERSCHOLASTIC PROG OTHER PROF		404	300.00	10-1500-319-31
					<u>\$450.00</u>	
VRUNO, JOSEPH						
		PHS INTERSCHOLASTIC PROG OFFICIAL		402	73.00	10-1500-319-31-90
		Void PHS INTERSCHOLASTIC PROG OFFICIA 10-115		9092	(73.00)	10-1500-319-31-90
					<u>\$0.00</u>	
				Report Total	<u><u>\$1,882.00</u></u>	

Paid Accounts Payable (Fund Summary)

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PEOTONE CUSD 207U

Expense on Date: 4/1/2026 to 4/30/2026

Fund Code	Description	Batch #	Amount
10	Educational Fund	404	1,882.00
Report Total			<u>\$1,882.00</u>

TO: Peotone CUSD 207U Board of Education

FROM: Adrian Fulgencio, Business Manager

RE: Schedule of Bills (May 2026)

DATE: May 15, 2026

The attached Treasurer's monthly report summarizes the district's schedule of bills to be paid.

This report is presented for your approval and action at the May 18, 2026, Board of Education Meeting.

(10) Educational Fund	\$	210,780.83
(20) Operations & Maintenance Fund	\$	79,594.64
(30) Debt Service Fund	\$	0.00
(40) Transportation Fund	\$	26,240.32
(60) Capital Projects Fund	\$	0.00
(80) Tort Immunity Fund	\$	5,640.00
Total Bills Payable	\$	322,255.79

/s/

Adrian Fulgencio
Business Manager
Peotone CUSD 207U

Dawn Love
Board President
Peotone CUSD 207U

/s/

Trevor J. Moore
Treasurer
Peotone CUSD 207U

Jennifer Moe
Board Secretary
Peotone CUSD 207U

Bills Payable List

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PEOTONE CUSD 207U

Expense on Date: 04/21/2026 to 05/18/2026

Vendor Name					
P.O. Number	Description	Override	Batch #	Amount	State Account Number
A.L.M. LAWN CARE					
	O&M OF PLANT SERVICES OTHER PURCHASE		10	233.50	20-2540-390
	PES O&M OF PLANT SERV OTHER PURCHASE		10	845.00	20-2540-390-11
	PJHS O&M OF PLANT SERV OTHER PURCHASE		10	1,025.00	20-2540-390-21
	PJHS O&M OF PLANT SERV OTHER PURCHASE		10	479.00	20-2540-390-21
	PHS O&M OF PLANT SERV OTHER PURCHASE		10	2,741.00	20-2540-390-31
	PHS O&M OF PLANT SERV OTHER PURCHASE		10	3,100.00	20-2540-390-31
	PHS O&M OF PLANT SERV OTHER PURCHASE		10	563.00	20-2540-390-31
	CSC PRE-K O&M OF PLANT SERV OTHER PURCHASE		10	233.50	20-2540-390-51
	PIC O&M OF PLANT SERV OTHER PURCHASE		10	674.00	20-2540-390-61
				<u>\$9,894.00</u>	
AEP ENERGY INC					
	O&M OF PLANT SERVICES ELECTRICITY		10	298.74	20-2540-466
	PES O&M OF PLANT SERVICES ELECTRICITY		10	2,731.49	20-2540-466-11
	PHS O&M OF PLANT SERVICES ELECTRICITY		10	16,704.08	20-2540-466-31
	CSC PRE-K O&M OF PLANT SERVICES ELECTRICITY		10	298.74	20-2540-466-51
	PIC O&M OF PLANT SERVICES ELECTRICITY		10	974.70	20-2540-466-61
	BUS BARN O&M OF PLANT SERVICES ELECTRICITY		10	314.54	20-2540-466
				<u>\$21,322.29</u>	
AQUA IL					
	BUS BARN O&M OF PLANT SERVICES WATER/SEWER		10	132.08	20-2540-370
	O&M OF PLANT SERVICES WATER/SEWER		10	3,201.82	20-2540-370
	PES O&M OF PLANT SERVICES WATER/SEWER		10	1,472.39	20-2540-370-11
	PJHS O&M OF PLANT SERVICES WATER/SEWER		10	1,206.23	20-2540-370-21
	PHS O&M OF PLANT SERVICES WATER/SEWER		10	2,168.93	20-2540-370-31
	PHS O&M OF PLANT SERVICES WATER/SEWER		10	139.17	20-2540-370-31
	CSC PRE-K O&M OF PLANT SERV WATER/SEWER		10	3,201.82	20-2540-370-51
				<u>\$11,522.44</u>	
AREA SALT & CHEMICAL INC					
	O&M OF PLANT SERVICES GENERAL SUPPLIES		10	21.47	20-2540-410
	PES O&M OF PLANT SERVICES GENERAL SUPPLIES		10	58.94	20-2540-410-11
	PES O&M OF PLANT SERVICES GENERAL SUPPLIES		10	13.99	20-2540-410-11
	PES O&M OF PLANT SERVICES GENERAL SUPPLIES		10	22.98	20-2540-410-11
	PES O&M OF PLANT SERVICES GENERAL SUPPLIES		10	40.96	20-2540-410-11
	PJHS O&M OF PLANT SERVICES GENERAL SUPPLIES		10	58.94	20-2540-410-21
	PJHS O&M OF PLANT SERVICES GENERAL SUPPLIES		10	58.94	20-2540-410-21
	PJHS O&M OF PLANT SERVICES GENERAL SUPPLIES		10	44.94	20-2540-410-21
	PHS O&M OF PLANT SERVICES GENERAL SUPPLIES		10	139.85	20-2540-410-31
	CSC PRE-K O&M OF PLANT SERVICES GENERAL SUPPLIES		10	21.48	20-2540-410-51
	PIC O&M OF PLANT SERVICES GENERAL SUPPLIES		10	19.96	20-2540-410-61
	PIC O&M OF PLANT SERVICES GENERAL SUPPLIES		10	40.96	20-2540-410-61
	PIC O&M OF PLANT SERVICES GENERAL SUPPLIES		10	1.98	20-2540-410-61
				<u>\$545.39</u>	
BLICK ART MATERIALS					
2026310083	PHS ART GENERAL SUPPLIES		10	16.91	10-1130-410-31-02
2026310083	PHS ART GENERAL SUPPLIES		10	16.91	10-1130-410-31-02
2026310083	PHS ART GENERAL SUPPLIES		10	16.91	10-1130-410-31-02
2026310083	PHS ART GENERAL SUPPLIES		10	16.91	10-1130-410-31-02

Specialized Data Systems, Inc.

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Bills Payable List

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Expense on Date: 04/21/2026 to 05/18/2026

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
	2026310083	PHS ART GENERAL SUPPLIES		10	16.91	10-1130-410-31-02
	2026310083	PHS ART GENERAL SUPPLIES		10	16.91	10-1130-410-31-02
	2026310083	PHS ART GENERAL SUPPLIES		10	22.60	10-1130-410-31-02
	2026310083	PHS ART GENERAL SUPPLIES		10	7.93	10-1130-410-31-02
	2026310083	PHS ART GENERAL SUPPLIES		10	16.91	10-1130-410-31-02
	2026310083	PHS ART GENERAL SUPPLIES		10	18.67	10-1130-410-31-02
	2026310083	PHS ART GENERAL SUPPLIES		10	65.57	10-1130-410-31-02
	2026310083	PHS ART GENERAL SUPPLIES		10	22.60	10-1130-410-31-02
	2026310083	PHS ART GENERAL SUPPLIES		10	22.60	10-1130-410-31-02
					<u>\$278.34</u>	

BMO HARRIS COMMERICAL CARD

Adrian Ful	DIR OF BUSINESS SUPP SERV GENERAL SU	10	28.80	10-2510-410
Adrian Ful	DIR OF BUSINESS SUPP SERV GENERAL SU	10	1.00	10-2510-410
Adrian Ful	FISCAL SERVICES OTHER PURCHASED SER	10	349.00	10-2520-390
Alicia Jak	PHS OTHER SUPPORT SERVICES GENERAL	10	75.15	10-2190-410-31
Alicia Jak	PHS BOE SERVICES GEN SUPPLIES PURCH	10	470.98	10-2316-410-31
Amanda Her	BOE SERVICES SERVICES STAFF RELATION	10	(3.94)	10-2316-410
Amanda Her	BOE SERVICES SERVICES STAFF RELATION	10	53.23	10-2316-410
Angela Pat	PHS GENERAL SUPPLIES	10	13.27	10-1130-410-31
Angela Pat	PHS GENERAL SUPPLIES	10	4.68	10-1130-410-31
Angela Pat	PHS GENERAL SUPPLIES	10	26.59	10-1130-410-31
Angela Pat	PHS GENERAL SUPPLIES	10	39.94	10-1130-410-31
Angela Pat	PHS GENERAL SUPPLIES	10	56.91	10-1130-410-31
Angela Pat	PHS GENERAL SUPPLIES	10	58.67	10-1130-410-31
Angela Pat	PHS GENERAL SUPPLIES	10	37.48	10-1130-410-31
Angela Pat	PHS GENERAL SUPPLIES	10	134.80	10-1130-410-31
Angela Pat	PHS ART GENERAL SUPPLIES	10	149.47	10-1130-410-31-02
Angela Pat	PHS OTHER SUPPORT SERVICES GENERAL	10	111.46	10-2190-410-31
Angela Pat	PHS OTHER SUPPORT SERVICES GENERAL	10	116.49	10-2190-410-31
Brian C Ca	INFORMATION SERVICES SOFTWARE	10	99.95	10-2630-470
Business O	PJHS MUSIC GENERAL SUPPLIES	10	195.97	10-1120-410-21-12
Business O	BOE SERVICES GENERAL SUPPLIES	10	9.99	10-2310-410
Business O	BOE SERVICES GENERAL SUPPLIES	10	10.44	10-2310-410
Business O	BOE SERVICES MISCELLANEOUS OBJECTS	10	16.00	10-2310-690
Business O	BOE SERVICES MISCELLANEOUS OBJECTS	10	16.00	10-2310-690
Business O	BOE SERVICES MISCELLANEOUS OBJECTS	10	(16.00)	10-2310-690
Business O	FISCAL SERVICES GENERAL SUPPLIES	10	22.43	10-2520-410
Business O	FISCAL SERVICES GENERAL SUPPLIES	10	24.63	10-2520-410
Carole Zur	TITLE IV PURCHASED SERVICES	10	1,550.00	10-1100-390-99
Carole Zur	PJHS INFORMATION SERVICES SOFTWARE	10	397.00	10-2630-470-21
Crystal Jo	SPEC ED GENERAL SUPPLIES	10	66.99	10-1200-410
Crystal Jo	SPEC ED GENERAL SUPPLIES	10	24.00	10-1200-410
Crystal Jo	PES SPEC ED GENERAL SUPPLIES	10	12.42	10-1200-410-11
Crystal Jo	PJHS SPEC ED GENERAL SUPPLIES	10	12.34	10-1200-410-21
Crystal Jo	PJHS SPEC ED GENERAL SUPPLIES	10	68.46	10-1200-410-21
Crystal Jo	HEALTH SERVICES OTHER SUPPLIES & MAT	10	72.63	10-2130-490
Crystal Jo	HEALTH SERVICES OTHER SUPPLIES & MAT	10	45.87	10-2130-490
Crystal Jo	HEALTH SERVICES OTHER SUPPLIES & MAT	10	87.15	10-2130-490

Bills Payable List

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Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
Crystal Jo		HEALTH SERVICES OTHER SUPPLIES & MAT		10	149.60	10-2130-490
Crystal Jo		IMP OF INST PROF DEVELOPMENT IDEA FT		10	163.08	10-2210-312-84
Crystal Jo		IMP OF INST PROF DEVELOPMENT IDEA FT		10	319.99	10-2210-312-84
Crystal Jo		DIR OF IMP OF INST DUES AND FEES		10	240.00	10-2210-640
Facs Depar		PHS HOME ECONOMICS GENERAL SUPPLIE:		10	46.06	10-1420-410-31
Facs Depar		PHS HOME ECONOMICS GENERAL SUPPLIE:		10	262.32	10-1420-410-31
Facs Depar		PHS HOME ECONOMICS GENERAL SUPPLIE:		10	42.15	10-1420-410-31
Facs Depar		PHS HOME ECONOMICS GENERAL SUPPLIE:		10	137.65	10-1420-410-31
Facs Depar		PHS HOME ECONOMICS GENERAL SUPPLIE:		10	(2.50)	10-1420-410-31
Facs Depar		PHS HOME ECONOMICS GENERAL SUPPLIE:		10	50.45	10-1420-410-31
Facs Depar		PHS HOME ECONOMICS GENERAL SUPPLIE:		10	31.07	10-1420-410-31
Facs Depar		PHS HOME ECONOMICS GENERAL SUPPLIE:		10	327.66	10-1420-410-31
Jennifer H		PUPIL TRANS SERV OTHER PURCHASED SE		10	13.00	40-2550-390
Jennifer H		PUPIL TRANS SERV MISCELLANEOUS OBJE		10	60.00	40-2550-690
Jennifer T		PIC GENERAL SUPPLIES		10	30.53	10-1160-410-61
Jennifer T		PIC GENERAL SUPPLIES		10	14.98	10-1160-410-61
Jennifer T		PIC GENERAL SUPPLIES		10	30.39	10-1160-410-61
Jennifer T		PIC ART GENERAL SUPPLIES		10	17.98	10-1160-410-61-02
Jennifer T		PIC ART GENERAL SUPPLIES		10	29.41	10-1160-410-61-02
Jennifer T		PIC - DONATION OF GENERAL SUPPLIES		10	7.36	10-1160-410-61-80
Jennifer T		PIC - DONATION OF GENERAL SUPPLIES		10	24.99	10-1160-410-61-80
Jennifer T		PIC BOE SERVICES GEN SUPPLIES PUR FOF		10	303.70	10-2316-410-61
Jennifer T		PIC BOE SERVICES GEN SUPPLIES PUR FOF		10	68.52	10-2316-410-61
Jennifer T		PIC BOE SERVICES GEN SUPPLIES PUR FOF		10	10.00	10-2316-410-61
Jennifer T		PIC PRINCIPAL SERVICES GENERAL SUPPLII		10	33.90	10-2410-410-61
Jennifer T		PIC PRINCIPAL SERVICES GENERAL SUPPLII		10	14.41	10-2410-410-61
Jillian So		PES GENERAL SUPPLIES		10	27.52	10-1110-410-11
Jillian So		PES GENERAL SUPPLIES		10	43.55	10-1110-410-11
Jillian So		PES GENERAL SUPPLIES		10	(39.06)	10-1110-410-11
Jillian So		PES GENERAL SUPPLIES		10	4.99	10-1110-410-11
Jillian So		PES GENERAL SUPPLIES		10	90.00	10-1110-410-11
Jillian So		PES GENERAL SUPPLIES		10	50.00	10-1110-410-11
Jillian So		PES GENERAL SUPPLIES		10	78.35	10-1110-410-11
Jillian So		PES GENERAL SUPPLIES		10	138.65	10-1110-410-11
Jillian So		PES GENERAL SUPPLIES		10	153.13	10-1110-410-11
Jillian So		PES PHYSICAL ED GENERAL SUPPLIES		10	13.80	10-1110-410-11-50
Jillian So		PES PHYSICAL ED GENERAL SUPPLIES		10	98.97	10-1110-410-11-50
Jillian So		PES PRINCIPAL SERVICES GENERAL SUPPL		10	38.51	10-2410-410-11
Jillian So		PES PRINCIPAL SERVICES GENERAL SUPPL		10	298.33	10-2410-410-11
Michael Mc		PJHS OTHER PURCHASED SERVICES		10	172.00	10-1120-390-21
Michael Si		O&M OF PLANT SERVICES GENERAL SUPPL		10	65.99	20-2540-410
Michael Si		O&M OF PLANT SERVICES GENERAL SUPPL		10	459.90	20-2540-410
Michael Si		O&M OF PLANT SERVICES GENERAL SUPPL		10	79.99	20-2540-410
Michael Si		O&M OF PLANT SERVICES GENERAL SUPPL		10	27.95	20-2540-410
Michael Si		O&M OF PLANT SERVICES GENERAL SUPPL		10	51.28	20-2540-410
Michael Si		O&M OF PLANT SERVICES GENERAL SUPPL		10	146.08	20-2540-410
Michael Si		PHS O&M OF PLANT SERVICES GENERAL SL		10	176.98	20-2540-410-31
Natalie Ha		PJHS GENERAL SUPPLIES		10	152.94	10-1120-410-21

Bills Payable List

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PEOTONE CUSD 207U

Expense on Date: 04/21/2026 to 05/18/2026

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
Peotone Ju		PJHS OTHER PURCHASED SERVICES		10	152.00	10-1120-390-21
					<u>\$9,348.80</u>	
BOLIN, SARAH		HEALTH SERVICES TRAVEL - 1/26 THRU 4/26		10	153.06	10-2130-332
					<u>\$153.06</u>	
CAMELOT THERAPEUTIC SCHOOLS LLC		PES K-12 SPECIAL EDUCATION TUITION		10	8,622.80	10-1912-670-11
					<u>\$8,622.80</u>	
CANON FINANCIAL SERVICES INC		PES PURCHASED SERVICES: COPIER LEASE		10	2,034.16	10-1110-325-11
		PJHS PURCHASED SERVICES: COPIER LEASE		10	2,034.16	10-1120-325-21
		PHS PURCHASED SERVICES: COPIER LEASE		10	2,034.16	10-1130-325-31
		PIC PURCHASED SERVICES: COPIER LEASE		10	2,034.16	10-1160-325-61
		DISTRICT INTERNAL SERVICES RENTAL		10	2,034.15	10-2570-325
					<u>\$10,170.79</u>	
CHICAGO AUTISM ACADEMY INC		PIC K-12 SPECIAL EDUCATION TUITION		10	4,042.72	10-1912-670-61
					<u>\$4,042.72</u>	
CONNOR COMPANY		O&M OF PLANT SERVICES GENERAL SUPPL		10	67.13	20-2540-410
					<u>\$67.13</u>	
CONSTELLATION NEW ENERGY GAS DIVISION LLC		O&M OF PLANT SERVICES NATURAL GAS		10	945.08	20-2540-465
		BUS BARN O&M OF PLANT SERVICES NATU		10	330.64	20-2540-465
		PES O&M OF PLANT SERVICES NATURAL GA		10	1,078.10	20-2540-465-11
		PJHS O&M OF PLANT SERVICES NATURAL G		10	3,279.77	20-2540-465-21
		PHS O&M OF PLANT SERVICES NATURAL GA		10	8,872.30	20-2540-465-31
		CSC PRE-K O&M OF PLANT SERVICES NATU		10	945.09	20-2540-465-51
		PIC O&M OF PLANT SERVICES NATURAL GA:		10	2,173.87	20-2540-465-61
					<u>\$17,624.85</u>	
COWGER, MONICA		HEALTH SERVICES DUES AND FEES		10	80.00	10-2130-640
		BOE SERVICES DISTRICT REIMBURSEMENT		10	250.00	10-2310-222
					<u>\$330.00</u>	
DERKACY, KATHLEEN		PHS ASSESSMENT AND TESTING DATA PROJ		10	23.96	10-2230-316-31
					<u>\$23.96</u>	
DRALLE CHEVROLET AND BUICK INC		PHS DRIVERS ED RENTAL		10	500.00	10-1130-325-31-21
					<u>\$500.00</u>	
ECTS		INFORMATION SERVICES OTHER PURCH SE		10	3,243.20	10-2630-390
					<u>\$3,243.20</u>	
EDMENTUM INC		PHS INFORMATION SERVICES SOFTWARE		10	6,000.00	10-2630-470-31
2026310087					<u>\$6,000.00</u>	

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ELEMENTAL SOLUTIONS LLC						
		O&M OF PLANT SERVICES OTHER PURCHASE		10	497.00	20-2540-390
		PJHS O&M OF PLANT SERV OTHER PURCHASE		10	995.00	20-2540-390-21
		CSC PRE-K O&M OF PLANT SERV OTHER PL		10	498.00	20-2540-390-51
					<u>\$1,990.00</u>	
ELIM CHRISTIAN SERVICES						
		PHS K-12 SPECIAL EDUCATION TUITION		10	29,340.18	10-1912-670-31
					<u>\$29,340.18</u>	
FORTE						
		BOE SERVICES OTHER PURCHASED SERVICE		10	742.22	10-2310-390
					<u>\$742.22</u>	
GGNET TECHNOLOGIES						
		INFORMATION SERVICES OTHER PURCHASE		10	2,950.00	10-2630-390
					<u>\$2,950.00</u>	
GORDON FOOD SERVICE INC						
		PHS GUIDANCE SERVICES GENERAL SUPPL		10	227.08	10-2120-410-31
		PES FOOD SERVICES GEN SUPPLIES		10	94.04	10-2560-410-11
		PES FOOD SERVICES GEN SUPPLIES		10	96.17	10-2560-410-11
		PJHS FOOD SERVICES GEN SUPPLIES		10	23.57	10-2560-410-21
		PHS FOOD SERVICES GEN SUPPLIES		10	109.70	10-2560-410-31
		PHS FOOD SERVICES GEN SUPPLIES		10	273.81	10-2560-410-31
		PHS FOOD SERVICES GEN SUPPLIES		10	121.95	10-2560-410-31
		PIC FOOD SERVICES GEN SUPPLIES		10	159.20	10-2560-410-61
		PES FOOD SERVICES PROG FOOD GEN SUP		10	1,956.59	10-2560-411-11
		PES FOOD SERVICES PROG FOOD GEN SUP		10	1,607.19	10-2560-411-11
		PJHS FOOD SERVICES PROG FOOD GEN SU		10	49.83	10-2560-411-21
		PJHS FOOD SERVICES PROG FOOD GEN SU		10	75.24	10-2560-411-21
		PJHS FOOD SERVICES PROG FOOD GEN SU		10	539.42	10-2560-411-21
		PJHS FOOD SERVICES PROG FOOD GEN SU		10	(7.91)	10-2560-411-21
		PJHS FOOD SERVICES PROG FOOD GEN SU		10	634.74	10-2560-411-21
		PJHS FOOD SERVICES PROG FOOD GEN SU		10	827.27	10-2560-411-21
		PHS FOOD SERVICES PROG FOOD GEN SUP		10	75.24	10-2560-411-31
		PHS FOOD SERVICES PROG FOOD GEN SUP		10	82.23	10-2560-411-31
		PHS FOOD SERVICES PROG FOOD GEN SUP		10	853.86	10-2560-411-31
		PHS FOOD SERVICES PROG FOOD GEN SUP		10	49.83	10-2560-411-31
		PHS FOOD SERVICES PROG FOOD GEN SUP		10	1,715.34	10-2560-411-31
		PHS FOOD SERVICES PROG FOOD GEN SUP		10	1,337.55	10-2560-411-31
		PIC FOOD SERVICES PROG FOOD GEN SUP		10	448.47	10-2560-411-61
		PIC FOOD SERVICES PROG FOOD GEN SUP		10	649.21	10-2560-411-61
		PIC FOOD SERVICES PROG FOOD GEN SUP		10	541.51	10-2560-411-61
		PIC FOOD SERVICES PROG FOOD GEN SUP		10	(2.25)	10-2560-411-61
		PJHS FOOD SERVICES NON-PROG FOOD GE		10	222.30	10-2560-412-21
		PJHS FOOD SERVICES NON-PROG FOOD GE		10	216.19	10-2560-412-21
		PJHS FOOD SERVICES NON-PROG FOOD GE		10	361.99	10-2560-412-21
		PHS FOOD SERVICES NON-PROG FOOD GE		10	(2.16)	10-2560-412-31
		PHS FOOD SERVICES NON-PROG FOOD GE		10	431.87	10-2560-412-31
		PHS FOOD SERVICES NON-PROG FOOD GE		10	422.98	10-2560-412-31
		PHS FOOD SERVICES NON-PROG FOOD GE		10	218.70	10-2560-412-31

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					<u>\$14,410.75</u>	
GRAINGER		O&M OF PLANT SERVICES GENERAL SUPPL		10	42.09	20-2540-410
					<u>\$42.09</u>	
GREEN, NICOLE		PJHS INTERSCHOLASTIC PROG CONTRACT		10	2,657.38	10-1500-319-21-91
					<u>\$2,657.38</u>	
HAMANN, ROBIN J		PHS SPEC ED OTHER PURCHASED SERVICE		10	650.00	10-1200-390-31
		CSC PRE-K SPEC ED OTHER PURCHASED S		10	1,000.00	10-1200-390-51
					<u>\$1,650.00</u>	
HERITAGE FS INC		PHS DRIVERS ED GASOLINE/DIESEL		10	210.71	10-1700-464-31
		O&M OF PLANT SERVICES GASOLINE/DIESE		10	564.57	20-2540-464
		PUPIL TRANS SERV GASOLINE/DIESEL		10	24,467.52	40-2550-464
		PUPIL TRANS SERV GASOLINE/DIESEL		10	478.26	40-2550-464
					<u>\$25,721.06</u>	
HIMES PETRARCA & FESTER ATTORNEYS AT LAW		SPEC ED LEGAL SERVICES		10	4,925.00	10-1200-318
		BOE SERVICES LEGAL SERVICES		10	2,145.00	10-2310-318
					<u>\$7,070.00</u>	
HOMWOOD DISPOSAL SERVICE INC		O&M OF PLANT SERVICES SANITATION SER		10	81.45	20-2540-321
		BUS BARN O&M OF PLANT SERVICES SANIT		10	107.65	20-2540-321
		PES O&M OF PLANT SERVICES SANITATION		10	432.03	20-2540-321-11
		PJHS O&M OF PLANT SERVICES SANITATION		10	644.51	20-2540-321-21
		PHS O&M OF PLANT SERVICES SANITATION		10	1,104.88	20-2540-321-31
		PHS O&M OF PLANT SERVICES SANITATION		10	165.60	20-2540-321-31
		CSC PRE-K O&M OF PLANT SERVICES SAN		10	81.45	20-2540-321-51
		PIC O&M OF PLANT SERVICES SAN SERV		10	330.80	20-2540-321-61
					<u>\$2,948.37</u>	
HYGIENEERING INC		O&M OF PLANT SERVICES OTHER PURCHASE		10	200.00	20-2540-390
		PES O&M OF PLANT SERV OTHER PURCHASE		10	400.00	20-2540-390-11
		PJHS O&M OF PLANT SERV OTHER PURCHASE		10	400.00	20-2540-390-21
		PHS O&M OF PLANT SERV OTHER PURCHASE		10	400.00	20-2540-390-31
		CSC PRE-K O&M OF PLANT SERV OTHER PL		10	200.00	20-2540-390-51
		PIC O&M OF PLANT SERV OTHER PURCHASE		10	400.00	20-2540-390-61
					<u>\$2,000.00</u>	
IASB PUBLICATIONS		BOE SERVICES DUES AND FEES		10	1,150.00	10-2310-640
		BOE SERVICES DUES AND FEES		10	5,297.00	10-2310-640
					<u>\$6,447.00</u>	
ICAN DREAM CENTER NFP		PHS K-12 SPECIAL EDUCATION TUITION		10	2,958.48	10-1912-670-31
					<u>\$2,958.48</u>	

