

**AGENDA FOR BOARD OF EDUCATION MEETING
COMMUNITY HIGH SCHOOL DISTRICT #154
HELD AT THE COMMUNITY HIGH SCHOOL DISTRICT #154 AT 7:00 PM
MONDAY, JUNE 29, 2026**

- A. Call to Order
- B. Introduction of Guests
- C. Public Comments (3-5) minutes.
- D. Consent Agenda
 - 1. Read and approve the June 8, 2026, minutes of the regular session.
 - 2. Read and approve the financial obligations of the District and Treasurer's report for May 2026.
 - 3. Recommend acceptance of the John Swanson Trust, Kooi and Pingel Educational Loan Trust Summary Report, Union American Legion Scholarship, and Franks Family Fine Arts Fund of May 2026.
 - 4. Recommend appointing Jennifer Kasch, Marengo Community High School District #154 Treasurer, for the 2026-2027 school year.
 - 5. Recommend approving David Engelbrecht as the District Authorized Agent for Investment Accounts, Building and Grounds, Bus Rentals, and all previously granted authority given to the Superintendent according to the District's adopted Board of Education Policy and the School Code of Illinois for the fiscal year 2027.
 - 6. Recommend approval of the Illinois State Board of Education Consolidated District Plan for Marengo Community High School District 154.
The consolidated District Plan requires annual Board approval prior to submission to the State Board of Education.
- E. New Business
 - 1. Recognition of the 2026 IHSA State Track Meet athletes.
 - 2. Recommend a motion to adjourn to a Public Hearing to review the Amended FY 2026 Marengo Community High School Budget at ____pm.
 - a. Public Comments
 - b. Motion to close the budget hearing and to reconvene to regular session at ____pm.
 - 3. Recommend adoption of the Amended FY 2026 Budget for Marengo Community High School District 154.
 - 4. Recommend approval of the personnel report as presented.
 - 5. Recommend recognizing the current poverty level of 36.08% with 618 total students and 223 free and reduced, and approval for a school-wide waiver through ISBE.

6. Recommend approval of the Marengo FFA State Leadership Camp overnight trip request.
 7. Consideration of a resolution providing for the issue and sale of a debt certificate in an amount not to exceed \$824,191 for the purpose of financing an interior/exterior LED lighting project and an auditorium improvement project.
- F. Recommend entering Executive Session to discuss Litigation. 5 ILCS 120/2(c)(11), Student disciplinary cases. 5 ILCS 120/2(c)(9), Personnel 5 ILCS 120/2(c)(1). The purchase or lease of real property. 5 ILCS 120/2(c)(5)The setting of price for sale or lease of property owned by a public body. 5 ILCS 120/2(c)(6). Safety and Security 5 ILCS 120/2(c)(8).
- G. Returned from Executive Session at _____pm.
- H. Recommend possible action as a result of the executive session.
- I. Superintendent Report
- J. Adjournment

BOARD OF EDUCATION
MEETING
Monday, June 8, 2026 7:00 PM

Marengo Community High School District #154
110 Franks Road
Marengo, IL 60152

Jodie Kanaly: Present, Anthony Martin: Present, Farrah Ranzino: Present, Candice Samuelson: Present, David Schultz: Absent, Shane Spring: Absent, Todd Volkening: Absent. Present: 4, Absent: 3.

A. Call to Order

B. Introduction of Guests

C. Public Comments (3-5) minutes.

D. Consent Agenda

D.1. Read and approve the May 26, 2026, minutes of the regular and executive session.

Motion to approve the consent agenda as presented. This motion, made by Anthony Martin and seconded by Candice Samuelson, Carried.

David Schultz: Absent, Shane Spring: Absent, Todd Volkening: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Farrah Ranzino: Yea, Candice Samuelson: Yea

Yea: 4, Nay: 0, Absent: 3

E. New Business

E.1. Recommend approval of \$824,191 Interior/Exterior Lighting project pending available funding. Presentation of financing options will be