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ILLINOIS DIRECTOR OF EMPLOYMENT SECURITY						
		RISK MANAGEMENT INSURANCE		10	924.00	80-2365-380
					<u>\$924.00</u>	
JONES SCHOOL SUPPLY CO. INC.						
	2026310082	PHS OTHER SUPPORT SERVICES GENERAL		10	238.92	10-2190-410-31
					<u>\$238.92</u>	
JOSTENS INC						
		PJHS OTHER SUPPORT SERVICES GENERAL		10	2,178.00	10-2190-410-21
		PJHS OTHER SUPPORT SERVICES GENERAL		10	(506.00)	10-2190-410-21
		PJHS OTHER SUPPORT SERVICES GENERAL		10	22.75	10-2190-410-21
		PJHS OTHER SUPPORT SERVICES GENERAL		10	2,223.85	10-2190-410-21
		PJHS OTHER SUPPORT SERVICES GENERAL		10	467.35	10-2190-410-21
		PJHS OTHER SUPPORT SERVICES GENERAL		10	490.35	10-2190-410-21
		PHS OTHER SUPPORT SERVICES GENERAL		10	18.50	10-2190-410-31
	2026210036	PJHS OTHER SUPPORT SERVICES GENERAL		10	619.45	10-2190-410-21
					<u>\$5,514.25</u>	
KNECHT, EDWARD J						
		PHS BOE SERVICES REIMBURSEMENT OF D		10	250.00	10-2310-222-31
					<u>\$250.00</u>	
KUPAJOE CAFE CO.						
		BOE SERVICES SERVICES STAFF RELATION		10	576.00	10-2316-410
					<u>\$576.00</u>	
LEARNWELL - DEPARTMENT 5420						
		PES REGULAR K-12 EDUCATION TUITION		10	170.24	10-1911-670-11
		PES REGULAR K-12 EDUCATION TUITION		10	851.20	10-1911-670-11
		PHS REGULAR K-12 EDUCATION TUITION		10	680.96	10-1911-670-31
					<u>\$1,702.40</u>	
MAHALIK, DAWN M						
		HEALTH SERVICES TRAVEL - 9/5/25-1/28/26		10	15.33	10-2130-332
					<u>\$15.33</u>	
MENARDS - BRADLEY						
		O&M OF PLANT SERVICES GENERAL SUPPL		10	221.15	20-2540-410
		PUPIL TRANS SERV GENERAL SUPPLIES		10	60.88	40-2550-410
					<u>\$282.03</u>	
MIDLAND PAPER						
	2026210071	PES OTHER SUPPLIES & MATERIALS		10	824.45	10-1110-490-11
	2026210071	PJHS OTHER SUPPLIES & MATERIALS		10	893.15	10-1120-490-21
	2026210071	PHS OTHER SUPPLIES & MATERIALS		10	1,305.38	10-1130-490-31
	2026210071	PIC OTHER SUPPLIES & MATERIALS		10	412.22	10-1160-490-61
					<u>\$3,435.20</u>	
MIDWEST INTEGRATED SOLUTIONS						
		O&M OF PLANT SERVICES OTHER PURCHAS		10	20.00	20-2540-390
		PES O&M OF PLANT SERV OTHER PURCHAS		10	40.00	20-2540-390-11
		PJHS O&M OF PLANT SERV OTHER PURCHA		10	40.00	20-2540-390-21
		PHS O&M OF PLANT SERV OTHER PURCHAS		10	40.00	20-2540-390-31
		CSC PRE-K O&M OF PLANT SERV OTHER PL		10	20.00	20-2540-390-51

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					<u>\$160.00</u>	
MIDWEST TRANSIT EQUIPMENT						
		PUPIL TRANS SERV GENERAL SUPPLIES		10	37.50	40-2550-410
					<u>\$37.50</u>	
MILLER HYDRAULIC SERVICE INC						
		O&M OF PLANT SERVICES GENERAL SUPPL		10	48.92	20-2540-410
					<u>\$48.92</u>	
MONROE PEST CONTROL CO INC						
		O&M OF PLANT SERVICES OTHER PURCHASE		10	30.00	20-2540-390
		PES O&M OF PLANT SERV OTHER PURCHASE		10	60.00	20-2540-390-11
		PJHS O&M OF PLANT SERV OTHER PURCHASE		10	60.00	20-2540-390-21
		PHS O&M OF PLANT SERV OTHER PURCHASE		10	70.00	20-2540-390-31
		CSC PRE-K O&M OF PLANT SERV OTHER PL		10	30.00	20-2540-390-51
		PIC O&M OF PLANT SERV OTHER PURCHASE		10	60.00	20-2540-390-61
					<u>\$310.00</u>	
MURRAY, NANCY						
		PES BOE SERVICES REIMBURSEMENT OF D		10	250.00	10-2310-222-11
					<u>\$250.00</u>	
OLD NATIONAL BANK						
		FISCAL SERVICES OTHER PURCHASED SER		10	80.00	10-2520-390
					<u>\$80.00</u>	
PERFECT POTTY INC.						
		PHS INTERSCHOLASTIC PROG OTHER PURC		10	425.50	10-1500-390-31
					<u>\$425.50</u>	
PERFORMANCE CHEMICAL & SUPPLY INC						
		PES O&M OF PLANT SERVICES GENERAL SL		10	1,496.20	20-2540-410-11
		PES O&M OF PLANT SERVICES GENERAL SL		10	58.38	20-2540-410-11
					<u>\$1,554.58</u>	
PIONEER MANUFACTURING COMPANY						
		PJHS O&M OF PLANT SERVICES GENERAL S		10	525.70	20-2540-410-21
					<u>\$525.70</u>	
PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC						
		FISCAL SERVICES POSTAGE METER RENTAL		10	433.05	10-2520-325
					<u>\$433.05</u>	
PONTIAC TOWNSHIP HIGH SCHOOL						
		PHS AGRICULTURE GRANT PROF DEVELOPI		10	950.00	10-1446-312-31-96
					<u>\$950.00</u>	
PRAIRIE FARMS DAIRY INC						
		PES FOOD SERVICES PROG FOOD GEN SUF		10	289.10	10-2560-411-11
		PES FOOD SERVICES PROG FOOD GEN SUF		10	19.67	10-2560-411-11
		PES FOOD SERVICES PROG FOOD GEN SUF		10	329.49	10-2560-411-11
		PES FOOD SERVICES PROG FOOD GEN SUF		10	329.49	10-2560-411-11
		PES FOOD SERVICES PROG FOOD GEN SUF		10	288.04	10-2560-411-11
		PJHS FOOD SERVICES PROG FOOD GEN SU		10	19.67	10-2560-411-21
		PJHS FOOD SERVICES PROG FOOD GEN SU		10	186.53	10-2560-411-21
		PJHS FOOD SERVICES PROG FOOD GEN SU		10	206.20	10-2560-411-21

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		PJHS FOOD SERVICES PROG FOOD GEN SU		10	145.08	10-2560-411-21
		PJHS FOOD SERVICES PROG FOOD GEN SU		10	124.35	10-2560-411-21
		PJHS FOOD SERVICES PROG FOOD GEN SU		10	165.80	10-2560-411-21
		PHS FOOD SERVICES PROG FOOD GEN SUF		10	102.57	10-2560-411-31
		PHS FOOD SERVICES PROG FOOD GEN SUF		10	164.75	10-2560-411-31
		PHS FOOD SERVICES PROG FOOD GEN SUF		10	205.14	10-2560-411-31
		PHS FOOD SERVICES PROG FOOD GEN SUF		10	185.47	10-2560-411-31
		PHS FOOD SERVICES PROG FOOD GEN SUF		10	165.80	10-2560-411-31
		PIC FOOD SERVICES PROG FOOD GEN SUPI		10	144.02	10-2560-411-61
		PIC FOOD SERVICES PROG FOOD GEN SUPI		10	165.15	10-2560-411-61
		PIC FOOD SERVICES PROG FOOD GEN SUPI		10	184.42	10-2560-411-61
		PIC FOOD SERVICES PROG FOOD GEN SUPI		10	124.35	10-2560-411-61
		PIC FOOD SERVICES PROG FOOD GEN SUPI		10	124.76	10-2560-411-61
		PES FOOD SERVICES PROG FOOD GEN SUF		10	163.69	10-2560-411-11
					<u>\$3,833.54</u>	
PRECISION CONTROL SYSTEMS INC						
		PHS O&M OF PLANT SERV OTHER PURCHASE		10	1,456.00	20-2540-390-31
					<u>\$1,456.00</u>	
PUSHCOIN INC						
		BOE SERVICES OTHER PURCHASED SERVICE		10	735.08	10-2310-390
					<u>\$735.08</u>	
PYE-BARKER FIRE & SAFETY LLC						
		PIC O&M OF PLANT SERV OTHER PURCHASE		10	51.50	20-2540-390-61
					<u>\$51.50</u>	
RIVAL5 TECHNOLOGIES CORP						
		O&M OF PLANT SERVICES COMMUNICATION		10	131.32	20-2540-340
		O&M OF PLANT SERVICES COMMUNICATION		10	218.86	20-2540-340
		PES O&M OF PLANT SERVICES COMMUNICATION		10	831.67	20-2540-340-11
		PJHS O&M OF PLANT SERVICES COMMUNICATION		10	962.98	20-2540-340-21
		PHS O&M OF PLANT SERVICES COMMUNICATION		10	1,662.90	20-2540-340-31
		CSC PRE-K O&M OF PLANT SERVICES COMMUNICATION		10	219.30	20-2540-340-51
		PIC O&M OF PLANT SERVICES COMMUNICATION		10	350.17	20-2540-340-61
					<u>\$4,377.20</u>	
RIVERSIDE WORKFORCE HEALTH						
		PUPIL TRANS SERV OTHER PURCHASED SERVICE		10	120.00	40-2550-390
		PUPIL TRANS SERV OTHER PURCHASED SERVICE		10	155.00	40-2550-390
					<u>\$275.00</u>	
SAWINSKI, KAREN						
		PUPIL TRANS SERV MISCELLANEOUS OBJECT		10	10.00	40-2550-690
					<u>\$10.00</u>	
SCHOOL HEALTH CORPORATION						
	2026310043	HEALTH SERVICES GENERAL SUPPLIES		10	52.16	10-2130-410
					<u>\$52.16</u>	
SCHOOLINKS INC						
		PHS GUIDANCE SERVICES PROF SERVICES		10	5,347.13	10-2120-314-31
					<u>\$5,347.13</u>	

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SCHREINER, CORKY						
		PHS INTERSCHOLASTIC PROG OFFICIAL		10	190.08	10-1500-319-31-90
		PJHS INTERSCHOLASTIC PROG OFFICIAL		10	64.80	10-1500-319-21-90
					<u>\$254.88</u>	
SECRETARY OF STATE						
		DISTRICT K-12 GENERAL SUPPLIES		10	158.00	10-1100-410
					<u>\$158.00</u>	
SENTINEL TECHNOLOGIES INC						
		INFORMATION SERVICES OTHER PURCH SE		10	99.53	10-2630-390
					<u>\$99.53</u>	
SIEGEL, LAURENCE E						
		PHS INTERSCHOLASTIC PROG OFFICIAL		10	76.00	10-1500-319-31-90
					<u>\$76.00</u>	
SINGLETON, MICHAEL						
		O&M OF PLANT SERVICES TRAVEL - 4/3 - 5/5.		10	98.82	20-2540-332
					<u>\$98.82</u>	
SOWIC						
		PMTS FOR SPECIAL ED PROF SERV - INST		10	5,179.87	10-4120-314
		PES PMTS FOR SPECIAL ED PROF SERV - IN		10	24,762.55	10-4120-314-11
		PJHS PMTS FOR SPECIAL ED PROF SERV - I		10	5,095.83	10-4120-314-21
		PHS PMTS FOR SPECIAL ED PROF SERV - IN		10	4,054.62	10-4120-314-31
		CSC PRE-K PMTS FOR SPECIAL ED PROF SE		10	27,830.85	10-4120-314-51
		PIC PMTS FOR SPECIAL ED PROF SERV - IN		10	6,908.95	10-4120-314-61
					<u>\$73,832.67</u>	
STAPLES BUSINESS ADVANTAGE						
	2026110021	PES GENERAL SUPPLIES		10	121.60	10-1110-410-11
	2026310084	PHS GUIDANCE SERVICES GENERAL SUPPL		10	18.27	10-2120-410-31
	2026310084	PHS GUIDANCE SERVICES GENERAL SUPPL		10	30.18	10-2120-410-31
	2026310084	PHS GUIDANCE SERVICES GENERAL SUPPL		10	14.31	10-2120-410-31
	2026310084	PHS GUIDANCE SERVICES GENERAL SUPPL		10	42.74	10-2120-410-31
	2026310086	PHS GENERAL SUPPLIES		10	8.58	10-1130-410-31
	2026310086	PHS GENERAL SUPPLIES		10	27.46	10-1130-410-31
	2026310086	PHS GENERAL SUPPLIES		10	153.90	10-1130-410-31
	2026310086	PHS GENERAL SUPPLIES		10	32.84	10-1130-410-31
	2026310086	PHS GENERAL SUPPLIES		10	20.13	10-1130-410-31
	2026310086	PHS GENERAL SUPPLIES		10	44.18	10-1130-410-31
	2026310086	PHS GENERAL SUPPLIES		10	74.67	10-1130-410-31
	2026310086	PHS GENERAL SUPPLIES		10	17.08	10-1130-410-31
	2026510010	CSC PRE-K GENERAL SUPPLIES		10	8.36	10-1125-410-51
	2026510010	CSC PRE-K GENERAL SUPPLIES		10	3.80	10-1125-410-51
	2026510010	CSC PRE-K GENERAL SUPPLIES		10	35.24	10-1125-410-51
	2026510010	CSC PRE-K GENERAL SUPPLIES		10	76.95	10-1125-410-51
	2026510010	CSC PRE-K GENERAL SUPPLIES		10	39.49	10-1125-410-51
	2026510010	CSC PRE-K GENERAL SUPPLIES		10	3.95	10-1125-410-51
	2026510010	CSC PRE-K GENERAL SUPPLIES		10	35.79	10-1125-410-51
					<u>\$809.52</u>	
STROUGH, STEVEN C						

Bills Payable List

Printed: 05/13/2026 3:06:07PM
 PEOTONE CUSD 207U
 Expense on Date: 04/21/2026 to 05/18/2026

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
		PHS INTERSCHOLASTIC PROG ATHLETIC TR		10	74.38	10-1500-332-31
					<u>\$74.38</u>	
SUAREZ, LUISA						
		PHS TRAVEL - 3/12/26 WL ICE CONF		10	34.80	10-1130-332-31
					<u>\$34.80</u>	
TEKIELA, JENNIFER						
		PIC - DONATION OF GENERAL SUPPLIES		10	6.77	10-1160-410-61-80
		PIC BOE SERVICES GEN SUPPLIES PUR FOF		10	98.71	10-2316-410-61
					<u>\$105.48</u>	
THE AMERICAN BOTTLING COMPANY						
		PHS FOOD SERVICES NON-PROG FOOD GEI		10	220.00	10-2560-412-31
					<u>\$220.00</u>	
T-MOBILE						
		INFORMATION SERVICES COMM		10	709.79	10-2630-340
		INFORMATION SERVICES COMM		10	30.00	10-2630-340
		PES TITLE I OTHER COMMUNITY SERVICE G		10	63.00	10-3900-410-11-97
					<u>\$802.79</u>	
TOMS TRUCK REPAIR SOUTH INC						
		PUPIL TRANS SERV OTHER PURCHASED SE		10	288.00	40-2550-390
					<u>\$288.00</u>	
UNIFIRST CORPORATION						
		PUPIL TRANS SERV GENERAL SUPPLIES		10	67.78	40-2550-410
		PUPIL TRANS SERV GENERAL SUPPLIES		10	67.78	40-2550-410
		PUPIL TRANS SERV GENERAL SUPPLIES		10	67.78	40-2550-410
		PUPIL TRANS SERV GENERAL SUPPLIES		10	68.53	40-2550-410
		PUPIL TRANS SERV GENERAL SUPPLIES		10	63.61	40-2550-410
					<u>\$335.48</u>	
URBAN ELEVATOR SERVICE LLC						
		O&M OF PLANT SERVICES OTHER PURCHASE		10	137.81	20-2540-390
		PJHS O&M OF PLANT SERV OTHER PURCHASE		10	137.81	20-2540-390-21
		PHS O&M OF PLANT SERV OTHER PURCHASE		10	413.44	20-2540-390-31
		CSC PRE-K O&M OF PLANT SERV OTHER PL		10	137.82	20-2540-390-51
					<u>\$826.88</u>	
VILLAGE OF PEOTONE						
		SRO PROFESSIONAL SERVICES-STANKUS 3,		10	559.68	80-2546-310
		SRO PROFESSIONAL SERVICES-STANKUS 4,		10	1,484.40	80-2546-310
		SRO PROFESSIONAL SERVICES-STANKUS 4,		10	2,671.92	80-2546-310
					<u>\$4,716.00</u>	
WEX BANK						
		PUPIL TRANS SERV GASOLINE/DIESEL		10	214.68	40-2550-464
					<u>\$214.68</u>	
WHITMORE ACE HARDWARE SUPPLY						
		PJHS O&M OF PLANT SERVICES GENERAL S		10	13.52	20-2540-410-21
		PIC O&M OF PLANT SERVICES GENERAL SU		10	14.99	20-2540-410-61
					<u>\$28.51</u>	
WILL COUNTY TREASURER						

Bills Payable List

Printed: 05/13/2026 3:06:07PM

PEOTONE CUSD 207U

Expense on Date: 04/21/2026 to 05/18/2026

Vendor Name		Description	Override	Batch #	Amount	State Account Number
P.O. Number						
		PROPERTY TAXES 18-13-28-200-014-0000		10	406.08	20-2540-690
					<u>\$406.08</u>	
WILL COUNTY						
		BOE SERVICES MISCELLANEOUS OBJECTS		10	405.00	10-2310-690
					<u>\$405.00</u>	
				Report Total	<u>\$322,255.79</u>	

Activity Fund Balance Report (Active Only)

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Peotone Activity District 207-U

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Date Range: 7/1/2025 to 4/30/2026

PHS JOURNALISM 113

Account Number	Description	Month's Expense	Month's Revenue	Year to Date Expense	Year to Date Revenue	Fund Balance Change	Starting Balance	Current Balance
113	PHS JOURNALISM	197.02	0.00	492.55	512.00	19.45	56.05	75.50
115	PHS CLASS OF 2025	0.00	0.00	0.00	0.00	0.00	373.64	373.64
116	PHS ART CLUB	0.00	0.00	(113.10)	300.00	413.10	653.91	1,067.01
117	PJHS SOCCER	0.00	155.98	0.00	155.98	155.98	512.93	668.91
118	PHS CLASS OF 2026	0.00	0.00	2,240.05	1,984.00	(256.05)	482.49	226.44
119	SPECIAL OLYMPICS TRACK AND FIELD CLUB	0.00	0.00	0.00	0.00	0.00	262.25	262.25
120	PHS E-SPORTS CLUB	0.00	0.00	578.99	1,477.00	898.01	180.26	1,078.27
121	PHS GIRLS' WRESTLING	0.00	0.00	1,214.82	0.00	(1,214.82)	1,392.80	177.98
122	PHS CROSS COUNTRY	0.00	0.00	0.00	0.00	0.00	150.00	150.00
123	PHS INTERNATIONAL CULTURE CLUB	0.00	0.00	0.00	0.00	0.00	107.14	107.14
124	PHS FFA	0.00	224.11	3,790.13	4,324.11	533.98	2,565.75	3,099.73
125	PHS CLASS OF 2027	0.00	0.00	1,862.00	2,060.00	198.00	1,133.67	1,331.67
126	PJHS BOYS BASKETBALL	0.00	0.00	184.33	839.28	654.95	371.46	1,026.41
127	PHS GOLF	0.00	0.00	70.00	0.00	(70.00)	752.46	682.46
128	PIC INTRAMURAL	385.00	0.00	385.00	0.00	(385.00)	2,937.79	2,552.79
129	PHS SPECIAL OLYMPICS UNIFIED SPORTS	0.00	0.00	0.00	0.00	0.00	624.07	624.07
130	PHS SKILLS USA	5,520.00	310.00	5,520.00	665.00	(4,855.00)	10,525.60	5,670.60
131	PHS BEST BUDDIES	1,000.00	3,225.00	4,454.09	3,223.55	(1,230.54)	7,290.14	6,059.60
132	PHS BOWLING	0.00	0.00	0.00	0.00	0.00	126.60	126.60
133	PHS BOYS BASEBALL	866.64	3,088.00	2,363.38	3,088.00	724.62	2,850.95	3,575.57
134	PHS BOYS BASKETBALL TEAM	500.00	0.00	2,735.39	3,680.82	945.43	425.44	1,370.87
135	PHS BOYS BASKETBALL SUMMER CAMP	0.00	0.00	4,915.21	712.39	(4,202.82)	4,202.82	0.00
136	PHS GENERAL ATHLETIC	427.48	556.41	1,229.62	656.41	(573.21)	825.75	252.54
137	INDUSTRIAL TECH RESALE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
138	PJHS BEHAVIOR INCENTIVE PROGRAM	14.93	0.00	192.26	134.00	(58.26)	814.96	756.70
139	PHS TRACK	0.00	0.00	0.00	0.00	0.00	852.30	852.30
140	PHS CHEERLEADERS	0.00	0.00	235.88	0.00	(235.88)	1,219.16	983.28
141	PHS GIRLS BB TEAM	0.00	0.00	1,399.65	1,425.12	25.47	90.00	115.47

Activity Fund Balance Report (Active Only)

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PES YEARBOOK CLUB 142

Account Number	Description	Month's Expense	Month's Revenue	Year to Date Expense	Year to Date Revenue	Fund Balance Change	Starting Balance	Current Balance
142	PES YEARBOOK CLUB	59.95	0.00	59.95	0.00	(59.95)	234.35	174.40
143	PJHS VOLLEYBALL TEAM	0.00	0.00	0.00	166.94	166.94	0.00	166.94
144	PHS GIRLS VOLLEYBALL TEAM	0.00	0.00	3,419.80	2,909.75	(510.05)	4,283.14	3,773.09
145	PHS GIRLS SOFTBALL	0.00	0.00	124.54	0.00	(124.54)	351.72	227.18
146	PHS SPANISH CLUB	0.00	0.00	0.00	0.00	0.00	0.00	0.00
147	PHS STUDENT COUNCIL	435.07	2,134.28	17,052.79	20,660.09	3,607.30	6,782.09	10,389.39
148	PJHS BASEBALL	0.00	0.00	1,363.58	880.88	(482.70)	1,058.25	575.55
149	PJHS GIRLS BASKETBALL	0.00	0.00	1,116.89	1,026.56	(90.33)	542.00	451.67
150	PHS DANCE TEAM	0.00	0.00	0.00	0.00	0.00	452.64	452.64
151	Tri-M Music Honors Society	0.00	0.00	0.00	0.00	0.00	58.00	58.00
152	PHS YEARBOOK	0.00	0.00	197.02	0.00	(197.02)	273.39	76.37
153	PHS BAND	4,265.60	4,494.00	5,089.35	5,459.00	369.65	13.36	383.01
154	PHS CHOIR	195.20	0.00	195.20	145.00	(50.20)	614.70	564.50
155	PHS SHOW CHOIR	5,296.90	0.00	7,961.38	3,103.00	(4,858.38)	9,698.15	4,839.77
156	NATIONAL HONOR SOCIETY	3,500.00	3,965.00	6,485.56	7,423.00	937.44	2,314.87	3,252.31
157	PHS CLASS OF 2028	0.00	0.00	255.82	0.00	(255.82)	1,772.15	1,516.33
158	PHS FOOTBALL	585.00	0.00	26,715.06	28,257.09	1,542.03	9,584.17	11,126.20
159	PHS POP FUND	0.00	231.78	473.98	1,542.29	1,068.31	1,023.32	2,091.63
160	PERFORMING ARTS	0.00	7,150.00	5,955.18	8,237.05	2,281.87	7,530.47	9,812.34
161	PIC DRAMA	0.00	0.00	71.22	0.00	(71.22)	124.45	53.23
162	PJHS CROSS COUNTRY	0.00	0.00	272.00	180.00	(92.00)	304.29	212.29
163	PHS THESPIANS	0.00	0.00	0.00	0.00	0.00	426.63	426.63
164	PIC FRIENDS MAKING FRIENDS	0.00	0.00	129.90	123.00	(6.90)	714.86	707.96
165	PHS WRESTLING	0.00	0.00	1,478.48	400.00	(1,078.48)	2,329.71	1,251.23
166	PHS SCHOLASTIC BOWL	254.99	0.00	254.99	0.00	(254.99)	198.98	(56.01)
169	PJHS ATHLETIC CONCESSIONS	198.89	0.00	5,278.41	6,039.00	760.59	3,096.22	3,856.81
170	PJHS ACTIVITIES ACCOUNT	0.00	0.00	537.53	465.00	(72.53)	866.40	793.87
171	PJHS CHEERLEADERS	0.00	0.00	78.94	225.49	146.55	14.39	160.94

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Activity Fund Balance Report (Active Only)

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PJHS BAND 173

Account Number	Description	Month's Expense	Month's Revenue	Year to Date Expense	Year to Date Revenue	Fund Balance Change	Starting Balance	Current Balance
173	PJHS BAND	0.00	1,083.42	0.00	2,482.36	2,482.36	49.00	2,531.36
174	PJHS CHORUS	0.00	0.00	1,881.00	1,895.33	14.33	47.29	61.62
175	RENAISSANCE CLUB	0.00	0.00	0.00	0.00	0.00	67.28	67.28
177	PJHS STUDENT COUNCIL	0.00	0.00	2,710.79	2,988.08	277.29	3,001.72	3,279.01
178	PJHS YEARBOOK	0.00	0.00	0.00	0.00	0.00	6,172.36	6,172.36
179	PHS PROM	16,040.00	17,370.00	16,705.00	17,370.00	665.00	9,756.76	10,421.76
180	PIC BAND	33.23	0.00	98.42	0.00	(98.42)	98.30	(0.12)
181	CHOOSE TO INCLUDE	0.00	0.00	111.88	96.00	(15.88)	185.04	169.16
182	PES	0.00	0.00	27.22	0.00	(27.22)	3,899.15	3,871.93
185	PES SUNSHINE	0.00	0.00	91.47	0.00	(91.47)	517.98	426.51
186	PJHS WRESTLING	528.06	0.00	1,695.31	1,056.00	(639.31)	1,903.36	1,264.05
188	PIC	0.00	0.00	1,212.13	310.00	(902.13)	1,949.60	1,047.47
189	PIC FACULTY FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00
192	PHS CLASS OF 2022	0.00	0.00	0.00	0.00	0.00	0.00	0.00
193	PEOTONE STUDENT ACCOUNT	0.00	0.00	15,461.40	12,971.89	(2,489.51)	6,318.80	3,829.29
194	INTEREST	0.00	167.70	0.00	2,022.99	2,022.99	6,980.27	9,003.26
196	PJHS GIRLS SOFTBALL	0.00	0.00	849.92	210.00	(639.92)	1,429.15	789.23
197	EDUCATION FOUNDATION	0.00	0.00	6,922.03	8,524.72	1,602.69	1,456.93	3,059.62
199	PHS STAFF	87.98	0.00	697.99	40.00	(657.99)	1,001.97	343.98
203	PHS TAD	0.00	0.00	0.00	0.00	0.00	91.48	91.48
204	PHS BLUE CREW	0.00	0.00	0.00	81.00	81.00	0.00	81.00
205	PHS MATH CLUB	0.00	0.00	75.00	74.05	(0.95)	0.95	0.00
208	PEOTONE SCHOOL DISTRICT LIBRARY	72.90	310.92	5,803.61	10,461.00	4,657.39	76.08	4,733.47
209	PJHS SKILLS USA	972.00	0.00	972.00	1,440.00	468.00	4,061.72	4,529.72
211	PIC CHOIR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
212	SOCCER SUMMER CAMP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
213	PJHS PALS	0.00	0.00	1,012.00	680.00	(332.00)	1,451.96	1,119.96
215	(CLOSED) PHS LIBRARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Activity Fund Balance Report (Active Only)

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PHS BOYS SOCCER 217

Account Number	Description	Month's Expense	Month's Revenue	Year to Date Expense	Year to Date Revenue	Fund Balance Change	Starting Balance	Current Balance
217	PHS BOYS SOCCER	0.00	0.00	7,918.83	6,261.00	(1,657.83)	2,128.12	470.29
218	PHS SPEECH AND DRAMA TEAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00
219	(CLOSED) PES LIBRARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
300	PHS GIRLS BKB SUMMER CAMP	0.00	0.00	209.58	0.00	(209.58)	209.58	0.00
500	PJHS ATHLETICS	0.00	0.00	20.41	0.00	(20.41)	186.83	166.42
600	(CLOSED) PJHS LIBRARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00
700	PHS/PJHS SKILLS CONCESSIONS	0.00	0.00	4,588.23	14,818.00	10,229.77	5,023.05	15,252.82
900	PIC YEARBOOK CLUB	0.00	0.00	240.00	0.00	(240.00)	1,839.69	1,599.69
901	PHS SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00	750.78	750.78
902	PJHS PLAY ACTIVITY	162.23	0.00	3,330.27	4,320.00	989.73	4,277.11	5,266.84
903	PJHS TRACK	89.98	93.47	89.98	93.47	3.49	383.65	387.14
907	PHS GIRLS SOCCER	1,557.63	2,329.54	3,029.12	2,329.54	(699.58)	2,287.03	1,587.45
911	PJHS ART	0.00	0.00	0.00	0.00	0.00	434.86	434.86
Report Total:		43,246.68	46,889.61	194,071.41	203,006.23	8,934.82	164,480.94	173,415.76

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GOOD NEWS:

GO BIG BLUE – APRIL 2026

For April, our focus is **PORTRAIT OF A GRADUATE**. We are proud to honor and recognize the following staff members who were celebrated within their schools and departments for exemplifying the Portrait of a Graduate by modeling all of the traits: Goal Oriented, Empathy, Critical Thinking, Perseverance, Integrity, Respect and Effective Communication.

Celebrating our April



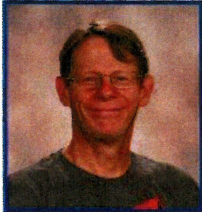
GO BIG BLUE

STAFF SPOTLIGHT RECIPIENTS

For April, staff were encouraged to nominate a colleague who exemplifies our

PORTRAIT OF A GRADUATE

by modeling all of the traits: Goal Oriented, Empathy, Critical Thinking, Perseverance, Integrity, Respect, and Effective Communication.

PHS	PJHS	PIC	PES	DISTRICT
				
MIKE HEYWOOD	KIM HORN	COLLEEN GRIMMETT	AMY SADLER	AMANDA FABER

CONGRATULATIONS!

And tonight, we are very excited to honor and introduce the following students as our “GO BIG BLUE.”

Student Spotlights for April 2026, for exemplifying the Portrait of a Graduate by modeling all of the traits: Goal Oriented, Empathy, Critical Thinking, Perseverance, Integrity, Respect and Effective Communication.

Celebrating our April

GO BIG BLUE

STUDENT SPOTLIGHT RECIPIENTS

For April, staff were encouraged to nominate a student who exemplifies our

PORTRAIT OF A GRADUATE

by modeling all of the traits: Goal Oriented, Empathy, Critical Thinking, Perseverance, Integrity, Respect, and Effective Communication.

PHS



LINDSAY VILLALOBOS

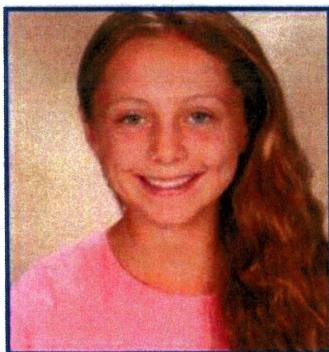
PJHS



MATTHEW
HARRINGTON



PIC



AUBREY POGOSE

PES



EMMA DRAKE

CONGRATULATIONS!

**PHS/PJHS - MAY 2026 RECOGNITION OF OUTSTANDING
ACHIEVEMENTS OF PEOTONE HIGH SCHOOL
AND PEOTONE JUNIOR HIGH SCHOOL SKILLSUSA STUDENTS:**

OPPORTUNITY FOR VISITORS TO SPEAK:

FOR ACTION:

REPORT NO. 73:

**FOR ACTION: APPROVAL AND ADOPTION OF THE FY26 AMENDED
BUDGET.**

The board will need a motion to approve and adopt the *FY26 Amended Budget*.

MOTION REQUIRED: ROLL CALL VOTE.

REPORT NO. 74:

FOR ACTION: APPROVAL OF THE SCHOOL DISTRICT'S DEPOSITORIES

The board will need a motion to approve the appointments of the *School District's Depositories, Old National Bank, BMO Bank, and First Community Bank and Trust*.

MOTION REQUIRED: ROLL CALL VOTE.

REPORT NO. 75:

**FOR ACTION: APPROVAL OF THE PROPOSED 2026-2027
MEAL AND MILK PRICES.**

The board will need a motion to approve the *Proposed 2026-2027 Meal and Milk Prices*.

MOTION REQUIRED: ROLL CALL VOTE.



Approval and Adoption of the FY26 Amended Budget

TO: Peotone CUSD 207U Board of Education

FROM: Adrian Fulgencio, Business Manager

RE: Fiscal Year 2026 Amended Budget

DATE: May 18, 2026

Objective:

Board of Education approval and adoption of the Fiscal Year 2026 amended budget.

Background and Information:

Each year, Peotone School District amends the current fiscal year budget in March to align with the most recent year-end financial projections. When amending the budget, the Illinois School Code mandates that the district adhere to the same procedures required for the adoption of the original budget.

Key dates in accordance with the Illinois School Code:

February 18, 2026: Committee presentation of amended budget

March 16, 2026: Board of Education action to publish the tentative amended budget

March 17, 2026: Tentative amended budget on public display

March 19, 2026: Legal notice is published

May 18, 2026: Public hearing and Board of Education action on the amended budget

May 20, 2026: Filed with the County Clerks of Will and Kankakee Counties and the Illinois
State Board of Education

May 20, 2026: Posted on the District's website, and a notice is sent to parents and
guardians of students

Key Highlights:

Revenue increase = \$383,000

Updates include an increase in interest on investments, annual medicaid claim, annual state transportation claim, and IDEA grant. Adjustments were also made with a decrease in impact fees and SpEd Private Tuition.

Expenditure increase = \$238,000

Updates include an increase in liability insurance premiums, capitalized equipment repairs, replacement of the activity bus, reimbursed PTO donations, and building consolidation expenses. Adjustments were also made with a decrease due to hiring freezes.

Other Considerations

Capital Projects: Decrease = (\$4,804,216) (Discontinuing Baseball/softball fields)

Series 2023 Working Cash Bond Transfer to Fund 60: Increase = \$242,000 (accrued interest)

Recommendation:

Board of Education approval and adoption of the Fiscal Year 2026 amended budget.

District Type:

☒ School District
☐ Joint Agreement

ILLINOIS STATE BOARD OF EDUCATION

School Business Services Division

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM ***July 1, 2025 - June 30, 2026****Accounting Basis:**

☒ Cash
☐ Accrual

Is this an amended budget?

Yes

Date of Amended Budget:

05/18/2026

(MM/DD/YY)

District Name:

Peotone CUSD 207U

District RCDT No:

56099207U26

Unbalanced budget; however, a Deficit
Reduction Plan is not required at this
time.

If your FY2025 AFR states that you need to do a deficit reduction plan and your FY2026 budget is balanced, please state the measures you took to have your budget become balanced. (Bckgrnd-Assumpt 25-26)

Budget of Peotone CUSD 207U, County of Will,
State of Illinois, for the Fiscal Year beginning July 1, 2025 and ending June 30, 2026.

WHEREAS the Board of Education of Peotone CUSD 207U,
County of Will, State of Illinois, caused to be prepared in tentative form a budget, and the Secretary
of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;

AND WHEREAS a public hearing was held as to such budget on the 18 day of May, 20 26,
notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

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

Section 1: That the fiscal year of this school district be and the same hereby is fixed and declared to be
beginning July 1, 2025 and ending June 30, 2026.

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

ADOPTION OF BUDGET

The budget shall be approved and signed below by members of the School Board. Adopted this 18 day of May, 20 26
by a roll call vote of Yeas, and Nays, to wit:

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

* Based on the 23 Illinois Administrative Code-Part 100 and in conformity with Section 17-1 of the School Code.

** Type in the members who voted "YEA" nor "NAY". Actual school board member signatures are not required for electronic submission.

(1) A certified copy of this document must be filed with the county clerk within 30 days of adoption as required
by Section 18-50 of the Property Tax Code (35 ILCS 200/18-50).

(2) Districts are required to submit the adopted/amended budget electronically to ISBE within 30 days of adoption or by October 30,
whichever comes first. Budgets are submitted through IWAS: <https://apps.isbe.net/iwas/asp/login.asp?s=true>

Please type the member signatures before submitting to ISBE. We do not accept PDF copies.

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>											
2	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	
3	ESTIMATED BEGINNING FUND BALANCE (without Student Activity Funds)1 as of July 1, 2025		7,192,971	1,830,149	1,003,339	893,637	911,095	4,563,941	6,195,092	576,406	4,248	
4	RECEIPTS/REVENUES (without Student Activity Funds)											
5	LOCAL SOURCES	1000	12,576,900	2,754,805	2,015,461	619,040	487,399	75,000	261,198	589,158	2	
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
7	STATE SOURCES	3000	1,714,000	0	0	1,132,000	0	0	0	0	0	
8	FEDERAL SOURCES	4000	928,459	0	0	0	0	0	0	0	0	
9	Total Direct Receipts/Revenues ⁸		15,219,359	2,754,805	2,015,461	1,751,040	487,399	75,000	261,198	589,158	2	
10	Receipts/Revenues for "On Behalf" Payments ²	3998	4,705,806									
11	Total Receipts/Revenues		19,925,165	2,754,805	2,015,461	1,751,040	487,399	75,000	261,198	589,158	2	
12	DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)											
13	INSTRUCTION	1000	12,113,011				256,968			0		
14	SUPPORT SERVICES	2000	5,036,408	3,275,631		2,335,275	456,603	3,141,978		604,305	0	
15	COMMUNITY SERVICES	3000	0	0		0	0			0		
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	866,947	0	0	0	0	0		0	0	
17	DEBT SERVICES	5000	0	0	2,003,233	0	0			0	0	
18	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
19	Total Direct Disbursements/Expenditures ⁹		18,016,366	3,275,631	2,003,233	2,335,275	713,570	3,141,978		604,305	0	
20	Disbursements/Expenditures for "On Behalf" Payments ²	4180	4,705,806	0	0	0	0	0		0	0	
21	Total Disbursements/Expenditures		22,722,172	3,275,631	2,003,233	2,335,275	713,570	3,141,978		604,305	0	
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(2,797,007)	(520,825)	12,228	(584,235)	(226,172)	(3,066,978)	261,198	(15,147)	2	
23	OTHER SOURCES/USES OF FUNDS											
24	OTHER SOURCES OF FUNDS (7000)											
25	PERMANENT TRANSFER FROM VARIOUS FUNDS											
26	Abolishment the Working Cash Fund ¹⁶	7110										
27	Abatement of the Working Cash Fund ¹⁶	7110	2,500,000	451,028		500,000		3,854,714				
28	Transfer of Working Cash Fund Interest	7120										
29	Transfer Among Funds	7130										
30	Transfer of Interest	7140										
31	Transfer from Capital Projects Fund to O&M Fund	7150		0								
32	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	7160		0								
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int ^{3a} Proceeds to Debt Service Fund	7170			0							
34	SALE OF BONDS (7200)											
35	Principal on Bonds Sold ⁴	7210							4,850,000			
36	Premium on Bonds Sold	7220										
37	Accrued Interest on Bonds Sold	7230										
38	Sale or Compensation for Fixed Assets ⁵	7300										
39	Transfer to Debt Service to Pay Principal on Leases	7400			0							
40	Transfer to Debt Service to Pay Interest on Leases	7500			0							
41	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			0							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
43	Transfer to Capital Projects Fund	7800						0				
44	ISBE Loan Proceeds	7900										
45	Other Sources Not Classified Elsewhere	7990										
46	Total Other Sources of Funds ⁸		2,500,000	451,028	0	500,000	0	3,854,714	4,850,000	0	0	

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
2												
47	OTHER USES OF FUNDS (8000)											
49	TRANSFER TO VARIOUS OTHER FUNDS (8100)											
50	Abolishment or Abatement of the Working Cash Fund ¹⁶	8110							7,305,742			
51	Transfer of Working Cash Fund Interest	8120							0			
52	Transfer Among Funds	8130										
53	Transfer of Interest ⁵	8140										
54	Transfer from Capital Projects Fund to O&M Fund	8150										
		8160										
55	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund											
		8170										
	Transfer of Excess Accumulated Fire Prev & Safety Bond ^{3a} and											
56	Int Proceeds to Debt Service Fund											
57	Taxes Pledged to Pay Principal on Leases	8410										
58	Grants/Reimbursements Pledged to Pay Principal on Leases	8420										
59	Other Revenues Pledged to Pay Principal on Leases	8430										
60	Fund Balance Transfers Pledged to Pay Principal on Leases	8440										
61	Taxes Pledged to Pay Interest on Leases	8510										
62	Grants/Reimbursements Pledged to Pay Interest on Leases	8520										
63	Other Revenues Pledged to Pay Interest on Leases	8530										
64	Fund Balance Transfers Pledged to Pay Interest on Leases	8540										
65	Taxes Pledged to Pay Principal on Revenue Bonds	8610										
66	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620										
67	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630										
68	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640										
69	Taxes Pledged to Pay Interest on Revenue Bonds	8710										
70	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720										
71	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730										
72	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740										
73	Taxes Transferred to Pay for Capital Projects	8810										
74	Grants/Reimbursements Pledged to Pay for Capital Projects	8820										
75	Other Revenues Pledged to Pay for Capital Projects	8830										
76	Fund Balance Transfers Pledged to Pay for Capital Projects	8840										
77	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910										
78	Other Uses Not Classified Elsewhere	8990										
79	Total Other Uses of Funds ⁹		0	0	0	0	0	0	7,305,742	0	0	
80	Total Other Sources/Uses of Fund		2,500,000	451,028	0	500,000	0	3,854,714	(2,455,742)	0	0	
81	ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2026		6,895,964	1,760,352	1,015,567	809,402	684,923	5,351,677	4,000,548	561,259	4,250	
82												
83	Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2025		169,820									
84	RECEIPTS/REVENUES (For Student Activity Funds)											
85	Total Student Activity Direct Receipts/Revenues (Local Sources)	1799	250,000									
86	DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)											
87	Total Student Activity Direct Disbursements/Expenditures	1999	250,000									
88	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		0									
89	Student Activity ESTIMATED ENDING FUND BALANCE as of June 30, 2026		169,820									
90												

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
91	Total ESTIMATED BEGINNING FUND BALANCE (All Sources Including Student Activity Funds) as of July 1, 2025		7,362,791	1,830,149	1,003,339	893,637	911,095	4,563,941	6,195,092	576,406	4,248	
92	RECEIPTS/REVENUES (All Sources with Student Activity Funds)											
93	LOCAL SOURCES	1000	12,826,900	2,754,805	2,015,461	619,040	487,399	75,000	261,198	589,158	2	
94	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000										
95	STATE SOURCES	3000	1,714,000	0	0	1,132,000	0	0	0	0	0	
96	FEDERAL SOURCES	4000	928,459	0	0	0	0	0	0	0	0	
97	Total Direct Receipts/Revenues ⁸		15,469,359	2,754,805	2,015,461	1,751,040	487,399	75,000	261,198	589,158	2	
98	Receipts/Revenues for "On Behalf" Payments ²	3998	4,705,806	0	0	0	0	0	0	0	0	
99	Total Receipts/Revenues		20,175,165	2,754,805	2,015,461	1,751,040	487,399	75,000	261,198	589,158	2	
100	DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)											
101	INSTRUCTION	1000	12,363,011				256,968			0		
102	SUPPORT SERVICES	2000	5,036,408	3,275,631		2,335,275	456,603	3,141,978		604,305	0	
103	COMMUNITY SERVICES	3000	0	0		0	0	0		0		
104	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	866,947	0	0	0	0	0		0	0	
105	DEBT SERVICES	5000	0	0	2,003,233	0	0			0	0	
106	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
107	Total Direct Disbursements/Expenditures ⁹		18,266,366	3,275,631	2,003,233	2,335,275	713,570	3,141,978		604,305	0	
108	Disbursements/Expenditures for "On Behalf" Payments ²	4180	4,705,806	0	0	0	0	0		0	0	
109	Total Disbursements/Expenditures		22,972,172	3,275,631	2,003,233	2,335,275	713,570	3,141,978		604,305	0	
110	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(2,797,007)	(520,825)	12,228	(584,235)	(226,172)	(3,066,978)	261,198	(15,147)	2	
111	OTHER SOURCES/USES OF FUNDS											
112	OTHER SOURCES OF FUNDS (7000)											
113	Total Other Sources of Funds ⁸		2,500,000	451,028	0	500,000	0	3,854,714	4,850,000	0	0	
114	OTHER USES OF FUNDS (8000)											
116	Total Other Uses of Funds ⁹		0	0	0	0	0	0	7,305,742	0	0	
117	Total Other Sources/Uses of Fund		2,500,000	451,028	0	500,000	0	3,854,714	(2,455,742)	0	0	
118	ESTIMATED ENDING FUND BALANCE (All Sources with Student Activity Funds) as of June 30, 2026		7,065,784	1,760,352	1,015,567	809,402	684,923	5,351,677	4,000,548	561,259	4,250	
119												
120	SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)											
121	Description	Acct #	(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	Total By Object
122			Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
123	Object Name											
124	Salaries	100	11,310,615	834,796		1,072,729		0		3,779	0	13,221,920
125	Employee Benefits	200	3,236,363	158,547		53,198	713,570	0		3,303	0	4,164,981
126	Purchased Services	300	1,804,531	977,448	0	929,247		38,817		356,717	0	4,106,761
127	Supplies & Materials	400	1,033,921	687,750		277,500		0		15,500	0	2,014,671
128	Capital Outlay	500	0	605,589		0		3,103,161		225,007	0	3,933,757
129	Other Objects	600	526,535	1,500	2,003,233	2,600	0	0		0	0	2,533,868
130	Non-Capitalized Equipment	700	104,400	10,000		0		0		0	0	114,400
131	Termination Benefits	800	0	0		0				0		0
132	Total Expenditures		18,016,366	3,275,631	2,003,233	2,335,275	713,570	3,141,978		604,305	0	30,090,358

Summary of Cash Transactions

Page 5

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	BEGINNING CASH BALANCE ON HAND (without Student Activity Funds)7 as of July 1, 2025		7,192,971	1,830,149	1,003,339	893,637	911,095	4,563,941	6,195,092	576,406	4,248
4	Total Direct Receipts & Other Sources ⁸		17,719,359	3,205,833	2,015,461	2,251,040	487,399	3,929,714	5,111,198	589,158	2
5	OTHER RECEIPTS										
6	Interfund Loans Payable (Loans from Other Funds)	411									
7	Interfund Loans Receivable (Repayment of Loans)	141									
8	Notes and Warrants Payable	433									
9	Other Current Assets	199									
10	Total Other Receipts		0	0	0	0	0	0	0	0	0
11	Total Direct Receipts, Other Sources, & Other Receipts		17,719,359	3,205,833	2,015,461	2,251,040	487,399	3,929,714	5,111,198	589,158	2
12	Total Amount Available		24,912,330	5,035,982	3,018,800	3,144,677	1,398,494	8,493,655	11,306,290	1,165,564	4,250
13	Total Direct Disbursements & Other Uses ⁹		18,016,366	3,275,631	2,003,233	2,335,275	713,570	3,141,978	7,305,742	604,305	0
14	OTHER DISBURSEMENTS										
15	Interfund Loans Receivable (Loans to Other Funds) ¹⁰	141									
16	Interfund Loans Payable (Repayment of Loans)	411									
17	Notes and Warrants Payable	433									
18	Other Current Liabilities	499									
19	Total Other Disbursements		0	0	0	0	0	0	0	0	0
20	Total Direct Disbursements, Other Uses, & Other Disbursements		18,016,366	3,275,631	2,003,233	2,335,275	713,570	3,141,978	7,305,742	604,305	0
21	ENDING CASH BALANCE ON HAND (without Student Activity Funds) as of June 30, 2026		6,895,964	1,760,352	1,015,567	809,402	684,923	5,351,677	4,000,548	561,259	4,250
22											
23	Activity Funds BEGINNING CASH BALANCE ON HAND7 as of July 1, 2025		169,820								
24	Total Direct Receipts & Other Sources ⁸		250,000								
25	Total Amount Available		419,820								
26	Total Direct Disbursements & Other Uses ⁹		250,000								
27	Activity funds ENDING CASH BALANCE ON HAND7 as of June 30, 2026		169,820								
28											
29	Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds)7 as of July 1, 2025		7,362,791	1,830,149	1,003,339	893,637	911,095	4,563,941	6,195,092	576,406	4,248
30	Total Direct Receipts & Other Sources ⁸		17,969,359	3,205,833	2,015,461	2,251,040	487,399	3,929,714	5,111,198	589,158	2
31	Total Other Receipts		0	0	0	0	0	0	0	0	0
32	Total Direct Receipts, Other Sources, & Other Receipts		17,969,359	3,205,833	2,015,461	2,251,040	487,399	3,929,714	5,111,198	589,158	2
33	Total Amount Available		25,332,150	5,035,982	3,018,800	3,144,677	1,398,494	8,493,655	11,306,290	1,165,564	4,250
34	Total Direct Disbursements & Other Uses ⁹		18,266,366	3,275,631	2,003,233	2,335,275	713,570	3,141,978	7,305,742	604,305	0
35	Total Other Disbursements		0	0	0	0	0	0	0	0	0
36	Total Direct Disbursements, Other Uses, & Other Disbursements		18,266,366	3,275,631	2,003,233	2,335,275	713,570	3,141,978	7,305,742	604,305	0
37	Total ENDING CASH BALANCE ON HAND (with Student Activity Funds)7 as of June 30, 2026		7,065,784	1,760,352	1,015,567	809,402	684,923	5,351,677	4,000,548	561,259	4,250

	A	B	C	D	E	F	G	H	I	J	K
		Acct	(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
	Description: Enter Whole Numbers Only	#	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)										
4	AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY	1100									
5	Designated Purposes Levies ¹¹ (1110-1120)	-	10,788,617	2,634,805	2,000,461	575,040	96,369	0	2,648	577,158	0
6	Leasing Purposes Levy ¹²	1130	2,648	0							
7	Special Education Purposes Levy	1140	2,648	0		0	0	0			
8	FICA and Medicare Only Levies	1150					171,029				
9	Area Vocational Construction Purposes Levy	1160		0	0			0			
10	Summer School Purposes Levy	1170	0								
11	Other Tax Levies (Describe & Itemize)	1190	0	0	0	0	0	0	0	0	0
12	Total Ad Valorem Taxes Levied by District		10,793,912	2,634,805	2,000,461	575,040	267,399	0	2,648	577,158	0
13	PAYMENTS IN LIEU OF TAXES	1200									
14	Mobile Home Privilege Tax	1210	0	0	0	0	0	0	0	0	0
15	Payments from Local Housing Authority	1220	0	0	0	0	0	0	0	0	0
16	Corporate Personal Property Replacement Taxes ¹³	1230	822,724	0	0	0	200,000	0	0	0	0
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290	0	0	0	0	0	0	0	0	0
18	Total Payments in Lieu of Taxes		822,724	0	0	0	200,000	0	0	0	0
19	TUITION	1300									
20	Regular Tuition from Pupils or Parents (In State)	1311	70,000								
21	Regular Tuition from Other Districts (In State)	1312	0								
22	Regular Tuition from Other Sources (In State)	1313	0								
23	Regular Tuition from Other Sources (Out of State)	1314	0								
24	Summer School Tuition from Pupils or Parents (In State)	1321	0								
25	Summer School Tuition from Other Districts (In State)	1322	0								
26	Summer School Tuition from Other Sources (In State)	1323	0								
27	Summer School Tuition from Other Sources (Out of State)	1324	0								
28	CTE Tuition from Pupils or Parents (In State)	1331	0								
29	CTE Tuition from Other Districts (In State)	1332	0								
30	CTE Tuition from Other Sources (In State)	1333	0								
31	CTE Tuition from Other Sources (Out of State)	1334	0								
32	Special Education Tuition from Pupils or Parents (In State)	1341	0								
33	Special Education Tuition from Other Districts (In State)	1342	0								
34	Special Education Tuition from Other Sources (In State)	1343	0								
35	Special Education Tuition from Other Sources (Out of State)	1344	0								
36	Adult Tuition from Pupils or Parents (In State)	1351	0								
37	Adult Tuition from Other Districts (In State)	1352	0								
38	Adult Tuition from Other Sources (In State)	1353	0								
39	Adult Tuition from Other Sources (Out of State)	1354	0								
40	Total Tuition		70,000								
41	TRANSPORTATION FEES	1400									
42	Regular Transportation Fees from Pupils or Parents (In State)	1411				0					
43	Regular Transportation Fees from Other Districts (In State)	1412				0					
44	Regular Transportation Fees from Other Sources (In State)	1413				0					
45	Regular Transportation Fees from Co-curricular Activities (In State)	1415				0					
46	Regular Transportation Fees from Other Sources (Out of State)	1416				0					
47	Summer School Transportation Fees from Pupils or Parents (In State)	1421				0					
48	Summer School Transportation Fees from Other Districts (In State)	1422				0					
49	Summer School Transportation Fees from Other Sources (In State)	1423				0					
50	Summer School Transportation Fees from Other Sources (Out of State)	1424				0					
51	CTE Transportation Fees from Pupils or Parents (In State)	1431				4,000					
52	CTE Transportation Fees from Other Districts (In State)	1432				0					
53	CTE Transportation Fees from Other Sources (In State)	1433				0					
54	CTE Transportation Fees from Other Sources (Out of State)	1434				0					
55	Special Education Transportation Fees from Pupils or Parents (In State)	1441				0					
56	Special Education Transportation Fees from Other Districts (In State)	1442				0					

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
57	Special Education Transportation Fees from Other Sources (In State)	1443				0					
58	Special Education Transportation Fees from Other Sources (Out of State)	1444				0					
59	Adult Transportation Fees from Pupils or Parents (In State)	1451				0					
60	Adult Transportation Fees from Other Districts (In State)	1452				0					
61	Adult Transportation Fees from Other Sources (In State)	1453				0					
62	Adult Transportation Fees from Other Sources (Out of State)	1454				0					
63	Total Transportation Fees					4,000					
64	EARNINGS ON INVESTMENTS	1500									
65	Interest on Investments	1510	192,390	35,000	15,000	15,000	20,000	75,000	258,550	12,000	2
66	Gain or Loss on Sale of Investments	1520	0	0	0	0	0	0	0	0	0
67	Unrealized Gain or Loss on Investments	1530	0	0	0	0	0	0	0	0	0
68	Total Earnings on Investments		192,390	35,000	15,000	15,000	20,000	75,000	258,550	12,000	2
69	FOOD SERVICE	1600									
70	Sales to Pupils - Lunch	1611	260,000								
71	Sales to Pupils - Breakfast	1612	0								
72	Sales to Pupils - A la Carte	1613	0								
73	Sales to Pupils - Other (Describe & Itemize)	1614	0								
74	Sales to Adults	1620	1,000								
75	Other Food Service (Describe & Itemize)	1690	3,500								
76	Total Food Service		264,500								
77	DISTRICT/SCHOOL ACTIVITY INCOME	1700									
78	Admissions - Athletic	1711	46,000	0							
79	Admissions - Other	1719	0	0							
80	Fees	1720	80,330	0							
81	Book Store Sales	1730	0	0							
82	Other District/School Activity Revenue (Describe & Itemize)	1790	0	0							
83	Student Activity Fund Revenues	1799	250,000								
84	Total District/School Activity Income (without Student Activity Funds 1799)		126,330	0							
85	Total District/School Activity Income (with Student Activity Funds 1799)		376,330								
86	TEXTBOOK INCOME	1800									
87	Textbook Rentals - Regular Textbooks	1811	225,000								
88	Textbook Rentals - Summer School Textbooks	1812	0								
89	Textbook Rentals - Adult/Continuing Education Textbooks	1813	0								
90	Textbook Rentals - Other (Describe & Itemize)	1819	0								
91	Textbook Sales - Regular Textbooks	1821	0								
92	Textbook Sales - Summer School	1822	0								
93	Textbook Sales - Adult/Continuing Education	1823	0								
94	Textbook Sales - Other (Describe & Itemize)	1829	0								
95	Other Textbook Income (Describe & Itemize)	1890	0								
96	Total Textbooks		225,000								
97	OTHER REVENUE FROM LOCAL SOURCES	1900									
98	Rentals	1910	0	5,000							
99	Contributions and Donations from Private Sources	1920	10,000	0	0	0	0	0	0	0	0
100	Impact Fees from Municipal or County Governments	1930	0	60,000	0	0	0	0	0	0	0
101	Services Provided Other Districts	1940	0	0		0					
102	Refund of Prior Years' Expenditures	1950	24,044	0	0	0	0	0		0	0
103	Payments of Surplus Moneys from TIF Districts	1960	0	0	0	0	0	0	0	0	0
104	Drivers' Education Fees	1970	15,000								
105	Proceeds from Vendors' Contracts	1980	0	0	0	0	0	0	0	0	0
106	School Facility Occupation Tax Proceeds	1983	0		0			0			
107	Payment from Other Districts	1991	0	0	0	0	0	0			
108	Sale of Vocational Projects	1992	0								
109	Other Local Fees (Describe & Itemize)	1993	8,000	0	0	0	0	0		0	0
110	Other Local Revenues (Describe & Itemize)	1999	25,000	20,000	0	25,000	0	0	0	0	0
111	Total Other Revenue from Local Sources		82,044	85,000	0	25,000	0	0	0	0	0

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
112	Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)	1000	12,576,900	2,754,805	2,015,461	619,040	487,399	75,000	261,198	589,158	2
113	Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)		12,826,900								
114	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)										
115	Flow-Through Revenue from State Sources	2100	0	0		0	0				
116	Flow-Through Revenue from Federal Sources	2200	0	0		0	0				
117	Other Flow-Through Revenue (Describe & Itemize)	2300	0	0		0	0				
118	Total Flow-Through Receipts/Revenues From One District to Another District	2000	0	0		0	0				
119	RECEIPTS/REVENUES FROM STATE SOURCES (3000)										
120	UNRESTRICTED GRANTS-IN-AID (3001-3099)										
121	Evidence Based Funding Formula (Section 18-8.15)	3001	1,550,000	0	0	0	0	0		0	0
122	Reorganization Incentives (Accounts 3005-3021)	3005	0	0	0	0	0	0		0	0
		3099									
123	Other Unrestricted Grants-In-Aid From State Sources (Describe & Itemize)		0	0	0	0	0	0		0	0
124	Total Unrestricted Grants-In-Aid		1,550,000	0	0	0	0	0		0	0
125	RESTRICTED GRANTS-IN-AID (3100-3900)										
126	SPECIAL EDUCATION										
127	Special Education - Private/Public Facility Tuition	3100	130,000			0					
128	Special Education - Orphanage - Individual	3120	0			0					
129	Special Education - Orphanage - Summer Individual	3130	0			0					
130	Special Education - Other (Describe & Itemize)	3199	0	0		0					
131	Total Special Education		130,000	0		0					
132	CAREER AND TECHNICAL EDUCATION (CTE)										
133	CTE - Technical Education - Tech Prep	3200	0	0			0				
134	CTE - Secondary Program Improvement (CTEI)	3220	0	0			0				
135	CTE - WECEP	3225	0	0			0				
136	CTE - Agriculture Education	3235	20,000	0			0				
137	CTE - Instructor Practicum	3240	0	0			0				
138	CTE - Student Organizations	3270	0	0			0				
139	CTE - Other (Describe & Itemize)	3299	0	0			0				
140	Total Career and Technical Education		20,000	0			0				
141	State Free Lunch & Breakfast	3360	2,000				0				
142	School Breakfast Initiative	3365	0	0			0				
143	Driver Education	3370	10,000	0			0				
144	Adult Education (from ICCB)	3410	0	0	0	0	0	0	0	0	0
145	Adult Education - Other (Describe & Itemize)	3499	0	0	0	0	0	0	0	0	0
146	TRANSPORTATION										
147	Transportation - Regular and Vocational	3500	0	0		657,000	0				
148	Transportation - Special Education	3510	0	0		475,000	0				
149	Transportation - Other (Describe & Itemize)	3599	0	0		0	0				
150	Total Transportation		0	0		1,132,000	0				
151	Learning Improvement - Change Grants	3610	0								
152	Scientific Literacy	3660	0	0		0	0				
153	Truant Alternative/Optional Education	3695	0			0	0				
154	Early Childhood - Block Grant	3705	0	0		0	0				
155	Chicago General Education Block Grant	3766	0	0		0	0				
156	Chicago Educational Services Block Grant	3767	0	0		0	0				
157	School Safety & Educational Improvement Block Grant	3775	0	0	0	0	0	0			0
158	Technology - Technology for Success	3780	0	0	0	0	0	0			0
159	State Charter Schools	3815	0			0					
160	Extended Learning Opportunities - Summer Bridges	3825	0			0					
161	Infrastructure Improvements - Planning/Construction	3920		0				0			

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
162	School Infrastructure - Maintenance Projects	3925		0				0			0
163	Other Restricted Revenue from State Sources (Describe & Itemize)	3999	2,000	0	0	0	0	0	0	0	0
164	Total Restricted Grants-In-Aid		164,000	0	0	1,132,000	0	0	0	0	0
165	Total Receipts/Revenues from State Sources	3000	1,714,000	0	0	1,132,000	0	0	0	0	0
166	RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)										
167	UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)										
168	Federal Impact Aid	4001	0	0	0	0	0	0	0	0	0
169	Other Unrestricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4009	0	0	0	0	0	0	0	0	0
170	Total Unrestricted Grants-In-Aid Received Directly from Fed Govt		0	0	0	0	0	0	0	0	0
171	RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)										
172	Head Start	4045	0								
173	Construction (Impact Aid)	4050	0	0				0			
174	MAGNET	4060	0	0		0	0	0			
175	Other Restricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4090	0	0		0	0	0			0
176	Total Restricted Grants-In-Aid Received Directly from Federal Govt.		0	0		0	0	0			0
177	RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT. THRU THE STATE (4100-4999)										
178	TITLE V										
179	Title V - Flexibility and Accountability	4100	0	0		0	0				
180	Title V - SEA Projects	4105	0	0		0	0				
181	Title V - Rural Education Initiative (REI)	4107	0	0		0	0				
182	Title V - Other (Describe & Itemize)	4199	0	0		0	0				
183	Total Title V		0	0		0	0				
184	FOOD SERVICE										
185	Breakfast Start-Up Expansion	4200	0				0				
186	National School Lunch Program	4210	200,000				0				
187	Special Milk Program	4215	0				0				
188	School Breakfast Program	4220	0				0				
189	Summer Food Service Admin/Program	4225	0				0				
190	Child and Adult Care Food Program	4226	0				0				
191	Fresh Fruit and Vegetables	4240	0								
192	Food Service - Other (Describe & Itemize)	4299	0				0				
193	Total Food Service		200,000				0				
194	TITLE I										
195	Title I - Low Income	4300	175,722	0		0	0				
196	Title I - Low Income - Neglected, Private	4305	0	0		0	0				
197	Title I - Migrant Education	4340	0	0		0	0				
198	Title I - Other (Describe & Itemize)	4399	0	0		0	0				
199	Total Title I		175,722	0		0	0				
200	TITLE IV										
201	Title IV - Student Support & Academic Enrichment Grant	4400	21,737	0		0	0				
202	Title IV - Part A - Student Support & Academic Enrichment Grants Safe and Drug Free Schools	4415	0	0		0	0				
203	Title IV - 21st Century	4421	0	0		0	0				
204	Title IV - Other (Describe & Itemize)	4499	0	0		0	0				
205	Total Title IV		21,737	0		0	0				
206	FEDERAL - SPECIAL EDUCATION										
207	Federal Special Education - Preschool Flow-Through	4600	10,000	0		0	0				
208	Federal Special Education - Preschool Discretionary	4605	0	0		0	0				
209	Federal Special Education - IDEA Flow Through	4620	295,000	0		0	0				
210	Federal Special Education - IDEA Room & Board	4625	0	0		0	0				

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
211	Federal Special Education - IDEA Discretionary	4630	0	0		0	0				
212	Federal Special Education - IDEA - Other (Describe & Itemize)	4699	0	0		0	0				
213	Total Federal Special Education		305,000	0		0	0				
214	CTE - PERKINS										
215	CTE - Perkins-Title IIIIE Tech Prep	4770	0	0			0				
216	CTE - Other (Describe & Itemize)	4799	0	0			0				
217	Total CTE - Perkins		0	0			0				
218	Federal - Adult Education	4810	0	0			0				
219	Qualified Zone Academy Bond Tax Credits	4866	0	0	0	0	0	0		0	0
220	Qualified School Construction Bond Credits	4867	0	0	0	0	0	0		0	0
221	Build America Bond Tax Credits	4868	0	0	0	0	0	0		0	0
222	Build America Bond Interest Reimbursement	4869	0	0	0	0	0	0		0	0
223	Total Stimulus Programs		0	0	0	0	0	0		0	0
224	Race to the Top Program	4901	0								
225	Race to the Top - Preschool Expansion Grant	4902	0	0		0	0				
226	Title III - Instruction for English Learners & Immigrant Students	4905	0			0	0				
227	Title III - English Language Acquisition	4909	0			0	0				
228	McKinney Education for Homeless Children	4920	0	0		0	0				
229	Title II - Eisenhower - Professional Development Formula	4930	0	0		0	0				
230	Title II - Teacher Quality	4932	25,000	0		0	0				
231	Title II - Part A - Supporting Effective Instruction - State Grants	4935	0	0		0	0				
232	Federal Charter Schools	4960	0	0		0	0				
233	State Assessment Grants	4981	0	0		0	0				
234	Grant for State Assessments and Related Activities	4982	0	0		0	0				
235	Medicaid Matching Funds - Administrative Outreach	4991	1,000	0		0	0				
236	Medicaid Matching Funds - Fee-For-Service Program	4992	200,000	0		0	0				
237	Other Restricted Grants Received from Fed. Govt. thru State (Describe & Itemize)	4998	0	0		0	0	0			0
238	Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State		928,459	0	0	0	0	0		0	0
239	TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES	4000	928,459	0	0	0	0	0	0	0	0
240	TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)		15,219,359	2,754,805	2,015,461	1,751,040	487,399	75,000	261,198	589,158	2
241	TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)		15,469,359								

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	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
2											
3	10 - EDUCATIONAL FUND (ED)										
4	INSTRUCTION (ED)	1000									
5	Regular Programs	1100	2,691,492	828,329	28,250	270,925	0	0	1,000	0	3,819,996
6	Tuition Payment to Charter Schools	1115			30,500						30,500
7	Pre-K Programs	1125	2,353,607	679,063	71,370	148,475	0	800	1,600	0	3,254,915
8	Special Education Programs (Functions 1200 - 1220)	1200	2,155,279	664,673	164,300	23,200	0	0	1,200	0	3,008,652
9	Special Education Programs Pre-K	1225	0	0	0	0	0	0	0	0	0
10	Remedial and Supplemental Programs K-12	1250	252,325	92,155	0	0	0	0	0	0	344,480
11	Remedial and Supplemental Programs Pre-K	1275	0	0	0	0	0	0	0	0	0
12	Adult/Continuing Education Programs	1300	0	0	0	0	0	0	0	0	0
13	CTE Programs	1400	303,571	83,232	0	30,950	0	0	550	0	418,304
14	Interscholastic Programs	1500	288,748	54,321	252,723	48,800	0	8,750	19,000	0	672,342
15	Summer School Programs	1600	56,108	5,616	800	750	0	0	0	0	63,274
16	Gifted Programs	1650	0	0	0	0	0	0	0	0	0
17	Driver's Education Programs	1700	12,320	1,375	0	1,410	0	1,000	0	0	16,104
18	Bilingual Programs	1800	0	0	0	0	0	0	0	0	0
19	Truant Alternative & Optional Programs	1900	0	0	0	0	0	0	0	0	0
20	Pre-K Programs - Private Tuition	1910						0			0
21	Regular K-12 Programs Private Tuition	1911						9,800			9,800
22	Special Education Programs K-12 Private Tuition	1912						474,644			474,644
23	Special Education Programs Pre-K Tuition	1913						0			0
24	Remedial/Supplemental Programs K-12 Private Tuition	1914						0			0
25	Remedial/Supplemental Programs Pre-K Private Tuition	1915						0			0
26	Adult/Continuing Education Programs Private Tuition	1916						0			0
27	CTE Programs Private Tuition	1917						0			0
28	Interscholastic Programs Private Tuition	1918						0			0
29	Summer School Programs Private Tuition	1919						0			0
30	Gifted Programs Private Tuition	1920						0			0
31	Bilingual Programs Private Tuition	1921						0			0
32	Truants Alternative/Opt Ed Programs Private Tuition	1922						0			0
33	Student Activity Fund Expenditures	1999						250,000			250,000
34	Total Instruction¹⁴ (Without Student Activity Funds 1999)	1000	8,113,449	2,408,765	547,943	524,510	0	494,994	23,350	0	12,113,011
35	Total Instruction (With Student Activity Funds 1999)	1000	8,113,449	2,408,765	547,943	524,510	0	744,994	23,350	0	12,363,011
36	SUPPORT SERVICES (ED)	2000									
37	Support Services - Pupil	2100									
38	Attendance & Social Work Services	2110	400,120	105,733	0	0	0	0	0	0	505,853
39	Guidance Services	2120	162,784	47,027	14,100	800	0	200	0	0	224,912
40	Health Services	2130	234,714	41,229	5,100	9,000	0	1,600	0	0	291,643
41	Psychological Services	2140	150,829	49,289	0	0	0	600	0	0	200,718
42	Speech Pathology & Audiology Services	2150	197,200	41,176	0	0	0	0	0	0	238,376
43	Other Support Services - Pupils (Describe & Itemize)	2190	0	0	5,000	7,000	0	0	0	0	12,000
44	Total Support Services - Pupil	2100	1,145,648	284,454	24,200	16,800	0	2,400	0	0	1,473,502
45	Support Services - Instructional Staff	2200									
46	Improvement of Instruction Services	2210	243,493	98,993	60,321	16,809	0	3,200	0	0	422,816
47	Educational Media Services	2220	81,027	17,058	9,900	23,500	0	0	0	0	131,485
48	Assessment & Testing	2230	0	0	10,500	0	0	0	0	0	10,500
49	Total Support Services - Instructional Staff	2200	324,520	116,051	80,721	40,309	0	3,200	0	0	564,801
50	Support Services - General Administration	2300									
51	Board of Education Services	2310	61,787	51,855	96,500	16,843	0	18,500	0	0	245,485
52	Executive Administration Services	2320	150,075	51,229	1,400	606	0	1,829	0	0	205,140
53	Special Area Administration Services	2330	0	0	0	0	0	0	0	0	0
54	Tort Immunity Services	2361, 2365	0	0	0	0	0	0	0	0	0
55	Total Support Services - General Administration	2300	211,862	103,085	97,900	17,449	0	20,329	0	0	450,625
56	Support Services - School Administration	2400									
57	Office of the Principal Services	2410	643,746	167,266	4,650	2,500	0	2,630	0	0	820,792
58	Other Support Services - School Administration (Describe & Itemize)	2490	0	0	0	0	0	0	0	0	0
59	Total Support Services - School Administration	2400	643,746	167,266	4,650	2,500	0	2,630	0	0	820,792
60	Support Services - Business	2500									

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
61	Direction of Business Support Services	2510	111,300	32,669	1,000	31	0	340	0	0	145,340
62	Fiscal Services	2520	207,097	40,776	15,147	15,393	0	922	0	0	279,335
63	Operation & Maintenance of Plant Services	2540	0	0	0	0	0	0	0	0	0
64	Pupil Transportation Services	2550	0	0	0	0	0	0	0	0	0
65	Food Services	2560	279,587	44,511	8,317	147,580	0	1,000	0	0	480,996
66	Internal Services	2570	0	0	20,000	0	0	0	0	0	20,000
67	Total Support Services - Business	2500	597,984	117,956	44,464	163,004	0	2,262	0	0	925,670
68	Support Services - Central	2600									
69	Direction of Central Support Services	2610	0	0	0	0	0	0	0	0	0
70	Planning, Research, Development & Evaluation Services	2620	0	0	0	0	0	0	0	0	0
71	Information Services	2630	273,406	38,787	137,706	269,349	0	720	81,050	0	801,018
72	Staff Services	2640	0	0	0	0	0	0	0	0	0
73	Data Processing Services	2660	0	0	0	0	0	0	0	0	0
74	Total Support Services - Central	2600	273,406	38,787	137,706	269,349	0	720	81,050	0	801,018
75	Other Support Services - Misc. (Describe & Itemize)	2900	0	0	0	0	0	0	0	0	0
76	Total Support Services	2000	3,197,166	827,598	389,641	509,411	0	31,541	81,050	0	5,036,408
77	COMMUNITY SERVICES (ED)	3000	0	0	0	0	0	0	0	0	0
78	PAYMENTS TO OTHER DIST & GOVT UNITS (ED)	4000									
79	Payments to Other Dist & Govt Units (In-State)	4100									
80	Payments for Regular Programs	4110			0			0			0
81	Payments for Special Education Programs	4120			764,407			0			764,407
82	Payments for Adult/Continuing Education Programs	4130			0			0			0
83	Payments for CTE Programs	4140			102,540			0			102,540
84	Payments for Community College Programs	4170			0			0			0
85	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190			0			0			0
86	Total Payments to Other Dist & Govt Units (In-State)	4100			866,947			0			866,947
87	Payments for Regular Programs - Tuition	4210						0			0
88	Payments for Special Education Programs - Tuition	4220						0			0
89	Payments for Adult/Continuing Education Programs - Tuition	4230						0			0
90	Payments for CTE Programs - Tuition	4240						0			0
91	Payments for Community College Programs - Tuition	4270						0			0
92	Payments for Other Programs - Tuition	4280						0			0
93	Other Payments to In-State Govt Units - Tuition (Describe & Itemize)	4290						0			0
94	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
95	Payments for Regular Programs - Transfers	4310						0			0
96	Payments for Special Education Programs - Transfers	4320						0			0
97	Payments for Adult/Continuing Ed Programs - Transfers	4330						0			0
98	Payments for CTE Programs - Transfers	4340						0			0
99	Payments for Community College Program - Transfers	4370						0			0
100	Payments for Other Programs - Transfers	4380						0			0
101	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390			0			0			0
102	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
103	Payments to Other Dist & Govt Units (Out of State)	4400			0			0			0
104	Total Payments to Other Dist & Govt Units	4000			866,947			0			866,947
105	DEBT SERVICE (ED)	5000									
106	Debt Service - Interest on Short-Term Debt	5100									
107	Tax Anticipation Warrants	5110						0			0
108	Tax Anticipation Notes	5120						0			0
109	Corporate Personal Property Repl Tax Anticipated Notes	5130						0			0
110	State Aid Anticipation Certificates	5140						0			0
111	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
112	Total Debt Service - Interest on Short-Term Debt	5100						0			0
113	Debt Service - Interest on Long-Term Debt	5200						0			0
114	Total Debt Service	5000						0			0
115	PROVISION FOR CONTINGENCIES (ED)	6000						0			0
116	Total Direct Disbursements/Expenditures (without Student Activity Funds (1999))		11,310,615	3,236,363	1,804,531	1,033,921	0	526,535	104,400	0	18,016,366
117	Total Direct Disbursements/Expenditures (with Student Activity Funds (1999))		11,310,615	3,236,363	1,804,531	1,033,921	0	776,535	104,400	0	18,266,366
118	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds 1999)										(2,797,007)

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
119	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds 1999)										(2,797,007)
120											
121	20 - OPERATIONS AND MAINTENANCE FUND (O&M)										
122	SUPPORT SERVICES (O&M)	2000									
123	Support Services - Pupil	2100									
124	Other Support Services - Pupils (Describe & Itemize)	2190	0	0	0	0	0	0	0	0	0
125	Support Services - Business	2500									
126	Direction of Business Support Services	2510	0	0	0	0	0	0	0	0	0
127	Facilities Acquisition & Construction Services	2530	0	0	193,048	10,000	0	0	0	0	203,048
128	Operation & Maintenance of Plant Services	2540	834,796	158,547	784,400	677,750	605,589	1,500	10,000	0	3,072,582
129	Pupil Transportation Services	2550	0	0	0	0	0	0	0	0	0
130	Food Services	2560	0	0	0	0	0	0	0	0	0
131	Total Support Services - Business	2500	834,796	158,547	977,448	687,750	605,589	1,500	10,000	0	3,275,631
132	Other Support Services - Misc. (Describe & Itemize)	2900	0	0	0	0	0	0	0	0	0
133	Total Support Services	2000	834,796	158,547	977,448	687,750	605,589	1,500	10,000	0	3,275,631
134	COMMUNITY SERVICES (O&M)	3000	0	0	0	0	0	0	0	0	0
135	PAYMENTS TO OTHER DIST & GOVT UNITS (O&M)	4000									
136	Payments to Other Dist & Govt Units (In-State)	4100									
137	Payments for Regular Programs	4110			0			0			0
138	Payments for Special Education Programs	4120			0			0			0
139	Payments for CTE Program	4140			0			0			0
140	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190			0			0			0
141	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
142	Payments to Other Dist & Govt Units (Out of State) ¹⁴	4400			0			0			0
143	Total Payments to Other Dist & Govt Unit	4000			0			0			0
144	DEBT SERVICE (O&M)	5000									
145	Debt Service - Interest on Short-Term Debt	5100									
146	Tax Anticipation Warrants	5110						0			0
147	Tax Anticipation Notes	5120						0			0
148	Corporate Personal Prop Repl Tax Anticipated Notes	5130						0			0
149	State Aid Anticipation Certificates	5140						0			0
150	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
151	Total Debt Service - Interest on Short-Term Debt	5100						0			0
152	Debt Service - Interest on Long-Term Debt	5200						0			0
153	Total Debt Service	5000						0			0
154	PROVISION FOR CONTINGENCIES (O&M)	6000						0			0
155	Total Direct Disbursements/Expenditures		834,796	158,547	977,448	687,750	605,589	1,500	10,000	0	3,275,631
156	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(520,825)
157											
158	30 - DEBT SERVICE FUND (DS)										
159	PAYMENTS TO OTHER DIST & GOVT UNITS (DS)	4000									
160	Payments to Other Dist & Govt Units (In-State)	4100									
161	Payments for Regular Programs	4110						0			0
162	Payments for Special Education Programs	4120						0			0
163	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190						0			0
164	Total Payments to Other Dist & Govt Units (In-State)	4000						0			0
165	DEBT SERVICE (DS)	5000									
166	Debt Service - Interest on Short-Term Debt	5100									
167	Tax Anticipation Warrants	5110						0			0
168	Tax Anticipation Notes	5120						0			0
169	Corporate Personal Prop Repl Tax Anticipation Notes	5130						0			0
170	State Aid Anticipation Certificates	5140						0			0
171	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
172	Total Debt Service - Interest On Short-Term Debt	5100						0			0
173	Debt Service - Interest on Long-Term Debt	5200						1,998,233			1,998,233
174	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300						0			0
175	Debt Service - Other (Describe & Itemize)	5400			0			5,000			5,000

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
176	Total Debt Service	5000			0			2,003,233			2,003,233
177	PROVISION FOR CONTINGENCIES (DS)	6000						0			0
178	Total Direct Disbursements/Expenditures				0			2,003,233			2,003,233
179	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										12,228
180											
181	40 - TRANSPORTATION FUND (TR)										
182	SUPPORT SERVICES (TR)	2000									
183	Support Services - Pupils	2100									
184	Other Support Services - Pupils (Describe & Itemize)	2190	0	0	0	0	0	0	0	0	0
185	Support Services - Business										
186	Pupil Transportation Services	2550	1,072,729	53,198	929,247	277,500	0	2,600	0	0	2,335,275
187	Other Support Services - Business (Describe & Itemize)	2900	0	0	0	0	0	0	0	0	0
188	Total Support Services	2000	1,072,729	53,198	929,247	277,500	0	2,600	0	0	2,335,275
189	COMMUNITY SERVICES (TR)	3000	0	0	0	0	0	0	0	0	0
190	PAYMENTS TO OTHER DIST & GOVT UNITS (TR)	4000									
191	Payments to Other Dist & Govt Units (In-State)	4100									
192	Payments for Regular Program	4110			0			0			0
193	Payments for Special Education Programs	4120			0			0			0
194	Payments for Adult/Continuing Education Programs	4130			0			0			0
195	Payments for CTE Programs	4140			0			0			0
196	Payments for Community College Programs	4170			0			0			0
197	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190			0			0			0
198	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
199	Payments to Other Dist & Govt Units (Out-of-State) (Describe & Itemize)	4400			0			0			0
200	Total Payments to Other Dist & Govt Units	4000			0			0			0
201	DEBT SERVICE (TR)	5000									
202	Debt Service - Interest on Short-Term Debt	5100									
203	Tax Anticipation Warrants	5110						0			0
204	Tax Anticipation Notes	5120						0			0
205	Corporate Personal Prop Repl Tax Anticipation Notes	5130						0			0
206	State Aid Anticipation Certificates	5140						0			0
207	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
208	Total Debt Service - Interest On Short-Term Debt	5100						0			0
209	Debt Service - Interest on Long-Term Debt	5200						0			0
210	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300						0			0
211	Debt Service - Other (Describe & Itemize)	5400						0			0
212	Total Debt Service	5000						0			0
213	PROVISION FOR CONTINGENCIES (TR)	6000						0			0
214	Total Direct Disbursements/Expenditures		1,072,729	53,198	929,247	277,500	0	2,600	0	0	2,335,275
215	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(584,235)
216											
217	50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)										
218	INSTRUCTION (MR/SS)	1000									
219	Regular Program	1100		68,279							68,279
220	Pre-K Programs	1125		38,072							38,072
221	Special Education Programs (Functions 1200-1220)	1200		132,283							132,283
222	Special Education Programs Pre-K	1225		0							0
223	Remedial and Supplemental Programs K-12	1250		3,559							3,559
224	Remedial and Supplemental Programs Pre-K	1275		0							0
225	Adult/Continuing Education Programs	1300		0							0
226	CTE Programs	1400		3,861							3,861
227	Interscholastic Programs	1500		7,629							7,629
228	Summer School Programs	1600		3,109							3,109
229	Gifted Programs	1650		0							0
230	Driver's Education Programs	1700		176							176
231	Bilingual Programs	1800		0							0
232	Truant Alternative & Optional Programs	1900		0							0

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
233	Total Instruction	1000		256,968							256,968
234	SUPPORT SERVICES (MR/SS)	2000									
235	Support Services - Pupil	2100									
236	Attendance & Social Work Services	2110		12,678							12,678
237	Guidance Services	2120		7,142							7,142
238	Health Services	2130		15,744							15,744
239	Psychological Services	2140		2,353							2,353
240	Speech Pathology & Audiology Services	2150		9,813							9,813
241	Other Support Services - Pupils (Describe & Itemize)	2190		0							0
242	Total Support Services - Pupil	2100		47,729							47,729
243	Support Services - Instructional Staff	2200									
244	Improvement of Instruction Services	2210		4,244							4,244
245	Educational Media Services	2220		948							948
246	Assessment & Testing	2230		0							0
247	Total Support Services - Instructional Staff	2200		5,193							5,193
248	Support Services - General Administration	2300									
249	Board of Education Services	2310		7,894							7,894
250	Executive Administration Services	2320		2,209							2,209
251	Special Area Administrative Services	2330		0							0
252	Claims Paid from Self Insurance Fund	2361		0							0
253	Risk Management and Claims Services Payments	2365		0							0
254	Total Support Services - General Administration	2300		10,102							10,102
255	Support Services - School Administration	2400									
256	Office of the Principal Services	2410		9,796							9,796
257	Other Support Services - School Administration (Describe & Itemize)	2490		0							0
258	Total Support Services - School Administration	2400		9,796							9,796
259	Support Services - Business	2500									
260	Direction of Business Support Services	2510		20,733							20,733
261	Fiscal Services	2520		24,312							24,312
262	Facilities Acquisition & Construction Services	2530		0							0
263	Operation & Maintenance of Plant Service	2540		110,968							110,968
264	Pupil Transportation Services	2550		154,891							154,891
265	Food Services	2560		35,848							35,848
266	Internal Services	2570		0							0
267	Total Support Services - Business	2500		346,753							346,753
268	Support Services - Central	2600									
269	Direction of Central Support Services	2610		0							0
270	Planning, Research, Development & Evaluation Services	2620		0							0
271	Information Services	2630		37,030							37,030
272	Staff Services	2640		0							0
273	Data Processing Services	2660		0							0
274	Total Support Services - Central	2600		37,030							37,030
275	Other Support Services - Misc. (Describe & Itemize)	2900		0							0
276	Total Support Services	2000		456,603							456,603
277	COMMUNITY SERVICES (MR/SS)	3000		0							0
278	PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)	4000									
279	Payments for Regular Programs	4110		0							0
280	Payments for Special Education Programs	4120		0							0
281	Payments for CTE Programs	4140		0							0
282	Total Payments to Other Dist & Govt Units	4000		0							0
283	DEBT SERVICE (MR/SS)	5000									
284	Debt Service - Interest on Short-Term Debt	5100									
285	Tax Anticipation Warrants	5110						0			0
286	Tax Anticipation Notes	5120						0			0
287	Corporate Personal Prop Repl Tax Anticipation Notes	5130						0			0
288	State Aid Anticipation Certificates	5140						0			0
289	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
290	Total Debt Service	5000						0			0
291	PROVISION FOR CONTINGENCIES (MR/SS)	6000						0			0
292	Total Direct Disbursements/Expenditures			713,570				0			713,570

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
293	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(226,172)
294											
295	60 - CAPITAL PROJECTS (CP)										
296	SUPPORT SERVICES (CP)	2000									
297	Support Services - Business										
298	Facilities Acquisition & Construction Services	2530	0	0	38,817	0	3,103,161	0	0		3,141,978
299	Other Support Services - Business (Describe & Itemize)	2900	0	0	0	0	0	0	0		0
300	Total Support Services	2000	0	0	38,817	0	3,103,161	0	0		3,141,978
301	PAYMENTS TO OTHER DIST & GOVT UNITS (CP)	4000									
302	Payments to Other Dist & Govt Units (In-State)	4100									
303	Payments to Regular Programs	4110			0			0			0
304	Payment for Special Education Programs	4120			0			0			0
305	Payment for CTE Programs	4140			0			0			0
306	Payments to Other Govt Units - Programs (In-State) (Describe & Itemize)	4190			0			0			0
307	Total Payments to Other Districts & Govt Units	4000			0			0			0
308	PROVISION FOR CONTINGENCIES (CP)	6000									
309	Total Direct Disbursements/Expenditures		0	0	38,817	0	3,103,161	0	0		3,141,978
310	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(3,066,978)
311											
312	70 WORKING CASH FUND (WC)										
313											
314	80 - TORT FUND (TF)										
315	INSTRUCTION (TF)	1000									
316	Regular Programs	1100	0	0	0	0	0	0	0	0	0
317	Tuition Payment to Charter Schools	1115			0						0
318	Pre-K Programs	1125	0	0	0	0	0	0	0	0	0
319	Special Education Programs (Functions 1200 - 1220)	1200	0	0	0	0	0	0	0	0	0
320	Special Education Programs Pre-K	1225	0	0	0	0	0	0	0	0	0
321	Remedial and Supplemental Programs K-12	1250	0	0	0	0	0	0	0	0	0
322	Remedial and Supplemental Programs Pre-K	1275	0	0	0	0	0	0	0	0	0
323	Adult/Continuing Education Programs	1300	0	0	0	0	0	0	0	0	0
324	CTE Programs	1400	0	0	0	0	0	0	0	0	0
325	Interscholastic Programs	1500	0	0	0	0	0	0	0	0	0
326	Summer School Programs	1600	0	0	0	0	0	0	0	0	0
327	Gifted Programs	1650	0	0	0	0	0	0	0	0	0
328	Driver's Education Programs	1700	0	0	0	0	0	0	0	0	0
329	Bilingual Programs	1800	0	0	0	0	0	0	0	0	0
330	Truant Alternative & Optional Programs	1900	0	0	0	0	0	0	0	0	0
331	Pre-K Programs - Private Tuition	1910						0			0
332	Regular K-12 Programs Private Tuition	1911						0			0
333	Special Education Programs K-12 Private Tuition	1912						0			0
334	Special Education Programs Pre-K Tuition	1913						0			0
335	Remedial/Supplemental Programs K-12 Private Tuition	1914						0			0
336	Remedial/Supplemental Programs Pre-K Private Tuition	1915						0			0
337	Adult/Continuing Education Programs Private Tuition	1916						0			0
338	CTE Programs Private Tuition	1917						0			0
339	Interscholastic Programs Private Tuition	1918						0			0
340	Summer School Programs Private Tuition	1919						0			0
341	Gifted Programs Private Tuition	1920						0			0
342	Bilingual Programs Private Tuition	1921						0			0
343	Truants Alternative/Opt Ed Programs Private Tuition	1922						0			0
344	Total Instruction¹⁴	1000	0	0	0	0	0	0	0	0	0
345	SUPPORT SERVICES (TF)	2000									
346	Support Services - Pupil	2100									
347	Attendance & Social Work Services	2110	0	0	0	0	0	0	0	0	0
348	Guidance Services	2120	0	0	0	0	0	0	0	0	0
349	Health Services	2130	0	0	0	0	0	0	0	0	0
350	Psychological Services	2140	0	0	0	0	0	0	0	0	0
351	Speech Pathology & Audiology Services	2150	0	0	0	0	0	0	0	0	0

1	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
352	Other Support Services - Pupils (Describe & Itemize)	2190	0	0	0	0	0	0	0	0	0
353	Total Support Services - Pupil	2100	0	0	0	0	0	0	0	0	0
354	Support Services - Instructional Staff	2200									
355	Improvement of Instruction Services	2210	0	0	0	0	0	0	0	0	0
356	Educational Media Services	2220	0	0	0	0	0	0	0	0	0
357	Assessment & Testing	2230	0	0	0	0	0	0	0	0	0
358	Total Support Services - Instructional Staff	2200	0	0	0	0	0	0	0	0	0
359	Support Services - General Administration	2300									
360	Board of Education Services	2310	0	0	0	0	0	0	0	0	0
361	Executive Administration Services	2320	0	0	0	0	0	0	0	0	0
362	Special Area Administration Services	2330	0	0	0	0	0	0	0	0	0
363	Claims Paid from Self Insurance Fund	2361	0	0	0	0	0	0	0		0
364	Risk Management and Claims Services Payments	2365	0	0	295,217	0	0	0	0		295,217
365	Total Support Services - General Administration	2300	0	0	295,217	0	0	0	0	0	295,217
366	Support Services - School Administration	2400									
367	Office of the Principal Services	2410	0	0	0	0	0	0	0	0	0
368	Other Support Services - School Administration (Describe & Itemize)	2490	0	0	0	0	0	0	0	0	0
369	Total Support Services - School Administration	2400	0	0	0	0	0	0	0	0	0
370	Support Services - Business	2500									
371	Direction of Business Support Services	2510	0	0	0	0	0	0	0	0	0
372	Fiscal Services	2520	0	0	0	0	0	0	0	0	0
373	Facilities Acquisition & Construction Services	2530	0	0	0	0	0	0	0	0	0
374	Operation & Maintenance of Plant Services	2540	3,779	3,303	61,500	15,500	225,007	0	0	0	309,088
375	Pupil Transportation Services	2550	0	0	0	0	0	0	0	0	0
376	Food Services	2560	0	0	0	0	0	0	0	0	0
377	Internal Services	2570	0	0	0	0	0	0	0	0	0
378	Total Support Services - Business	2500	3,779	3,303	61,500	15,500	225,007	0	0	0	309,088
379	Support Services - Central	2600									
380	Direction of Central Support Services	2610	0	0	0	0	0	0	0	0	0
381	Planning, Research, Development & Evaluation Services	2620	0	0	0	0	0	0	0	0	0
382	Information Services	2630	0	0	0	0	0	0	0	0	0
383	Staff Services	2640	0	0	0	0	0	0	0	0	0
384	Data Processing Services	2660	0	0	0	0	0	0	0	0	0
385	Total Support Services - Central	2600	0	0	0	0	0	0	0	0	0
386	Other Support Services - Misc. (Describe & Itemize)	2900	0	0	0	0	0	0	0	0	0
387	Total Support Services	2000	3,779	3,303	356,717	15,500	225,007	0	0	0	604,305
388	COMMUNITY SERVICES (TF)	3000	0	0	0	0	0	0	0	0	0
389	PAYMENTS TO OTHER DIST & GOVT UNITS (TF)	4000									
390	Payments to Other Dist & Govt Units (In-State)	4100									
391	Payments for Regular Programs	4110			0			0			0
392	Payments for Special Education Programs	4120			0			0			0
393	Payments for Adult/Continuing Education Programs	4130			0			0			0
394	Payments for CTE Programs	4140			0			0			0
395	Payments for Community College Programs	4170			0			0			0
396	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190			0			0			0
397	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
398	Payments for Regular Programs - Tuition	4210						0			0
399	Payments for Special Education Programs - Tuition	4220						0			0
400	Payments for Adult/Continuing Education Programs - Tuition	4230						0			0
401	Payments for CTE Programs - Tuition	4240						0			0
402	Payments for Community College Programs - Tuition	4270						0			0
403	Payments for Other Programs - Tuition	4280						0			0
404	Other Payments to In-State Govt Units - Tuition (Describe & Itemize)	4290						0			0
405	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
406	Payments for Regular Programs - Transfers	4310						0			0
407	Payments for Special Education Programs - Transfers	4320						0			0
408	Payments for Adult/Continuing Ed Programs - Transfers	4330						0			0
409	Payments for CTE Programs - Transfers	4340						0			0
410	Payments for Community College Program - Transfers	4370						0			0
411	Payments for Other Programs - Transfers	4380						0			0

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
412	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390			0			0			0
413	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
414	Payments to Other Dist & Govt Units (Out of State)	4400			0			0			0
415	Total Payments to Other Dist & Govt Units	4000			0			0			0
416	DEBT SERVICE (TF)	5000									
417	Debt Service - Interest on Short-Term Debt										
418	Tax Anticipation Warrants	5110						0			0
419	Tax Anticipation Notes	5120						0			0
420	Corporate Personal Property Replacement Tax Anticipation Notes	5130						0			0
421	State Aid Anticipation Certificates	5140						0			0
422	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
423	Debt Service - Interest on Long-Term Debt	5200						0			0
424	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300						0			0
425	Debt Service - Other (Describe & Itemize)	5400			0			0			0
426	Total Debt Service	5000			0			0			0
427	PROVISION FOR CONTINGENCIES (TF)	6000						0			0
428	Total Direct Disbursements/Expenditures		3,779	3,303	356,717	15,500	225,007	0	0	0	604,305
429	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(15,147)
430											
431	90 - FIRE PREVENTION & SAFETY FUND (FP&S)										
432	SUPPORT SERVICES (FP&S)	2000									
433	Support Services - Business	2500									
434	Facilities Acquisition & Construction Services	2530	0	0	0	0	0	0	0		0
435	Operation & Maintenance of Plant Service	2540	0	0	0	0	0	0	0		0
436	Total Support Services - Business	2500	0	0	0	0	0	0	0		0
437	Other Support Services - Misc. (Describe & Itemize)	2900	0	0	0	0	0	0	0		0
438	Total Support Services	2000	0	0	0	0	0	0	0		0
439	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (FP&S)	4000									
440	Payments to Regular Programs	4110						0			0
441	Payments to Special Education Programs	4120						0			0
442	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190						0			0
443	Total Payments to Other Districts & Govt Units (FPS)	4000						0			0
444	DEBT SERVICE (FP&S)	5000									
445	Debt Service - Interest on Short-Term Debt	5100									
446	Tax Anticipation Warrants	5110						0			0
447	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
448	Total Debt Service - Interest on Short-Term Debt	5100						0			0
449	Debt Service - Interest on Long-Term Debt	5200						0			0
450	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300						0			0
451	Total Debt Service	5000						0			0
452	PROVISIONS FOR CONTINGENCIES (FP&S)	6000						0			0
453	Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0		0
454	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										2

	B	C	D	E	F	G	H
1	If there is an amount in column C or column G, please describe the type of revenue or expenditure in column D or column H						
2	Revenue Check:	OK					
3	Expenditure Check:	OK					
4	Revenues Acct. (EstRev tab)	Amount	Describe Revenue	Expenditures Fund-Function (EstExp tab)	Amount	Describe Expenditures	
5	1190			10-2190	\$ 12,000	Graduation Supplies	
6	1290			10-2490			
7	1614			10-2900			
8	1690	\$ 3,500	Food Service Rebates	10-4190			
9	1790			10-4290			
10	1819			10-4390			
11	1829			10-4400			
12	1890			10-5150			
13	1993	\$ 8,000	Credit Card Processing Fees	20-2190			
14	1999	\$ 70,000	Parking Permits, O&M Rebates, Recycling	20-2900			
15	2300			20-4190			
16	3099			20-4400			
17	3199			20-5150			
18	3299			30-4190			
19	3499			30-5150			
20	3599			30-5300			
21	3999	\$ 2,000	State Library Grant	30-5400	\$ 5,000	Bank Paying Agent Fee	
22	4009			40-2190			
23	4090			40-2900			
24	4199			40-4190			
25	4299			40-4400			
26	4399			40-5150			
27	4499			40-5300			
28	4699			40-5400			
29	4799			50-2190			
30	4998			50-2490			
31				50-2900			
32				50-5150			
33				60-2900			
34				60-4190			
35				80-2190			
36				80-2490			
37				80-2900			
38				80-4190			
39				80-4290			
40				80-4390			
41				80-4400			
42				80-5150			
43				80-5300			
44				80-5400			
45				90-2900			
46				90-4190			
47				90-5150			
48				90-5300			

DEFICIT BUDGET SUMMARY INFORMATION - Operating Funds Only (School Districts Only)

Description	EDUCATIONAL FUND (10)	OPERATIONS & MAINTENANCE FUND (20)	TRANSPORTATION FUND (40)	WORKING CASH FUND (70)	TOTAL
Direct Revenues	15,219,359	2,754,805	1,751,040	261,198	19,986,402
Direct Expenditures	18,016,366	3,275,631	2,335,275		23,627,272
Difference	(2,797,007)	(520,825)	(584,235)	261,198	(3,640,870)
Estimated Fund Balance - June 30, 2026	6,895,964	1,760,352	809,402	4,000,548	13,466,265

Unbalanced budget; however, a Deficit Reduction Plan is not required at this time.

A deficit reduction plan is required if the local board of education adopts (or amends) the 2025-2026 school district budget in which the "operating funds" listed above result in direct revenues (line 9, BudgetSum 2-4) being less than direct expenditures (line 19, BudgetSum 2-4) by an amount equal to or greater than one-third (1/3) of the ending fund balance (line 81, BudgetSum 2-4).

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

Per School Code (105 ILCS 5/17-1) - If the Deficit AFR Summary Information tab from the 2024-2025 Annual Financial Report (AFR) reflects a deficit as defined above, then the school district shall adopt and submit a deficit reduction plan (found here on page 23-27) to ISBE within 30 days after acceptance of the AFR.

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

	A	B	C	D	E	F	G
1	*School Districts Only 56099207U26 <i>District Number</i> Peotone CUSD 207U <i>District Name</i>		DEFICIT REDUCTION PLAN ESTIMATED BUDGET FY2025-2026				
2							
3							
4							
5							
6			Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		7,192,971	1,830,149	893,637	6,195,092	16,111,849
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000	12,576,900	2,754,805	619,040	261,198	16,211,943
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0		0
11	STATE SOURCES	3000	1,714,000	0	1,132,000	0	2,846,000
12	FEDERAL SOURCES	4000	928,459	0	0	0	928,459
13	Total Receipts/Revenues		15,219,359	2,754,805	1,751,040	261,198	19,986,402
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000	12,113,011				12,113,011
16	SUPPORT SERVICES	2000	5,036,408	3,275,631	2,335,275		10,647,314
17	COMMUNITY SERVICES	3000	0	0	0		0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	866,947	0	0		866,947
19	DEBT SERVICES	5000	0	0	0		0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0		0
21	Total Disbursements/Expenditures		18,016,366	3,275,631	2,335,275		23,627,272
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		(2,797,007)	(520,825)	(584,235)	261,198	(3,640,870)
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)		2,500,000	451,028	500,000	4,850,000	8,301,028
25	OTHER USES OF FUNDS (8000)		0	0	0	7,305,742	7,305,742
26	TOTAL OTHER SOURCES/USES OF FUNDS		2,500,000	451,028	500,000	(2,455,742)	995,286
27	ESTIMATED ENDING FUND BALANCE		6,895,964	1,760,352	809,402	4,000,548	13,466,265

	A	B	H	I	J	K	L
1	*School Districts Only		ESTIMATED BUDGET FY2026-2027				
2							
3	56099207U26						
4	District Number						
5	Peotone CUSD 207U						
	District Name		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
6							
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		6,895,964	1,760,352	809,402	4,000,548	13,466,265
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		6,895,964	1,760,352	809,402	4,000,548	13,466,265

	A	B	M	N	O	P	Q
1	*School Districts Only		ESTIMATED BUDGET FY2027-2028				
2							
3	56099207U26						
4	District Number						
5	Peotone CUSD 207U						
	District Name		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
6							
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		6,895,964	1,760,352	809,402	4,000,548	13,466,265
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		6,895,964	1,760,352	809,402	4,000,548	13,466,265

	A	B	R	S	T	U	V
1	*School Districts Only 56099207U26 <i>District Number</i> Peotone CUSD 207U <i>District Name</i>		ESTIMATED BUDGET FY2028-2029				
2							
3							
4							
5							
6			Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		6,895,964	1,760,352	809,402	4,000,548	13,466,265
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		6,895,964	1,760,352	809,402	4,000,548	13,466,265

	A	B	W	X	Y	Z
1	*School Districts Only 56099207U26 District Number Peotone CUSD 207U District Name		SUMMARY BUDGET ADDENDUM - DEFICIT REDUCTION PLAN ESTIMATED BUDGET Date of Adoption: (Enter as MM/DD/YY)			
2						
3						
4						
5			FY2025-2026	FY2026-2027	FY2027-2028	FY2028-2029
6	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		16,111,849	13,466,265	13,466,265	13,466,265
8	RECEIPTS/REVENUES	Acct #				
9	LOCAL SOURCES	1000	16,211,943	0	0	0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0	0
11	STATE SOURCES	3000	2,846,000	0	0	0
12	FEDERAL SOURCES	4000	928,459	0	0	0
13	Total Receipts/Revenues		19,986,402	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #				
15	INSTRUCTION	1000	12,113,011	0	0	0
16	SUPPORT SERVICES	2000	10,647,314	0	0	0
17	COMMUNITY SERVICES	3000	0	0	0	0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	866,947	0	0	0
19	DEBT SERVICES	5000	0	0	0	0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0	0
21	Total Disbursements/Expenditures		23,627,272	0	0	0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		(3,640,870)	0	0	0
23	OTHER SOURCES/USES OF FUNDS					
24	OTHER SOURCES OF FUNDS (7000)		8,301,028	0	0	0
25	OTHER USES OF FUNDS (8000)		7,305,742	0	0	0
26	TOTAL OTHER SOURCES/USES OF FUNDS		995,286	0	0	0
27	ESTIMATED ENDING FUND BALANCE		13,466,265	13,466,265	13,466,265	13,466,265

Deficit Reduction Plan-Background/Assumptions (School Districts Only)
Fiscal Year 2025-2026
through Fiscal Year 2028-2029

Peotone CUSD 207U 56099207U26

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

1. Background and Narrative of Budget Reductions:

2. Assumptions Used in the Deficit Reduction Plan:

- EBF and Estimated New Tier Funding:

- Equal Assessed Valuation and Tax Rates:

- Employee Salaries and Benefits:

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

Fiscal Year 2025-2026

through Fiscal Year 2028-2029

- Short- and Long-Term Borrowing:

- Educational Impact:

- Other Assumptions:

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

3)	Indicate with which groups the Organizational Unit engaged to inform its intended allocation of EBF dollars. (Select any that apply; otherwise leave blank.)	Bilingual Program Director(s)		Principals		Bilingual Parent Advisory Committee	
		Special Ed. Program Director(s)		School Improvement Teams		Other Parent Group(s)	
		Other Program Leaders		Teacher or Support Staff Unions		Community Focus Group(s)	
		School Board Members		Other School Staff		Other	
	[Optional] Provide a brief description of the Organizational Unit's process for consulting with internal and external stakeholders in determining the allocation of EBF dollars. (No more than 1000 characters, including spaces.)						
		Priority Investment 1	Priority Investment 2	Priority Investment 3			
4)	Given the data analyzed, the stakeholders consulted, and the priorities identified in Part I, indicate the top three priority investments the Organizational Unit will make with its FY 2026 Base Funding Minimum (e.g., excluding Tier Funding). Choose "Other" if investments do not match the provided list. (Select three different responses. "Other" may be selected more than once if needed.)						
	If "Other" was selected in question 4, please describe. (No more than 1000 characters, including spaces.)						
Cost Factor Table The table below presents the regionally adjusted amount embedded in the Organizational Unit's FY 2025 Adequacy Target for each of the 34 cost factors in the Evidence-Based Funding model (Column F). Column G is required for all Organizational Units that receive at least \$5,000 in Tier Funding, while column H is optional. Organizational Units may choose to provide additional narrative context in Columns I-M to elaborate on the figures included in the table. ISBE has produced guidance for populating the cost factor table. The guidance includes a definition for each cost factor, along with suggestions for using Employee Information System position codes and common expenditure accounts to support a determination of expenditures. This guidance is available at https://www.isbe.net/ebfspendingplan . Column G: If the Organizational Unit will receive at least \$5,000 in FY 2026 Tier Funding (as entered in Q2.1/cell G31), column G is required. Please indicate the Organizational Unit's planned expenditures in FY 2026 from Tier Funds only. Organizational Units are not expected to place a value in each cell. Rather, the table allows for the communication of priority investments with new state resources for the current fiscal year. During years in which there is no new Tier Funding, column G will not be required. During years in which Tier Funding is available, the amount of new Tier Funding entered in Q2.1/cell G31 above must equal the sum in cell G90 below. If some or all Tier Funding is invested outside of the cost factors, enter a dollar amount in cell G89 and provide additional context in the space for a narrative beginning in row 93. Column H: Optionally, Organizational Units may populate column H with total planned expenditures in FY 2026 for each cost factor from all revenue sources (e.g., not just from EBF). By comparing the figures in column F to the figures entered in column H, the Organizational Unit may engage local stakeholders in productive dialogue about resource allocation decisions.							
Cost Factors		Amount in FY 2025 Adjusted Adequacy Target	Budgeted FY 2026 Investments with New Tier Funding	Budgeted FY 2026 Expenditures (All Resources)	Optional District Narratives		
Core Investments	Core Teachers	\$4,352,798	[N/A]	[Optional]	Enter optional context for core investment decisions.		
	Specialist Teachers	\$1,090,244					
	Instructional Facilitator	\$491,550					
	Core Intervention Teacher	\$196,483					
	Substitute Teachers	\$146,683					
	Guidance Counselor	\$351,757					
	Nurse	\$107,063					
	Supervisory Aide	\$187,595					
	Librarian	\$215,667					
	Librarian Aide	\$134,465					
	Principal	\$317,933					
	Assistant Principal	\$276,912					
	School Site Staff	\$225,103					
	Subtotal		\$8,094,252				

Per Student Investments	Gifted	\$109,481		Enter optional context for per student investment decisions.												
	Professional Development	\$154,058														
	Instructional Materials	\$400,550														
	Assessments	\$41,904														
	Computer & Tech Equipment	\$351,867														
	Student Activities	\$560,177														
	Maintenance & Operations	\$1,849,922														
	Central Office	\$1,232														
	Employee Benefits	\$3,187,098														
		Subtotal*	\$7,969,416													
Additional Investments	Low-Income Intervention Teacher	\$164,998		Enter optional context for additional investment decisions.												
	Low-Income Pupil Support Staff	\$164,998														
	Low-Income Extended Day Teacher	\$172,172														
	Low-Income Summer School Teacher	\$172,172														
	EL Intervention Teacher	\$37,463														
	EL Pupil Support Staff	\$37,463														
	EL Extended Day Teacher	\$39,057														
	EL Summer School Teacher	\$39,057														
	EL Core Teacher	\$47,028														
	Sp Ed Teacher	\$696,657														
	Sp Ed Instructional Assistant	\$286,640														
	Sp Ed Psychologist	\$108,882														
		Subtotal	\$1,966,588													
	Other Investments															
	Total**	\$18,030,256		Tier Funding Check (Cell G90)												
*The subtotal for Per Student Investments is a calculated figure that adjusts salary portions of Central Office and Maintenance & Operations to account for regional salary differences. As a result, the sum of each individual cost factor will not equal the subtotal. **The total is the Final Adequacy Target (adjusted for Regionalization Factor) calculated in the Full FY 2025 EBF Calculation file. Due to differences in rounding, this figure may vary slightly from the sum of the subtotals in this table.																
If some or all Tier Funding was invested outside of the cost factors, please describe. (No more than 1000 characters, including spaces.)																
Part III: Support for Special Student Groups EBF statute sets aside specific allocations to be spent for special education, English learners, and low-income students. Per statute these designated funds must be spent on programs and services benefiting these specific student groups. Funds for English learners and low-income students must be spent in addition to, and not in lieu of, funding that supports general programs of instruction for all students. Funds attributable to special education must be used for the provision of special education facilities and services as outlined in ILCS 14-1.08. Current-year EBF amounts attributable to each of the special student groups must be reported in Question 1 below (cells G100-G102). If the Organizational Unit received at least \$5,000 for any of the student groups, a response to Questions 2 through 4 below is required. For amounts less than \$5,000, a response is optional for those questions. All other EBF funds may be spent in any manner deemed appropriate by the school district. <i>Collaboration Opportunity - Organizational Units may find that questions in this section are most easily and effectively completed through collaboration between program leaders affiliated with each student group and finance leaders.</i>																
1)	FY 2026 Student Population Allocations*: Enter the dollar amount of resources attributable to Specific Populations within the FY26 Gross State Contribution. Enter "0" if no funds are allocated for a student group. Select whether amounts are estimated or actual.	<table border="1"> <thead> <tr> <th></th> <th>Enter Amounts</th> <th>Select type</th> </tr> </thead> <tbody> <tr> <td>Low-Income Students</td> <td></td> <td></td> </tr> <tr> <td>English Learners</td> <td></td> <td></td> </tr> <tr> <td>Special Education</td> <td></td> <td></td> </tr> </tbody> </table>		Enter Amounts	Select type	Low-Income Students			English Learners			Special Education			*Note: Allocations for each of the three student groups are published annually at isbe.net/etf/dist under "Reports." Amounts are typically available by September 1. Districts must use actual funding amounts if they are available before submitting the budget to ISBE.	
	Enter Amounts	Select type														
Low-Income Students																
English Learners																
Special Education																

2)	Organizational Unit Investment of EBF dollars for low-income students: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Optional	Low-Income Intervention Teacher		Low-Income Extended Day Teacher		Other Investments		
		[Optional - Enter \$]		[Optional - Enter \$]		[Optional - Enter \$]		
		Low-Income Pupil Support Staff		Low-Income Summer School Teacher				
		[Optional - Enter \$]		[Optional - Enter \$]				
Additional context for the Organizational Unit's planned use of dollars attributable to low-income students in FY 2026. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)								
3)	Organizational Unit Investment of EBF dollars for English learners: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Optional	English Learner Intervention Teacher		English Learner Extended Day Teacher		English Learner Core Teacher		
		[Optional - Enter \$]		[Optional - Enter \$]		[Optional - Enter \$]		
		English Learner Pupil Support Staff		English Learner Summer School Teacher		Other Investments		
		[Optional - Enter \$]		[Optional - Enter \$]		[Optional - Enter \$]		
Additional context for the Organizational Unit's planned use of dollars attributable to English learners in FY 2026. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)								
4)	Organizational Units Investment of EBF dollars for Special Education: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Optional	Special Education Teacher		Special Education Psychologist				
		[Optional - Enter \$]		[Optional - Enter \$]				
		Special Education Instructional Assistant		Other Investments				
		[Optional - Enter \$]		[Optional - Enter \$]				
Additional context for the Organizational Unit's planned use of dollars attributable to Special Education students in FY 2026. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)								
Plan Assurances								
Please complete the assurances below related to Article 14C of the Illinois School Code, which contains provisions for EL services, parent participation, and the use of EBF dollars provided for English learners. It is the joint responsibility of home and serving entities to ensure compliance related to the use of state funding provided for English learners. Organizational Units should maintain supporting documentation (e.g., sign-in sheets, meeting agendas) to affirm the veracity of the below assurances. Responses in this section are only required if an Organizational Unit receives any amount of EBF dollars attributable to English learners.								
Collaboration Opportunity - Organizational Units may find that the plan assurances are most easily and effectively completed if led by program leaders.								
1) "I hereby affirm that at least 60% of the school district's state funds attributable to English learners will be used for instructional costs of programs and services for English learners (function 1000), in accordance with Article 14C of the Illinois School Code. The remaining balance of state funds attributable to English learners will also be used to serve English learners." 								
2) "My school district has at least one attendance center with 20 or more English learners (including parental refusals) who speak the same home language other than English in grades K-12. Alternatively and/or additionally, my school district has at least one attendance center with 20 or more English learners (including parent refusals) who speak the same home language other than English in pre-K." 								
3) "I hereby affirm that the school district's BPAC will review this EBF Spending Plan by or before October 31, 2025." 								
4) Enter the anticipated date on which the BPAC review will take place and the name of the BPAC chair for SY 2025-26. BPAC Meeting (MM/DD/YYYY) Name of Chair								

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

Reference Description

- ¹ Each fund balance should correspond to the fund balance reflected on the books as of June 30th - Balance Sheet Accounts #720 and #730 (audit figures, if available).
- ² Accounting and Financial Reporting for Certain Grants and Other Financial Assistance. The "On-Behalf" Payments should only be reflected on this page (Budget Summary, Lines 10 and 20).
- ³ Requires the secretary of the school board to notify the county clerk (within 30 days of the transfer approval) to abate an equal amount of taxes to be next extended. See Sec. 10-22.14 & 17-2.11.
- ^{3a} Requires notification to the county clerk to abate an equal amount from taxes next extended. See section 10-22.14
- ⁴ Principal on Bonds Sold:
 - (1) Funding Bonds are to be entered in the fund or funds in which the liability occurs.
 - (2) Refunding Bonds can be entered in the Debt Services Fund only.
 - (3) Building Bonds can be entered in the Capital Projects Fund only.
 - (4) Fire Prevention and Safety Bonds can be entered in the Fire Prevention & Safety Fund only.
- ⁵

The proceeds from the sale of school sites, buildings, or other real estate shall be used first to pay the principal and interest on any outstanding bonds on the property being sold, and after all such bonds have been retired, the remaining proceeds from the sale next shall be used by the school board to meet any urgent district needs as determined under Sections 2-3.12 and 17-2.11 of the School Code. Once these issues have been addressed, any remaining proceeds may be used for any other authorized purpose and for deposit into any district fund.
- ⁶ The School Code, Section 10-22.44 prohibits the transfer of interest earned on the investment of "any funds for purposes of Illinois Municipal Retirement under the Pension Code." This prohibition does not include funds for Social Security and Medicare-only purposes. For additional requirements on interest earnings, see 23 Illinois Administrative Code, Part 100, Section 100.50.
- ⁷ Cash plus investments must be greater than or equal to zero.
- ⁸ For cash basis budgets, this total will equal the Budget Summary - Total Direct Receipts/Revenues (Line 9) plus Total Other Sources of Funds (Line 46).
- ⁹ For cash basis budgets, this total will equal the Budget Summary - Total Direct Disbursements/Expenditures (Line 19) plus Total Other Uses of Funds (Line 79).
- ¹⁰ Working Cash Fund loans may be made to any district fund for which taxes are levied (Section 20-5 of the School Code).
- ¹¹ Include revenue accounts 1110 through 1115, 1117, 1118 & 1120.
- ¹² The School Code Section 17-2.2c. Tax for leasing educational facilities or computer technology or both, and for temporary relocation expense purposes.
- ¹³ Corporate personal property replacement tax revenue must be first applied to the Municipal Retirement/Social Security Fund to replace tax revenue lost due to the abolition of the corporate personal property tax (30 ILCS 115/12). This provision does not apply to taxes levied for Medicare-Only purposes.
- ¹⁴

Only tuition payments made to private facilities. See Functions 4200 or 4400 for estimated public facility disbursements/expenditures.
- ¹⁵ Payment towards the retirement of lease/purchase agreements or bonded/other indebtedness principal only otherwise reported within the fund - e.g.: alternate revenue bonds. (Describe & Itemize)
- ¹⁶ Only abolishment of Working Cash Fund must transfer its funds directly to the Educational Fund upon adoption of a resolution and at the close of the current school Year (see 105 ILCS 5/20-8 for further explanation)
 Only abatement of working cash fund can transfer its funds to any fund in most need of money
 (see 105 ILCS 5/20-10 for further explanation)

CHECK FOR ERRORS

This worksheet checks various cells to assure that selected items are in balance.

Please fix errors below before submitting to ISBE.

Budget Item References	Message
1. Deficit Reduction Plan (DefReductPlan 23-27 tab)	
Is Deficit Reduction Plan Required? (Joint Agreements do not complete Deficit Reduction Plan.)	Deficit Reduction Plan is not required
If required, is Deficit Reduction Plan completed? (DefReductPlan 23-27 tab)	
2. Cover Page (Cover tab)	
District Name must be selected from drop-down. (Cell H13)	OK
Accounting Basis must be selected on Cover sheet.	OK
Dates (Day, Month, Year) must be input on Cover sheet.	OK
Board Names must be typed on Cover sheet.	ERROR - TYPE BOARD NAMES
3. Budget Summary: Other Sources (BudgetSum 2-4 tab - Acct 7000) must equal Other Uses (BudgetSum 2-4 tab - Acct 8000).	
Estimated Beginning Fund Balance July, 1 2025 for all Funds (Cells C3 - K3) (Line must have a number or zero. Do not leave blank.)	OK
Estimated Activity Fund Beginning Fund Balance July, 1 2025 (Cell C83) (Cell must have a number or zero. Do not leave blank.)	OK
Transfer Among Funds (Funds 10, 20, 40 - Acct 7130 - Cells C29, D29, F29), must equal (Funds 10, 20 & 40 - Acct 8130 - Cells C52, D52, F52).	OK
Transfer of Interest (Funds 10 thru 90 - Acct 7140 - Cells C30:K30), must equal (Funds 10 thru 60, & 80 - Acct 8140 - Cells C53:H53, J53).	OK
Transfer to Debt Service to Pay Principal on GASB 87 Leases (Fund 30 - Acct 7400 - Cell E39) must equal (Funds 10, 20 & 60 - Acct 8400 - Cells C57:H60).	OK
Transfer to Debt Service to Pay Interest on GASB 87 Leases (Fund 30 - Acct 7500 - Cell E40) must equal (Funds 10, 20 & 60 - Acct 8500 - Cells C61:H64).	OK
Transfer to Debt Service Fund to Pay Principal on Revenue Bonds (Fund 30 - Acct 7600 - Cell E41) must equal (Funds 10 & 20 - Acct 8600 - Cells C65:D68).	OK
Transfer to Debt Service to Pay Interest on Revenue Bonds (Fund 30 - Acct 7700 - Cell E42) must equal (Funds 10 & 20 - Acct 8700 - Cells C69:D72).	OK
Transfer to Capital Projects Fund (Fund 60 - Acct 7800 - Cell H43) must equal (Fund 10 & 20, Acct 8800 - Cells C73:D76).	OK
4. Summary of Cash Transactions: Beginning Cash Balance on Hand July 1, 2024 (CashSum 5 tab, All Funds) cannot be negative.	
Educational (Fund 10 - Cell C3)	OK
Operations & Maintenance (Fund 20 - Cell D3)	OK
Debt Service (Fund 30 - Cell E3)	OK
Transportation (Fund 40 - Cell F3)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G3)	OK
Capital Projects (Fund 60 - Cell H3)	OK
Working Cash (Fund 70 - Cell I3)	OK
Tort (Fund 80 - Cell J3)	OK
Fire Prevention & Safety (Fund 90 - Cell K3)	OK
Activity Funds (Cell C23)	OK
5. Summary of Cash Transactions: Ending Cash Balance on Hand June 30, 2024 (CashSum 5 tab - All Funds) cannot be negative.	
Educational (Fund 10 - Cell C21)	OK
Operations & Maintenance (Fund 20 - Cell D21)	OK
Debt Service (Fund 30 - Cell E21)	OK
Transportation (Fund 40 - Cell F21)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G21)	OK
Capital Projects (Fund 60 - Cell H21)	OK
Working Cash (Fund 70 - Cell I21)	OK
Tort (Fund 80 - Cell J21)	OK
Fire Prevention & Safety (Fund 90 - Cell K21)	OK
6. Summary of Cash Transactions: Other Receipts (CashSum 5 tab) must equal Other Disbursements (CashSum 5 tab).	
Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C6:H6, J6:K6) must equal Interfund Loans Receivable (Funds 10:20, 40, 70 - Acct 141 - Cells C15:D15, F15, I15).	OK
Interfund Loans Receivable (Funds 10, 20, 40, 70 - Acct 141 - Cells C7:D7, F7, I7) must equal Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C16:H16, J16, K16).	OK
7. Estimated Revenue (EstRev 6-11 tab)	
Amounts must be input for revenue.	OK
8. Estimated Expenditures (EstExp 12-20 tab)	
Amounts must be input for expenditures.	OK
9. Itemization Notes: Revenues/Expenditures reported that require note on Itemize 21 tab.	
Include brief note(s) describing revenue source.	OK
Include brief note(s) describing expenditure use.	OK
10. EBF Spending Plan	
All required questions have been answered.	OK

End of Balancing



Approval of the Proposed 2026-2027 Meal and Milk Prices

TO: Peotone CUSD 207U Board of Education

FROM: Adrian Fulgencio, Business Manager

Carrie Mueller, Food Service Director

RE: 2026-2027 Meal and Milk Prices

DATE: May 15, 2026

Objective:

Board approval of the proposed 2026-2027 Meal and Milk Prices.

Background and Information:

Each year, the district must calculate an appropriate meal price charged to students using the Illinois State Board of Education (ISBE) Paid Lunch Equity Tool (PLE). This process ensures equity between revenue generated from paid lunch meals and state reimbursement for free/reduced meals. This calculation is only for students who choose to purchase lunch; students who qualify will receive school lunch at a reduced price or at no cost.

Below are the meal and milk prices for the 2025-2026 school year,

Student Meal	Adult Meal*	Milk
\$3.70	\$4.20	\$0.50

Financial Impact:

The PLE tool suggested that the district maintain an average price of \$4.08 per meal for the 25-26 school year to be equitable with the state reimbursement amount. The administration proposes an increase of \$0.10 to the meal prices. The administration proposes no increase to milk prices, given the recent bid results.

Administrative Recommendation:

Approval of the meal and milk prices for the 2026-2027 school year,

Student Meal	Adult Meal*	Milk
\$3.80	\$4.30	\$0.50

*ISBE requires adult meals to be at least \$0.50 more than student meals

REPORT NO. 76:

**FOR ACTION: APPROVAL OF THE 2026-2027 PHS/PJHS AND
PES PARENT-STUDENT HANDBOOKS.**

The board will need a motion to approve the ***2026-2027 PHS/PJHS and
PES Parent-Student Handbooks.***

MOTION REQUIRED: ROLL CALL VOTE.

REPORT NO. 77:

**FOR ACTION: APPROVAL OF THE PROPOSED STUDENT REGISTRATION
(TECHNOLOGY FEE).**

The board will need a motion to approve the ***Proposed Student Registration
(Technology Fee).***

MOTION REQUIRED: ROLL CALL VOTE.

REPORT NO. 78:

FOR ACTION: APPROVAL OF THE DISTRICT'S CONSOLIDATED PLAN FY27.

The Board will need a motion to approve the ***District's Consolidated Plan FY27.***

MOTION REQUIRED: ROLL CALL VOTE.

REPORT NO. 79:

**FOR ACTION: APPROVAL OF THE UPDATED JOB DESCRIPTION (STUDENT
SERVICES SECRETARY AND HIGH SCHOOL REGISTRAR)**

The Board will need a motion to approve the ***Updated Job Descriptions (Student
Services Secretary and High School Registrar).***

MOTION REQUIRED: ROLL CALL VOTE.



Approval of the Proposed Student Registration (Technology Fee)

TO: Peotone CUSD 207U Board of Education

FROM: Brian Cann, Director of Instructional Technology
Adrian Fulgencio, Business Manager

RE: Technology Fee

DATE: May 18, 2026

Objective:

To obtain board approval of a new technology fee of \$50.00 per student to be collected annually during registration.

Background and Information:

Prior to FY2026, student Chromebooks were largely purchased using ESSER funding, which has now expired. The use of these funds has resulted in our students being able to go 1:1 with Chromebooks and purchase replacements as needed. With the expiration of this grant, a technology fee will help with device replacement, keep them in proper working order during their life-cycle, and help develop a routine refresh cycle.

We still have student devices that are being used from the original 20-21 batch of devices purchased. These are nearing/past the end of their useful life cycle. In addition, we purchased a large number of devices with the last of our ESSER funding for use in 24-25. By planning for a 4-year student device refresh cycle now, the district will be able to prevent the large number of devices purchased for 24-25 from moving past the point of their useful life before being replaced, while also allowing us to jump on advantageous pricing when/if it becomes available on an annual basis.

Chromebooks and other devices are seeing a 20-25% increase per unit since 2025. This is expected to continue through 2026 and plateau sometime in 2027. This technology fee will help keep it possible for our district to purchase devices on a consistent schedule.

A large portion of the districts I have asked either charge a separate technology fee, designate a portion of their registration fees to technology, or label their registration fees as a combined *registration/tech* fee. The amounts varied from \$25 to more than \$100. Manhattan and Beecher are two local districts that specifically charge separate technology fees, with Manhattan charging \$25 per student and Beecher charging \$50 per student.

Financial Impact:

- *Annual Projected Cost for Student Devices:*
 - Approximately \$128,500
 - based on collection beginning in 26-27
 - based on refreshing 3 classes' student devices annually beginning in 27-28
 - based on projected enrollments through 30-31
 - includes projected price increases and all associated licensing costs
- *Total Projected Cost for Student Devices through 30-31:*
 - Approximately \$515,000
- *Annual Projection of Collected Fees:*
 - Approximately \$37,000
- *Total Projection of Collected Fees through 30-31:*
 - Approximately \$185,000

Administrative Recommendation:

Board approval of a new technology fee of \$50.00 per student to be collected annually during registration.



Approval of the District's Consolidated Plan FY27

eGrant Management System
Printed Copy of Application

Applicant: PEOTONE CUSD 207U
Application: Consolidated District Plan - 00
Cycle: Original Application
Sponsor/District: PEOTONE CUSD 207U
Date Generated: 5/6/2026 4:00:55 PM
Generated By: czurales

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 Title I, Part A - Improving Basic Programs

Included Title I, Part A - School Improvement Part 1003

Programs: 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

Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*

Zurales

Phone*

708 258 0991

Extension

First Name*

Carole

Email*

czurales@peotoneschools.org

Middle
Initial

E

2. General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.

([count] of 2500 maximum characters used)

Peotone CUSD 207U's programming is designed and available to support the needs of all students regardless of gender, race, national origin, color, disability, or age. The District adheres to the Board of Education policies in place to protect students, teachers, and other beneficiaries from barriers to equitable programming.

3. Bilingual Director (Administrator overseeing EL Services) Assurance

Please take note of the following, which is determined by your district's English Learner (EL) count, shown below:

67

If the district has 1 or more EL students, the Bilingual Director (Administrator overseeing EL Services) must participate in the completion of the Bilingual Service Plan (BSP). The Bilingual Director (Administrator overseeing EL Services) must also participate in the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

4. District Migrant Education Program Liaison

Last Name

Johnson

Phone

708 258 0991

First Name

Crystal

Extension

Middle Initial

Email

cjohnson@peotoneschools.org

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Program Liaison may notify ISBE at 312-814-3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has information that a migratory child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Every Student Succeeds Act of 2015) - Title I, Part C Education of Migratory Children.

5. General Completion Instructions

Work through the tabs from left to right. Save each page before moving to the next tab.

Required fields on each page are dependent upon funding sources selected on the Needs Assessment and Programs tab.

Many pages have notes at the bottom indicating for which programs the page is required.

To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages. If none, the page is not required for the program(s) selected.

How to Complete Pages with Pre-populated Fields

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the redisplay and paste it into the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

*Required field, applicable for all funding sources

Amendments

Indicate whether this is the first submission for the fiscal year or an amendment to the APPROVED initial plan for the fiscal year.*

NOTE: This page must be completed each time a new plan version within the fiscal year is submitted to ISBE.

- ☒ Initial submission for the fiscal year
- ☐ Amendment to approved plan for the fiscal year

*Required field, applicable for all funding sources

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)

All federal resources will be used to fund the mandated programs and services for identified groups of students (ELL, SPED, McKinney Vento, Orphan, etc.) in conjunction with additional state and local funds for students who have not been targeted for mandated programs. Utilizing the federal funds will provide for training staff, offering specialized programming, and allowing for equity in student opportunities for those who would otherwise not be able to participate.

Response from the approved prior year Consolidated District Plan.

All federal resources will be used to fund the mandated programs and services for identified groups of students (ELL, SPED, McKinney Vento, Orphan, etc.) in conjunction with additional state and local funds for students who have not been targeted for mandated programs. Utilizing the federal funds will provide for training staff, offering specialized programming, and allowing for equity in student opportunities for those who would otherwise not be able to participate.

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)

Needs Assessments results found that additional support for students is required in the areas of reading and mathematics. Results have shown that teachers would benefit from professional development opportunities in the areas of reading/math instruction, writing assessments, technology integration, differentiation, and continued practice at focusing on the Illinois Learning Standards to improve instruction for students.

Legislative References:

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

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

*Required field, applicable for all funding sources

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

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

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

SOWIC 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)

Needs assessment results identified areas of need for both ELA and math instruction. A new curriculum for math was implemented in the FY25 school year and the district staff will continue to identify gaps and areas of improvement with our math curriculum and instruction. A new ELA curriculum was implemented for the FY26 school year. Professional development ongoing implementation will be the main focus for this fiscal year ensuring and evaluating that the program is meeting the needs of all our students, including our EL learners, special education students, and low income students.

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).

Needs Assessments results found that additional support for students is required in the areas of reading and mathematics. Results have shown that teachers would benefit from professional development opportunities in the areas of reading/math instruction, writing assessments, technology integration, co-teaching, trauma informed behavior, and continued practice at focusing on the Illinois Learning Standards to improve instruction for students.

G. Title III - LIEP

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).

Needs Assessment Results (Annual Survey Findings) will be used as a foundation to determine and provide professional development and technology enhancements with the goal of improving instruction in the area of foreign language, bullying, social emotional learning, and the integration of technology in daily instruction in all content areas.

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

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

Based on state assessment data (IAR) as local assessment data (AimsWeb & NWEA MAP), there is an area of need related to student performance in students with IEPs meeting grade-level expectations in reading and mathematics. Subsequently, resources need to be allocated to ensure adequate growth in student achievement in the areas of reading and mathematics for students receiving special education services.

L. IDEA, Part B - Preschool

Based on local assessment data, there is an area of need related to student performance (general and special education) in meeting grade-level expectations in reading and mathematics. Subsequently, resources need to be allocated to ensure adequate growth in student achievement in the areas of reading and mathematics.

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)

The LEA conducted a meeting with stakeholders (teachers, principals, district administration, parents) in the development of this plan in May 2026. Stakeholder's input included dialogue on assessment processes and academic progress in math and ELA, staffing and resource needs, and ways in which to support academic instruction and social-emotional development or all students in the district.

Response from the prior year Consolidated District Plan.

The LEA conducted a meeting with stakeholders (teachers, principals, district administration, parents) in the development of this plan in March of 2025. Stakeholder's input included dialogue on assessment processes and academic progress in math and ELA, staffing and resource needs, and ways in which to support academic instruction and social-emotional development or all students in the district.

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

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

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[[count] of 7500 maximum characters used)

The approaches the district will use to include parents and family members in the development of LEA plans include: Parent Orientation Meetings, Parent Title I Orientation Presentations, Family Literacy Nights, Parent Letters introducing testing measures of all students, Parent/Teacher Conferences, Updated Web Page 5 Essential Survey, Monthly District Newsletter.

Response from the prior year Consolidated District Plan.

The approaches the district will use to include parents and family members in the development of LEA plans include: Parent Orientation Meetings, Parent Title I Orientation Presentations, Family Literacy Nights, Parent Letters introducing testing measures of all students, Parent/Teacher Conferences, Updated Web Page 5 Essential Survey, Monthly District Newsletter. The district will engage English learner and immigrant parents and family members through utilizing our EL Specialists at each site to translate communications, participate in parent/teacher conferences, and family literacy nights.

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.

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([count] of 7500 maximum characters used)

The district will provide opportunities for parent and family engagement through the following: Open House Nights & Orientations, Family Engagement Nights, Book Fairs, Parent Education Events, PTO hosted events, Math/STEM Night, and various school events that foster parent engagement in the schools. We have been working on making sure that necessary documents and information have been translated to support the needs of EL and immigrant families, as applicable. We have EL teachers that attend Open House and community events.

Response from the prior year Consolidated District Plan.

The district will provide opportunities for parent and family engagement through the following: Open House Nights & Orientations, Family Engagement Nights, Book Fairs, Parent Education Events, PTO hosted events, Math/STEM Night, and various school events that foster parent engagement in the schools. We have been working on making sure that necessary documents and information have been translated to support the needs of EL and immigrant families, as applicable. We have EL teachers that attend Open House and community events.

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.

No file chosen

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

6.170-AP1__E1.pdf
6.170-AP1__E2.pdf
Board_Policy_6.170.pdf

☒ 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

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
		☐ Yes ☐ No Number of Low-Income Student(s):	☐ Yes ☐ No Total Enrollment Number Student(s):	☐ Yes ☐ No Total Enrollment Number Student(s):	Choose File No file chosen

Comments: _____

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)

The district conducts its own early childhood education program and works closely with the elementary school with regard to curriculum and instruction alignment, sharing of services, and collaboration with regard to transitioning to the elementary school and the Kindergarten program.

Response from the approved prior year Consolidated District Plan.

The district conducts its own early childhood education program and works closely with the elementary school with regard to curriculum and instruction alignment, sharing of services, and collaboration with regard to transitioning to the elementary school and the Kindergarten program.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

District Goal(s):

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

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]

Peotone CUSD 207U has an instructional program that is aligned to the Illinois Learning Standards. This program provides aligned instruction in English Language Arts and Mathematics as measured by the annual state assessments (DLM, ISA, IAR and ACT). To guide instruction during the school year, in meeting the benchmarks of the Illinois Learning Standards, the district universally screens its students using AIMSweb Plus and/or NWEA MAP three times a year.

Response from the prior year Consolidated District Plan.

Peotone CUSD 207U has an instructional program that is aligned to the Illinois Learning Standards. This program provides aligned instruction in English Language Arts and Mathematics as measured by the annual state assessments (DLM, ISA, IAR and ACT). To guide instruction during the school year, in meeting the benchmarks of the Illinois Learning Standards, the district universally screens its students using AIMSweb Plus and/or NWEA MAP three times a year.

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

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

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

[[count] of 7500 maximum characters used]

Grade level teachers, interventionists/specialists, and building/district administration, assume the primary responsibility for coordinating early intervention (Tier 2/3) services for students at risk of failure. Universal screening data is used to match students to specific tiered interventions for instructional support. Students identified as at risk of failure are progress monitored frequently to determine the effectiveness of intervention being provided.

Response from the prior year Consolidated District Plan.

Grade level teachers, interventionists/specialists, and building/district administration, assume the primary responsibility for coordinating early intervention (Tier 2/3) services for students at risk of failure. Universal screening data is used to match students to specific tiered interventions for instructional support. Students identified as at risk of failure are progress monitored frequently to determine the effectiveness of intervention being provided.

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

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

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[[count] of 7500 maximum characters used]

Students in targeted assistance programming receive instructional supports by reading specialists or math interventionists (either pull-out or push-in) and are progress monitored to ensure effectiveness of tiered instruction. We additionally utilize EL interventionists district-wide to support our EL population of students.

Response from the prior year Consolidated District Plan.

Students in targeted assistance programming receive instructional supports by reading specialists or math interventionists (either pull-out or push-in) and are progress monitored to ensure effectiveness of tiered instruction. We additionally utilize EL interventionists district-wide to support our EL population of students.

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

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

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]

Professional development will be provided to staff regarding research based instructional strategies in language acquisition to ensure that the overall conditions for learning are supportive for students. EL Interventionists provide support and share strategies to assist in delivering content appropriately to EL students.

Response from the prior year Consolidated District Plan.

Professional development will be provided to staff regarding research based instructional strategies in language acquisition to ensure that the overall conditions for learning are supportive for students. EL Interventionists provide support and share strategies to assist in delivering content appropriately to EL students.

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, 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 school district has a board policy that requires all staff that are hired to be highly qualified for the position for which they are teaching. All staff who instruct students that are currently employed by the school district are licensed and endorsed to teach in the areas they are assigned. Certified staff will be evaluated on either an annual (non-tenured) or tri-annual (tenured) basis using the Danielson Framework and aligned with the Illinois teacher evaluation guidelines.

Response from the prior year Consolidated District Plan.

The school district has a board policy that requires all staff that are hired to be highly qualified for the position for which they are teaching. All staff who instruct students that are currently employed by the school district are licensed and endorsed to teach in the areas they are assigned. Certified staff will be evaluated on either an annual (non-tenured) or tri-annual (tenured) basis using the Danielson Framework and aligned with the Illinois teacher evaluation guidelines.

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.

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 employs a full-time certified school librarian to support literacy and the development of digital literacy skills. The district offers students several digital options for engagement with both informational and literary text, as well as digital research tools to support learning.

Response from the prior year Consolidated District Plan.

The district employs a full-time certified school librarian to support literacy and the development of digital literacy skills. The district offers students several digital options for engagement with both informational and literary text, as well as digital research tools to support learning.

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

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

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([count] of 7500 maximum characters used)

The district uses placement criteria (grades, placement exam, NWEA MAP scores) in the middle grades to determine a sequential course of Mathematics for those students who possess talent or skill in this area of instruction. This program leads to students in 8th grade taking high school Algebra (for high school credit) and then follows with a higher level of Mathematics placement once in high school. Students in grades K-5 are placed in flexible intervention groupings based on universal screening data, and those students performing above grade level standards receive tiered instruction during this time that meets their accelerated / talented needs.

Response from the prior year Consolidated District Plan.

The district uses placement criteria (grades, placement exam, NWEA MAP scores) in the middle grades to determine a sequential course of Mathematics for those students who possess talent or skill in this area of instruction. This program leads to students in 8th grade taking high school Algebra (for high school credit) and then follows with a higher level of Mathematics placement once in high school. Students in grades K-5 are placed in flexible intervention groupings based on universal screening data, and those students performing above grade level standards receive tiered instruction during this time that meets their accelerated / talented needs.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

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

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

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

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

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)

The district will facilitate effective transitions for students from middle grades to high school, and from high school to post-secondary education, through the work of the district's Guidance Counselors and Transition Coordinator, collaboration with Joliet Junior College, course offerings at the Kankakee Area Career Center, and through partnerships with local business/employers. The district's Guidance Counselors administer interest surveys several times throughout the secondary education experience to facilitate possible changes in course offerings and / or collaboration with outside organizations to meet the needs of our students.

Response from the approved prior year Consolidated District Plan.

The district will facilitate effective transitions for students from middle grades to high school, and from high school to post-secondary education, through the work of the district's Guidance Counselors and Transition Coordinator, collaboration with Joliet Junior College, course offerings at the Kankakee Area Career Center, and through partnerships with local business/employers. The district's Guidance Counselors administer interest surveys several times throughout the secondary education experience to facilitate possible changes in course offerings and / or collaboration with outside organizations to meet the needs of our students.

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

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

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

((count) of 7500 maximum characters used)

The district supports programs that coordinate and integrate academic/career/technical education, as well as work-based learning opportunities, through the following:~ Student enrollment at Kankakee Area Career Center~ High school course offerings in career and technical education~ Participation in Skills USA chapters at the junior high school and high school levels~ Work Based Learning program for the 2026-2027 school year

Response from the approved prior year Consolidated District Plan.

The district supports programs that coordinate and integrate academic/career/technical education, as well as work-based learning opportunities, through the following:~ Student enrollment at Kankakee Area Career Center~ High school course offerings in career and technical education~ Participation in Skills USA chapters at the junior high school and high school levels~ Work Based Learning program for the 2025-2026 school year- Additional Ag Ed Teacher to teacher quarterly elective of Agriculture to 7/8th graders

Legislative References:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

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

Based on the results of the district's comprehensive needs assessment, there is a clear need to strengthen English Language Arts (ELA) instruction and provide targeted support for students who are struggling with literacy. To address this, funds will be used to provide access to a reading specialist who will support a targeted group of students identified through the Multi-Tiered System of Supports (MTSS) process. This support will complement the district-wide implementation of a new, evidence-based ELA curriculum, ensuring that all students benefit from high-quality Tier 1 instruction while those requiring additional assistance receive timely and effective interventions. Together, these efforts are designed to promote literacy achievement and close learning gaps for our most at-risk learners.

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

Needs Assessment Results (Annual Survey Findings) will be used as the foundation to determine and provide professional development to train teachers and administrators in the areas of research-based reading and mathematics instruction, technology integration, and implementation of Illinois Learning Standards in an effort to improve instruction. Staff will have the opportunity to attend in-person and virtual professional development, whether through the district or through outside organizations such as the Professional Development Alliance, ASCD, IL ASCD, IPA, etc.

G. Title III - LIEP

H. Title III - ISEP

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

The district's needs assessment revealed a need to strengthen student achievement in English Language Arts (ELA), particularly in grades K-8. In response, Title IV, Part A funds will support professional development focused on the effective implementation of a new, evidence-based K-8 ELA curriculum for the upcoming school year. This initiative aims to enhance instructional quality and ensure equitable access to high-quality literacy instruction. In addition to academic needs, the assessment identified the importance of addressing students' social-emotional well-being. The district will continue to invest in mental health supports by providing expert speakers, staff training, and age-appropriate resources focused on social-emotional learning (SEL), bullying prevention, and school climate improvement. To strengthen family and community engagement, we will launch a Parent Partnership Series, featuring presentations and workshops on relevant and timely topics such as cybersecurity, managing anxiety in children, and fostering resilience. These sessions are designed to empower parents with tools and strategies that support student success both academically and emotionally.

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

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

Needs Assessment Results (Annual Survey Findings) will be used as the foundation to determine and provide professional development to train teachers and administrators in the areas of research-based reading and mathematics instruction, technology integration, and implementation of Illinois Learning Standards in an effort to improve instruction.

L. IDEA, Part B - Preschool

The district will not provide professional development through this grant.

Legislative Requirement:

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

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

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

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

ISBE Goals:

- ☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☐ 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]

The district has in place Board of Education adopted policies outlining protections for students to reduce incidences of bullying and harassment. There is an online anonymous bullying reporting system in place to allow for anyone (child or adult) to report incidences of bullying and harassment. These reports are distributed directly to building administrators to handle appropriately, within the adopted guidelines / policies. The district complies with Senate Bill 100 in regard to suspensions and expulsions and employs restorative justice practices to ensure students are not removed from the classroom unless absolutely necessary and when compromising student or self safety. Discipline data is compiled annually, and disaggregated and analyzed to ensure there is no discrimination in regard to race/ethnicity, socio-economic status, disability, EL status, gender, or migrant status.

Response from the prior year Consolidated District Plan.

The district has in place Board of Education adopted policies outlining protections for students to reduce incidences of bullying and harassment. There is an online anonymous bullying reporting system in place to allow for anyone (child or adult) to report incidences of bullying and harassment. These reports are distributed directly to building administrators to handle appropriately, within the adopted guidelines / policies. The district complies with Senate Bill 100 in regard to suspensions and expulsions and employs restorative justice practices to ensure students are not removed from the classroom unless absolutely necessary and when compromising student or self safety. Discipline data is compiled annually, and disaggregated and analyzed to ensure there is no discrimination in regard to race/ethnicity, socio-economic status, disability, EL status, gender, or migrant status.

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

(42 U.S.C. 11301 et seq.):*

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[[count] of 7500 maximum characters used]

The district provides the following services to homeless children and youth: waiving of registration and course fees; free lunch; participation fees for extracurricular activities outside of the school day, school supplies, local community resource connections. The district offers many extracurricular activities for all students like SkillsUSA, FFA, sports and intramurals, DEI club, and Spanish Club.

Response from the prior year Consolidated District Plan.

The district provides the following services to homeless children and youth: waiving of registration and course fees; free lunch; participation fees for extracurricular activities outside of the school day, school supplies, local community resource connections. The district offers many extracurricular activities for all students like SkillsUSA, FFA, sports and intramurals, DEI club, and Spanish Club.

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
0001 - PEOTONE HIGH SCHOOL	☐	☐	☒	☐	
1002 - PEOTONE JR HIGH SCHOOL	☐	☒	☐	☐	
2003 - PEOTONE ELEM SCHOOL	☐	☒	☐	☐	
2005 - Peotone Intermediate Center	☐	☐	☒	☐	
3001 - CONNOR SHAW CENTER	☐	☐	☒	☐	

Describe anticipated Reorganizations:

The district invest resources into targeted assistance schools based off of the need to provide reading specialists at the K-8 level based off of the data and performance of our students. Peotone Intermediate will be closed for the the FY27 school year and Peotone Elementary will serve grades K-4 and Peotone Junior High School will serve grades 5-8.

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)

No schools identified under this part.

Response from the approved prior year Consolidated District Plan.

No schools identified under this part.

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

☐ Yes

☒ No

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

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

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

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

[Section 1114 and 1115](#)

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

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 targeted assistance program will provide instructional assistance to students identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards. The program will use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the targeted assistance schools, and be instructed by teachers that are highly qualified. The goal of the program is to increase the percentage of students achieving at grade level and meeting the benchmarks outlined in the State's student academic achievement standards. Schools providing Title I target assistance programs: Peotone Elementary School (grades K-4) and Peotone Junior High School (grades 5-8) Instruction will be in the areas of English Language Arts and Mathematics. Services will be provided both in the classroom and in a pull out format during the regular school day. The district / LEA receiving funds under this section shall provide notification to all stakeholders with respect to which subgroup or subgroups of students in any school receiving federal funds are consistently underperforming. Subsequently, a remediation plan will be developed by the LEA to ensure that all students are making progress towards meeting the State's challenging student academic achievement standards.

Response from the approved prior year Consolidated District Plan.

The targeted assistance program will provide instructional assistance to students identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards. The program will use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the targeted assistance schools, and be instructed by teachers that are highly qualified.

The goal of the program is to increase the percentage of students achieving at grade level and meeting the benchmarks outlined in the State's student academic achievement standards. Schools providing Title I target assistance programs: Peotone Elementary School (grades K-3) and Peotone Intermediate Center (grades 4-5). Instruction will be in the areas of English Language Arts and Mathematics. Services will be provided both in the classroom and in a pull out format during the regular school day. The district / LEA receiving funds under this section shall provide notification to all stakeholders with respect to which subgroup or subgroups of students in any school receiving federal funds are consistently underperforming. Subsequently, a remediation plan will be developed by the LEA to ensure that all students are making progress towards meeting the State's challenging student academic achievement standards.

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)

The objective criteria used to establish the identity of target populations are AIMSweb assessments (Early Literacy, Early Numeracy, Oral Reading Fluency) and NWEA/MAP testing in Reading, Language, and Mathematics. Students not meeting grade level benchmarks will be initially targeted for supplemental instruction; feedback and collaboration with parents, administration, paraprofessionals, teachers, and instructional support personnel is utilized to make final determinations of the specific nature of instructional assistance. A new benchmarking system is being explored for implementation for the FY27 that include the dyslexia screener. The district may be implementing mClass in place of Aimsweb for K-4.

Response from the approved prior year Consolidated District Plan.

The objective criteria used to establish the identity of target populations are AIMSweb assessments (Early Literacy, Early Numeracy, Oral Reading Fluency) and NWEA/MAP testing in Reading, Language, and Mathematics. Students not meeting grade level benchmarks will be initially targeted for supplemental instruction; feedback and collaboration with parents, administration, paraprofessionals, teachers, and instructional support personnel is utilized to make final determinations of the specific nature of instructional assistance.

Title I Requirement:

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

*Required field

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

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

ISBE Goals:

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

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

☐

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]

All federal resources will be used to fund the mandated programs and services for identified groups of students (ELL, SPED, McKinney Vento, Orphan, etc.) in conjunction with additional state and local funds for students who have not been targeted for mandated programs. Utilizing the federal funds will provide for training staff, offering specialized programming, and allowing for equity in student opportunities for those who would otherwise not be able to participate. Based on State assessment data (DLM, ISA, IAR, and ACT) as well as local assessment data (AIMSweb Plus / NWEA MAP) there is an area of need related to the performance of students with IEP's in meeting grade level expectations in Reading and Mathematics. Subsequently, resources need to be allocated to ensure adequate growth in student achievement in the areas of Reading and Mathematics for students receiving special education services. From this year's needs assessment through our District and COOP, our goal is provide addition support and training throughout the school year to our general education and special education teachers in the following areas: co-teaching, using data to drive instruction, differentiated instruction and MTSS/interventions. Those were identified as the areas in my most need of further insight and PD for our staff to improve and guide instruction in our classrooms. Additionally, we will provide additional training on SPP/APR Indicators to ensure that we are meeting the requirements and expectations within IDEA. During our special education meetings, we will review graduation rates, discipline, outcomes, timelines, and our current practices to ensure that we are meeting the needs of all students in an equitable manne

Response from the approved prior year Consolidated District Plan.

All federal resources will be used to fund the mandated programs and services for identified groups of students (ELL, SPED, McKinney Vento, Orphan, etc.) in conjunction with additional state and local funds for students who have not been targeted for mandated programs. Utilizing the federal funds will provide for training staff, offering specialized programming, and allowing for equity in student opportunities for those who would otherwise not be able to participate. Based on State assessment data (DLM, ISA, IAR, and ACT) as well as local assessment data (AIMSweb Plus / NWEA MAP) there is an area of need related to the performance of students with IEP's in meeting grade level expectations in Reading and Mathematics. Subsequently, resources need to be allocated to ensure adequate growth in student achievement in the areas of Reading and Mathematics for students receiving special education services. From this year's needs assessment through our District and COOP, our goal is provide addition support and training throughout the school year to our general education and special education teachers in the following areas: co-teaching, using data to drive instruction, differentiated instruction and MTSS/interventions. Those were identified as the areas in my most need of further insight and PD for our staff to improve and guide instruction in our classrooms. Additionally, we will provide additional training on SPP/APR Indicators to ensure that we are meeting the requirements and expectations within IDEA. During our special education meetings, we will review graduation rates, discipline, outcomes, timelines, and our current practices to ensure that we are meeting the needs of all students in an equitable manner.

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]

Activities and programs funded within the grant application include research-based instructional resources, specific program materials, staff professional development, and technology to assist in enhancing the educational programming to assist students with special needs to meet grade level expectations in Reading and Mathematics.

Response from the approved prior year Consolidated District Plan.

Activities and programs funded within the grant application include research-based instructional resources, specific program materials, staff professional development, and technology to assist in enhancing the educational programming to assist students with special needs to meet grade level expectations in Reading and Mathematics.

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]

N/A

Response from the approved prior year Consolidated District Plan.

N/A

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

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

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

[[count] of 7500 maximum characters used]

Funds are being used for the purchase of learning enhancement programs and upgrades to current technology to increase the district's performance on the state performance indicators. The district continues to utilize ELA and math interventionists through the district to help support the student's skills in the classroom.

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:

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

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

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

Last Name*	First Name*	Position/Title*	Email*
Johnson	Crystal	Director of Special Services	cjohnson@peotoneschools.org
Phone*			
708	258	0991	

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*
Haag	Jennifer	Director of Transportation	jhaag@peotoneschools.org
Phone*			
708	258	9605	

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.

LEA will collaborate with the foster care agency case worker or case worker supervisor to make a best-interest determination. The case worker / supervisor will be responsible for consulting with the foster parent(s), biological parent(s), and child (when appropriate) to obtain their input into the decision. Factors considered will include the appropriateness of the current educational setting, proximity to the school in which the child is enrolled at the time of placement and the effect of the commute on the child's well-being and education, safety, special needs, and the time in the school year. District personnel involved in the decision-making include the Director of Special Services, Director of Transportation, and Superintendent.

Response from the approved prior year Consolidated District Plan.

LEA will collaborate with the foster care agency case worker or case worker supervisor to make a best-interest determination. The case worker / supervisor will be responsible for consulting with the foster parent(s), biological parent(s), and child (when appropriate) to obtain their input into the decision. Factors considered will include the appropriateness of the current educational setting, proximity to the school in which the child is enrolled at the time of placement and the effect of the commute on the child's well-being and education, safety, special needs, and the time in the school year. District personnel involved in the decision-making include the Director of Special Services, Director of Transportation, and Superintendent.

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.

Continuity in implementation of support/services/programming that are required to provide FAPE per a student's IEP or Section 504 Plan will be taken into consideration when making a best interest determination. Any required special transportation per a student's IEP or required transportation accommodations per a student's 504 Plan will be accounted for and provided when transporting a child in care.

Response from the approved prior year Consolidated District Plan.

Continuity in implementation of support/services/programming that are required to provide FAPE per a student's IEP or Section 504 Plan will be taken into consideration when making a best interest determination. Any required special transportation per a student's IEP or required transportation accommodations per a student's 504 Plan will be accounted for and provided when transporting a child in care.

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.

Continuity of provision of mandated supports, programming and services for children who are English learners will be taken into consideration in making a best interest determination and providing transportation for children in care.

Response from the approved prior year Consolidated District Plan.

Continuity of provision of mandated supports, programming and services for children who are English learners will be taken into consideration in making a best interest determination and providing transportation for children in care.

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 LEA will collaborate with the placing agency, DCFS personnel, and other involved parties to resolve any disputes. The child will remain in their school of origin to the extent feasible and possible until the dispute has been resolved. In the event the dispute cannot be resolved between the involved parties, the ultimate decision shall reside with DCFS.

Response from the approved prior year Consolidated District Plan.

The LEA will collaborate with the placing agency, DCFS personnel, and other involved parties to resolve any disputes. The child will remain in their school of origin to the extent feasible and possible until the dispute has been resolved. In the event the dispute cannot be resolved between the involved parties, the ultimate decision shall reside with DCFS.

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.

When students are identified as Youth in Care, staff personnel are notified by the district/building administration and informed of the necessary ESSA requirements. The district provides training and communication on these requirements annually.

*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.

LEA will collaborate with the foster care agency case worker or case worker supervisor to determine how transportation will be provided. The case worker / supervisor will be responsible for consulting with the foster parent(s), biological parent(s), and child (when appropriate) to obtain their input into the decision. Factors considered may include the proximity to the school in which the child is enrolled at the time of placement, the effect of the commute on the child's well-being and education, safety, and any special needs related to transportation. Additionally, existing district bus routes or special transportation routes if required by the child's IEP will be considered prior to looking at other transportation options. District staff involved include the Director of Special Services, Director of Transportation, and Superintendent.

Response from the approved prior year Consolidated District Plan.

LEA will collaborate with the foster care agency case worker or case worker supervisor to determine how transportation will be provided. The case worker / supervisor will be responsible for consulting with the foster parent(s), biological parent(s), and child (when appropriate) to obtain their input into the decision. Factors considered may include the proximity to the school in which the child is enrolled at the time of placement, the effect of the commute on the child's well-being and education, safety, and any special needs related to transportation. Additionally, existing district bus routes or special transportation routes if required by the child's IEP will be considered prior to looking at other transportation options. District staff involved include the Director of Special Services, Director of Transportation, and Superintendent.

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.

For youth in care requiring transportation as a related service on their IEP, transportation costs will be included in the Special Education Transportation Claim. For all other youth in care, 50% of the transportation cost will be claimed on the general transportation claim and the other 50% will be billed to DCFS using the provided reimbursement invoice.

Response from the approved prior year Consolidated District Plan.

For youth in care requiring transportation as a related service on their IEP, transportation costs will be included in the Special Education Transportation Claim. For all other youth in care, 50% of the transportation cost will be claimed on the general transportation claim and the other 50% will be billed to DCFS using the provided reimbursement invoice.

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 LEA will collaborate with the placing agency, DCFS personnel, and other involved parties to resolve any disputes. The child will remain in their school or origin to the extent feasible and possible until the dispute has been resolved. In the event the dispute cannot be resolved between the involved parties, the ultimate decision shall reside with DCFS.

Response from the approved prior year Consolidated District Plan.

The LEA will collaborate with the placing agency, DCFS personnel, and other involved parties to resolve any disputes. The child will remain in their school or origin to the extent feasible and possible until the dispute has been resolved. In the event the dispute cannot be resolved between the involved parties, the ultimate decision shall reside with DCFS.

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

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

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

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

The district will utilize one of the identified options above to provide adequate and appropriate transportation to and from the school of origin while disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

The district will utilize one of the identified options above to provide adequate and appropriate transportation to and from the school of origin while disputes are being resolved.

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

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

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

Annually, the Director of Special Services will make each school social worker and building principal aware of the transportation plan process. Building administrators will relay this information to their school staff. The school social worker or building administrator will be the point of contact for school staff, who will then contact the Director of Special Services to initiate transportation services for the youth in care.

Response from the approved prior year Consolidated District Plan.

Annually, the Director of Special Services will make each school social worker and building principal aware of the transportation plan process. Building administrators will relay this information to their school staff. The school social worker or building administrator will be the point of contact for school staff, who will then contact the Director of Special Services to initiate transportation services for the youth in care.

*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

67 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*	First Name*	Middle Initial
Johnson	Crystal	
Phone*	Email*	
708 258 0991	cjohnson@peotoneschools.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

67 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

67 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)

EL Teachers will attend conferences and workshops on current research in teaching of el students, methods for teaching, language assessment, and basic instructional techniques for EL students. One EL teacher just completed her bilingual endorsement.

*Required field

BSP TBE Requirements

Instructions

67 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

67 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 ☒

Board Approval, Certification, and Assurances

Instructions

 By checking this box, the applicant hereby certifies that he or she has read, understood, and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. Coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. Collaborate with the State or local child welfare agency to
 - A. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. By not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
 - i. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. The local educational agency agrees to pay for the cost of such transportation; or
 - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. The eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. In the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools on the U.S. Department of Education website.

v.02.17.2026

Grant Application Certifications and Assurances

Instructions

 By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information, and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

Applicant means an individual, entity, or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

Grant means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms grant, award, program, and project may be used interchangeably.

Grantee means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms grantee and award recipient may be used interchangeably.

Project means the activities to be performed for which grant funds are being sought by the applicant. The terms project and program may be used interchangeably.

The capitalized word Term means the period of time from the project beginning date through the project ending date.

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

<https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1>

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

<https://www.ilga.gov/Legislation/ILCS/Articles?ActID=3559&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<https://ilga.gov/agencies/JCAR/Sections?PartID=04407000>

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a

grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
 - a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - b) Maintain separate accounts and ledgers for the project;
 - c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
 - d) Properly post all expenditures made on behalf of the project;
 - e) Be responsible for the accountability, documentation, and cash management of the project; the approval and payment of all expenses, obligations, and contracts; and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
 - g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;
 - h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education; and
 - j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, applicant, grantee, or contractor means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state

The applicant certifies and agrees that it will provide a drug-free workplace by:

- a) Publishing a statement:
 - i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.

- ii) Specifying the actions that will be taken against employees for violations of such prohibition.
 - iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
 - 1) Abide by the terms of the statement; and
 - 2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
 - b) Establishing a drug-free awareness program to inform employees about:
 - i) The dangers of drug abuse in the workplace;
 - ii) The grantees or contractors policy of maintaining a drug-free workplace;
 - iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - iv) The penalties that may be imposed upon an employee for drug violations.
 - c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
 - d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
 - e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
 - f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
 - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

**Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
Lower Tier Covered Transactions**

Instructions

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

☒ By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

1. By checking the box above and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms covered transaction, debarred, 'suspended,' 'ineligible,' 'lower tier covered transaction,' 'participant,' 'person,' 'primary covered transaction,' 'principal,' 'proposal,' and 'voluntarily excluded,' as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the GSA Government-Wide System for Award Management Exclusions (SAM Exclusions) at: www.sam.gov
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

v.02.17.2026

Certification Regarding Lobbying

Instructions

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

☒ By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-37](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v.02.17.2026

GEPA 442 Assurances

Instructions

☒ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"APPLICANT" means an individual, entity, or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant," "award," and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

PROJECT

- 2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
- 3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- 4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
- 5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
- 6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
- 7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
- 8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
- 9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- 10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

v.02.17.2026

Assurances

Instructions

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood, and will comply with all of the provisions of the following certifications, and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete, and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil, or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq.), and the Illinois False Claims Act (740 ILCS 175/). The list of certifications and assurances is included below and/or incorporated into the Uniform Grant Agreement contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- Assurances for all covered programs
- ✔ Grant Application Certifications and Assurances (State Assurances)
- ✔ Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion; see the Overview page for instructions
- ✔ Certification Regarding Lobbying
- ✔ GEPA 442 Assurances

v.02.17.2026

Not calling IWAS Web Service

Signature of School District Superintendent / Agency Administrator
Signature of Board-Certified Delegated Authority for the School District Superintendent

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Application was created on:

5/6/2026

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

This Application has not been submitted

Page Review Status Instructions

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Contact Information

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Needs Assessment and Programs

OPEN

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Needs Assessment Impact

OPEN

Stakeholders

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Parent and Family Engagement

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Best Interest Determination Plan

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Youth In Care Transportation Plan

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[Bilingual Service Plan](#)

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BSP Program Contact

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Attendance Center Enrollment Information

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BSP Professional Development

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BSP TBE Requirements

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BSP Parent Advisory Committee

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Plan Assurances

OPEN

State Assurances

OPEN

Debarment

OPEN

Lobbying

OPEN

GEPA 442

OPEN

AssurancesText

OPEN

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for editing

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Approval of the Updated Job Description
(Student Services Secretary and High School Registrar)

TITLE: STUDENT SERVICES SECRETARY AND HIGH SCHOOL REGISTRAR

QUALIFICATIONS:

- High school diploma or equivalent (bachelor's degree preferred).
- Previous experience in a school or educational setting is advantageous.
- Strong organizational skills with exceptional attention to detail.
- Proficiency in computer applications, including MS Office suite and student information systems.
- Excellent verbal and written communication skills.
- Ability to maintain confidentiality and handle sensitive information.
- Customer service-oriented with the ability to work effectively with students, parents, and staff.
- Familiarity with educational regulations and compliance standards.
- Ability to multitask, prioritize work, and meet deadlines in a fast-paced environment.

REPORTS TO: School Counselor(s), Building Principal

DESCRIPTION OF DUTIES:

1. Student Records Management:

- Maintain accurate and up-to-date student records, including grades, enrollment, transcripts, attendance, health, and demographic information.
- Ensure confidentiality and security of student records in compliance with relevant privacy laws and policies.
- Process and coordinate record requests and the transfer of student records between schools when necessary; process record requests.
- Process student withdrawals and dropouts.

2. Appointment and Scheduling:

- Schedule appointments and meetings for school counselors, ensuring efficient use of their time.
- Manage the student services department's calendar, including arranging college visits, testing schedules, class meetings, curriculum meetings, ACT/SAT meetings, and parent-teacher conferences.
- Notify students, parents, and staff of upcoming appointments and deadlines.

3. Communication and Assistance:

- Serve as the initial point of contact for students, parents, and visitors seeking services, providing friendly and professional assistance; ensure proper communication with staff, students, and families.
- Answer phone calls, respond to emails, and address inquiries, directing them to the appropriate staff members as needed.
- Provide general information about the school's services, graduation requirements, and college application processes.
- Design and update communication content for the student services department.
- Manage, advertise, and distribute local scholarships and the application process; prepare for scholarship meetings.

4. Data Management and Reporting:

- Compile and maintain statistical data related to student achievement, college acceptance rates, and other relevant metrics.
- Assist in the preparation and submission of reports to district administrators, state education agencies, and other stakeholders.
- Generate reports on student enrollment, course registration, and graduation progress.

5. Clerical Support:

- Assist guidance counselors with administrative tasks, such as typing correspondence, preparing documents, and organizing materials for meetings or presentations.
- Assist in the preparation of the graduation and order the necessary materials for the graduation ceremony.
- Maintain inventory of guidance department supplies, ordering additional items as needed.
- Coordinate mail distribution and manage incoming/outgoing correspondence.
- Prepare and update all student services forms and documents.

6. Compliance and Documentation:

- Ensure compliance with state and district regulations regarding student enrollment, graduation requirements, and transcript management.
- Assist in the preparation and administration of standardized tests, maintaining appropriate documentation and records.
- Collaborate with district personnel to ensure accurate reporting and adherence to educational policies and guidelines.
- Complete education and graduation verification requests.

Note: The job description may vary depending on the specific needs and requirements of the school district.

TERMS OF EMPLOYMENT:

- 200 Day Position
- Salary and benefits to be established by the Board of Education

***NOTE:** The Board of Education of Peotone Community Unit District #207-U reserves the discretionary powers to change (add or delete) any or all of the components of the aforementioned job description to comply with mandates as set by the General Assembly of the State of Illinois, the State of Illinois School Code, and the Illinois State Board of Education and it is the right of the said Board of Education through its administrative discretion to update this job description to be in concurrence with recognition standards and current educational practices.

REVISED:

REPORT NO. 80:

FOR ACTION: APPROVAL OF THE UPDATED JOB DESCRIPTION (SCHOOL BOARD TREASURER)

The Board will need a motion to approve the *Updated Job Description (School Board Treasurer)*

MOTION REQUIRED: ROLL CALL VOTE.

REPORT NO. 81:

FOR ACTION: APPROVAL AND ADOPTION OF THE RESOLUTION TO APPOINT SCHOOL BOARD TREASURER.

The Board will need a motion to approve and adopt the *Resolution to Appoint School Board Treasurer.*

MOTION REQUIRED: ROLL CALL VOTE.

REPORT NO. 82:

FOR ACTION: APPROVAL OF PERSONNEL.
(*Contingent upon receipt and evaluation, and employment documentation required by the District and the Illinois State Board of Education*).

The Board will need a motion to approve the *Personnel of Certified and Classified Staff.*

CERTIFIED STAFF:

EMPLOYMENT:

- Olivia Kowalczyk - PJHS Art Teacher (effective date 8.20.26)

RESIGNATION:

- Alexandra Vinezeano - PES Special Education Teacher (effective date 6.12.26)
- Larry Deweese - PES Bell Choir Sponsor (effective date 4.30.26)
- Kim Pagliarulo - PHS Part-Time Business Teacher (effective date 6.3.26)
- Kim Pagliarulo - PHS Head Bowling Coach (effective date 5.18.26)

CHANGE IN STATUS:

- Kevin Davis - PES Permanent Substitute to Second Grade Teacher (effective 8.20.26)



**Approval of the Updated Job Description
(School Board Treasurer)**

TITLE: SCHOOL BOARD TREASURER**QUALIFICATIONS:**

- Strong knowledge of fund accounting and financial reporting principles.
- Experience with financial management systems and spreadsheet software.
- Be at least 21 years of age
- Not a member of the County Board of School Trustees.
- Have a financial background or related experience, or 12 semester hours of credit in college-level accounting.
- Knowledge of professional ethics, of approved integrity, and the ability to handle funds responsibly

REPORTS TO: Superintendent of Schools and Board of Education

DESCRIPTION OF DUTIES:

- Furnish a bond payable to the school board in an amount no less than 10% of all funds in custody, to be filed with the Regional Superintendent.
- Maintain custody of school funds
- Maintain records of school funds and balances; ensure such records are open to public inspection.
- Prepare a monthly reconciliation report for the Superintendent and Board
- Receive, hold, and expend District funds only upon the order of the Board.
- Perform other duties as assigned.

TERMS OF EMPLOYMENT:

- Serves at the Board's pleasure.
- Fixed compensation to be established by the Board of Education

***NOTE:** The Board of Education of Peotone Community Unit District #207-U reserves the discretionary powers to change (add or delete) any or all of the components of the aforementioned job description to comply with mandates set by the General Assembly of the State of Illinois, the State of Illinois School Code, and the Illinois State Board of Education and it is the right of said Board of Education through its administrative discretion to update this job description to be in the concurrence with the recognition standards and current educational practices.

Board Approval Date:



Approval and Adoption of the Resolution to Appoint Treasurer

TO: Peotone CUSD 207U Board of Education

FROM: Adrian Fulgencio, Business Manager

RE: School Board Treasurer Appointment

DATE: May 15, 2026

Objective:

To obtain Board of Education approval of the resolution appointing the School Board Treasurer and approving the Treasurer's bond pursuant to 105 ILCS 5/8-2.

Background and Information:

Pursuant to School Code 105 ILCS 5/8-1, the school board may appoint a non-school board member to serve as its treasurer for a period of one year and fix their compensation.

The administrative recommendation is for the Board to appoint Aleksandra Drabik, effective July 1, 2026. Compensation for the Treasurer is fixed at \$1,000.00 annually.

Along with the yearly appointment, as required by IL school code 105 ILCS 5/8-2, Treasurers of School Districts and General Obligation Bonds are to be properly bonded for an amount equal to 10% of the total of all bonds, notes, mortgages, monies, and effects, of which they are to have custody.

Administration utilized the Treasurer Bond Calculation form provided by the Will County Regional Office of Education to determine the surety bond issue amount.

The administration is requesting Board approval of the School Treasurer's Bond in the amount of \$2,500,000, pursuant to 105 ILCS 5/8-2.

Implications, Considerations, Next Steps:

Payment of the annual premiums will be made upon Board approval and all required documentation will be provided to the Will County Regional Office of Education no later than June 15th, 2026.

Administrative Recommendation:

Board of Education approval of the resolution appointing the School Board Treasurer and approving the Treasurer's bond pursuant to 105 ILCS 5/8-2.

**PEOTONE COMMUNITY UNIT SCHOOL DISTRICT 207-U
RESOLUTION TO APPOINT TREASURER**

WHEREAS, ALEKSANDRA DRABIK (“Ms. Drabik”) is a resident of the Peotone School District with a general finance background; and

WHEREAS, the BOARD OF EDUCATION OF PEOTONE COMMUNITY UNIT SCHOOL DISTRICT 207-U (“Board”) wishes to appoint Ms. Drabik as the Board’s Treasurer, as permitted by 105 ILCS 5/8-1.

NOW, THEREFORE, be it resolved:

1. **Recitals.** The above and foregoing recitals are incorporated into and made a part of this Resolution.
2. **Appointment.** Aleksandra Drabik is hereby appointed to serve as Treasurer for the Board effective July 1, 2026, and shall perform all the duties commonly performed by an Illinois school treasurer, including those duties set forth in Article 8 of the *Illinois School Code*, 105 ILCS 5/8-1, *et seq.* Ms. Drabik serves as Treasurer at the pleasure of the Board and may be removed from the position of Treasurer by the Board at any time for any or no reason.
3. **Compensation.** The Board shall pay Ms. Drabik the sum of One Thousand Dollars (\$1,000.00) per year for her service as Treasurer.
4. **Effective Date.** This resolution shall become effective immediately upon approval by the Board.

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

AYES: _____

NAYS: _____

ABSENT: _____

Approved this ____ day of _____, 2026.

President, Board of Education

Secretary, Board of Education

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WILL COUNTY REGIONAL OFFICE OF EDUCATION

Treasurer Bond Calculation Form

Date:

5/18/2026

District Name:

Peotone Community Unit School District 207u

Treasurer's Name:

Aleksandra Drabik

Address:

6057 W. North Peotone Road

Peotone, IL 60468

Election/Appointment Date:

7/1/2026

Term Expiration Date:

6/30/2027

School Treasurer's Bond (105 ILCS 5/8-2)

The dollar amount of this line should be: the total of all bonds, notes, mortgages, moneys and effects of which he is to have the custody as measured on the final day of the school district's most recent fiscal year.

\$ 25,000,000.00

The penalty of the bond shall be determined by the school board in an amount no less than 10%.

10%

Minimum Surety Bond Issue Amount: Multiply the dollar amount from line 14 by 10%.

\$ 2,500,000.00

Amount Listed on Treasurer's Bond:

\$ 2,500,000.00

Surety Company:

Issuance Date:

Expiration Date:

An original of the Bond must be on file in the Regional Superintendent's Office, as well as an original Rider when applicable.

We affirm that the above information is accurate and current.

School Board President:

School Board Secretary:

Return completed form along with original bond to:

Will County Regional Office of Education

Mark Sheahan

116 N. Chicago St., Suite 400

Joliet, IL 60432

msheahan@willroe.org

815-630-5707

CLASSIFIED STAFF:**EMPLOYMENT:**

- Dakota Gaugert - PJHS Afternoon Custodian (effective date of 5.19.26)
- Lisa Ann Schamber - 1:1 Nurse PJHS (effective date 5.14.26)

RESIGNATION:

- Sharron Chestnut - PJHS Afternoon Custodian (effective date 4.27.26)
- Katie Stoltz - PHS Food Service Worker (effective date 6.3.26)
- Darryl Boehl - PHS Assistant Soccer Coach (effective 5.30.26)
- Ashley Sage - BCBA (effective date 6.10.26)
- Ava Jansma - PES 1:1 Paraprofessional (effective date 6.3.26)

CHANGE IN STATUS:

- Cassandra Pennington - PJHS Food Service Worker, extended hours from 2.25 hours to 3 hours daily (effective date 8.17.26)
- Tiffany Cochrane - PHS Food Service Worker, extended hours from 2 hours to 4 hours daily (effective date 8.17.26)
- Michelle Carlson - PIC Food Service Worker, adjusting hours from 5 hours to 4 hours daily and relocating to PHS (effective date 8.17.26)
- Scott McAllister - Summer Technology Assistant (effective date 6.4.26)

MOTION REQUIRED: ROLL CALL VOTE.



Administrative Reports

Mr. Brandon Owens, Superintendent,

Upcoming Events

- PIC/Green Garden Building Walkthrough - Saturday, May 16 - 9:00-10:30am
- PJHS Graduation (PHS Gymnasium) - Thursday, May 21 - 7:00pm
- PHS Graduation (PHS Gymnasium) - Friday, May 22 - 7:00pm
- Last Day of School for Students & Staff (SIP Day Schedule) - Wednesday, June 3rd

Mrs. Carole Zurales, Assistant Superintendent,

Peotone CUSD 207U Spring Benchmark Testing

Students in grades K–8 are currently completing their spring benchmark assessments. These assessments help us measure student growth and guide instructional planning. We are also excited to pilot a new benchmarking system at PES with all students and at PJHS with intervention students beginning next school year to further support student learning and progress monitoring.

Peotone Educational Foundation Spring Grants

The Peotone Educational Foundation has funded seven spring grants, providing valuable materials and resources to support classrooms across the district. These grants included:

- Stamp and See Screens for the Resource Classroom
- Dry erase boards, erasers, and classroom clipboards for first grade classrooms
- A ChompSaw for PHS art courses
- New marimba strings for the PJHS/PHS band program
- Flexible seating for a special education classroom
- Privacy folders and storage for kindergarten classrooms

We also extend our sincere thanks to the Peotone Educational Foundation for generously donating graduation lawn signs for our 8th grade and senior graduates.

PEEP Update

Current Enrollment: **78 students**

The PEEP End-of-Year Program will take place on **May 21**.

Mrs. Angela Patrick, Principal, and Mrs. Alicia Jakubek, Assistant Principal of Peotone High School,

Current PHS Enrollment

Grade 9 - 104

Grade 10 - 85

Grade 11 - 112

Grade 12 - 102

TOTAL: 403

Portrait of a Graduate Day

On May 1, Peotone High School hosted our first-ever Portrait of a Graduate Day, a collaborative effort led by our administrative and leadership team. This event provided students with meaningful exposure to a variety of career pathways through direct engagement with guest speakers from many different industries and professions. More than 30 presenters volunteered their time to share their personal journeys, career experiences, and advice for success after high school.

The feedback from students, staff, and presenters was overwhelmingly positive. It was incredible to see our students fully engaged, asking thoughtful questions, and showing genuine curiosity about future opportunities. Our students represented PHS extremely well throughout the day. They were respectful, attentive, appreciative, and eager to learn from those who took time out of their schedules to invest in them.

One of the most rewarding parts of the day was watching students make real connections between what they are learning in school and the possibilities that exist for their future. Events like this help bring our Portrait of a Graduate vision to life by encouraging students to think critically about their goals, communicate effectively, and begin exploring the many paths available to them after graduation. We are so thankful to all of our guest speakers and staff members who helped make this first-ever event such a success, and we look forward to continuing to grow this experience for our students in the years ahead.

End of The Year Events

We are officially in the home stretch of the school year. Our seniors' last day is May 15, and graduation will be held on May 22 at 7:00 PM. This has been a great year for the Class of 2026, and we are looking forward to celebrating this important milestone with them.

Just a quick update on what has been happening at PHS:

- Our talented students put on an amazing production of *The Wizard of Oz* at the end of April. It was clear how much time, dedication, and heart went into making the production such a success. Our students have so much talent, and it was wonderful to see them share those talents with the community. We are incredibly proud of all of the students and staff who helped bring the production to life.
- On April 30, we honored our Summa Cum Laude students at the Blue Devil Scholars Banquet. This is always an incredible evening where students on track to earn the Summa distinction are recognized, and each student is also able to invite an educator who has had a significant influence on their journey. It was a wonderful night celebrating both our students and educators.
- Prom was held at CD & ME on May 2, followed by Post Prom. It was a beautiful event, and as always, our sponsors did an outstanding job making the evening extra special for our students.
- Teacher and Staff Appreciation Week was once again an amazing week at PHS. Our Student Council students, along with Mr. Robinson, truly went above and beyond to make every staff member feel appreciated and valued. From personalized posters for each staff member to the "Guess the Childhood Photo" game, along with lunches, snacks, and thoughtful surprises throughout the week, it was a wonderful celebration. A special thank you to the Student Council and Mr. Robinson for all of their hard work and for making the week so memorable for our staff.
- We held our Senior Awards Night on Monday, May 11. It was wonderful to see the number of scholarships awarded to our students, as we know those opportunities will greatly support their post-secondary success. In addition, students were recognized for a variety of honors and accomplishments that reflect their hard work and dedication over the past four years.

School Improvement Plan Update

Our students took the ACT on April 22, and the day went extremely smoothly. Typically, scores are released within 3–6 weeks. ISBE Assessment Department sent an update to schools yesterday regarding ACT School Day testing scores. ACT has indicated that

scores will be recalibrated and available before June 2, 2026. We are looking forward to reviewing the results and celebrating our students' hard work.

Peotone High School - April GO BIG BLUE Student Spotlight Honoree Focus: Portrait of a Graduate!

We're excited to share that Lindsay Villalobos has been selected as Peotone High School's GO BIG BLUE Student Spotlight Honoree for April! Here is what our staff said about Lindsay:

"Lindsay is truly the epitome of what it means to be a Portrait of a PHS graduate. Lindsay has spent her four years at PHS preparing herself to be the best version of herself for her future, those around her, and her community. She has set goals to prepare herself for her future career through experiences in school and in the community. She is empathetic to those around her and patient in helping raise other students up in class and in clubs. Lindsay represents what we want our Peotone graduates to look like. She models all of the character traits, and I'm confident that she will be a graduate all of her teachers will be proud of as she takes everything she has learned and experienced at PHS and works toward being a productive, helpful, and successful member of her community."

Peotone High School - April GO BIG BLUE Staff Spotlight Honoree

Our Go Big Blue Staff Spotlight Honoree is Mike Heywood! Here is what his colleagues had to say about him:

"I would like to nominate Mike Heywood as our April Portrait of a Graduate nominee. Mike consistently demonstrates the values and qualities embodied in our Go Big Blue vision and works tirelessly to support the success of both our students and staff. As he approaches retirement, his impact on our school community is more evident than ever. Mike will be deeply missed for his knowledge, sense of humor, and unique ability to connect with students and colleagues alike. He generously gives his time to ensure our extracurricular programs thrive and that everyone around him feels supported. Mike represents what it means to be Go Big Blue, and we are incredibly fortunate to have had the opportunity to work alongside him."

"I nominated Mike because he truly embodies all of the qualities outlined in our Portrait of a Graduate each and every day at PHS. He is goal-oriented, empathetic, a critical thinker, and consistently operates with integrity. Whether he is helping his students or working to improve the curriculum, Mike always models professionalism and gives his very best effort. He leads by example, and his dedication, work ethic, and genuine care for others make him highly deserving of this recognition."

Mrs. Jennifer Tekiela, Principal of Peotone Intermediate Center,

Step Up Day -PJHS Step Up Day was a success. Students were treated to a new t-shirt provided by the PTO and a wonderful tour. PJHS student council members, staff,

and PTO volunteers took students around to different locations and shared information. Shout out to all who helped make this a successful event.

Teacher Appreciation Week - Thank you to the PTO for hosting an amazing Teacher Appreciation Week.

Band - On April 30th, the PIC hosted a 5th Grade Band performance and award ceremony for families. Attendees were treated to refreshments after the performance provided by the PTO.

NWEA Spring MAP Testing- PIC students began Spring MAP testing today and will conclude at the end of the week. Reports will go home with report cards.

Congratulations to our Go Big Blue winners for April - 5th Grader Aubrey Pogose and Math Specialist, Colleen Grimmett

Mrs. Jillian Sosnowski, Principal of Peotone Elementary School,

Teacher Appreciation Week :

The PTO showered our teachers and staff with so many wonderful gifts throughout the week. A big thank you to the PTO, especially Ms. Foreman, who took the lead for this event. Our staff at PES is the best, and it was an honor to show them all how much we appreciate them.

First Grade Field Trip:

On May 13th, the First Grade students and staff attended a field trip to the farm in Palos! What a fun experience for our students. They even did a report leading up to the trip.

Second Grade Field Trip:

On May 20th, the Second Grade students and staff attended a field trip to the Shedd Aquarium. The students are excited to visit Chicago for the day!

Helping Hands Food Drive :

Congratulations to Ms. McDonald's class for collecting the most items for our food drive. They earned a popsicle party on May 8th to celebrate their accomplishment.

ABC Countdown :

PES is currently running the ABC Countdown! We are all having so much fun counting down the days to the end of the school year.

First and Second Grade Spring Concert :

Mr. Deweese led two fabulous shows for families on May 5th. Thank you to all the families who came out to enjoy the show, a job well done to all the students that attended, and shout out to the staff that supported. Thank you to Ms. Delgado, Ms. Monahan, Ms. Scheffers, Ms. Turner, Ms. Jansma, Ms. Ruckman, Ms. Chaplinski, Ms. Hartsfield, Ms. Sanders, Ms. Ulas, Ms. Wright, Ms. Cook, and Ms. Murray for all their help!

Student and Staff Spotlight:

Congratulations to Emma Drake and Ms. Sadler for earning the Staff and Student Spotlight award for April! Emma and Ms. Sadler continue to model all the Portrait of a Peotone Graduate traits!

Student Enrollment:

Kindergarten Enrollment: 81 students

First Grade Enrollment: 95 students

Second Grade Enrollment: 78 students

Third Grade Enrollment: 80 students

Total Enrollment: 334 students

Mr. Brian Cann, Director of Instructional Technology,

Phishing Awareness Campaign Update

We are in the middle of phase two of our phishing awareness campaign which focuses mainly on the area of Credentials Harvesting. We look forward to getting our next data set toward the end of May.

Spring Benchmarks

The tech department has readied the Spring benchmark testing season for MAP and AIMSweb. All has gone smoothly so far.

Summer Planning

The tech team is in the process of integrating our summer planning with the needs of our short term consolidation plan to make sure everything is ready for Facility's timeline as well as instructional needs for the beginning of the 26-27 school-year.

Mr. Mike McGovern, Principal, and Ms. Natalie Harden, Assistant Principal of Peotone Junior High School,

Enrollment - As of today, PJHS has an enrollment of 275 students.

- 8th Grade - 106
- 7th Grade - 89
- 6th Grade - 80

8th Grade Graduation

- 8th grade graduation is Thursday, May 21 at PHS at 7pm. We will have graduation practice on Wednesday, May 20 at PHS. Students will be bussed from PJHS to PHS in the morning to run through the ceremony.
- 8th Grade Field Day will be after graduation practice on Wednesday, May 20. We will have games and activities for our students to participate in outside (weather permitting).

Junior High Dance - 8th Grade Dance

- The 8th Grade Dance was Friday, April 24th. 8th graders could attend for free and were able to enter the dance 30 minutes early. Thank you to all our staff, especially Ms. Staley, and parent volunteers who worked to help make this a great event for our students.

8th Grade Field Trip

- The 8th grade field trip to Springfield was Thursday, April 30. Students were able to see multiple locations in our state capitol, including the Lincoln Home, Old State Capitol, Illinois State Capitol, the Lincoln Museum, Lincoln Tomb, and War Memorials. It was a long but fun and educational day.

PJHS Olympic Games

- The annual PJHS Olympic Games were May 8. Students had a blast competing to win the coveted Olympic Games Belt.

PIC to PJHS Step Up Day

- The annual step up day was Monday, May 11. Shout out to Ms. Harden for working to make this event fun and engaging for our incoming 5th and 6th grade students with various stations around the school where they were able to learn about different aspects of PJHS and even get to practice opening the dreaded lockers.

Fine Arts Awards Concert

- Congratulations to all of our fine arts performers this school year. A huge thank you to Megan Marshall, Ben Kowalski, and Patti Heron for recognizing some of our outstanding students at this event. And a huge thank you to them for the work they do throughout the school year to support our student performers!

Mr. Mike Singleton, Director of Facilities,

As the school year begins to wind down, the Facilities Department is preparing for what is shaping up to be a very busy summer. We are looking forward to bringing on our seasonal summer helpers and getting started on all of the work needed to make the District Consolidation Plan a success. We are partnering with several outside vendors

in order to successfully move classrooms and personal belongings, prepare new spaces for our staff and students, along with all of the necessary infrastructure changes that accompany this type of project. During this time, our custodial staff will be hard at work deep cleaning all four of our remaining schools so that everything will be ready for the upcoming school year.

We have a lot on our plate this year, but our team is up for the challenge and we look forward to the upcoming summer season.

Mrs. Crystal Johnson, Director of Student Services,

Nothing new to report, just trying to finish up the last of our meetings for the year and scheduling our students for next year.

Mrs. Carrie Mueller, Director of Food Services,

The Food Service department celebrated School Lunch Hero Day on May 4th!

On May 2nd, Sharon Alexander and myself helped serve food at post prom along with Mrs. Moe. Mrs. Stachniak's biscuits & gravy were delicious.

Thank you to the PTO & student council for teacher/staff appreciation week. Everything was delicious. We all felt so appreciated.

We have been encouraging students to get their lunch accounts paid before graduation and everyone else before the end of the year.

We wish everyone a great summer!

OTHER:

First Reading of Press121 Board Policies

CLOSED EXECUTIVE SESSION:

For the purpose of discussing the appointment, employment, compensation, discipline, performance, or dismissal of specific employees or legal counsel; collective negotiating matters; student disciplinary cases and other matters relating to individual students; pending, probable, or imminent litigation; security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonable potential danger to the safety of employees, students, staff, the public or public property. ***There May Be Or May Not Be Any Action Following The Closed Executive Session.***

ADJOURNMENT: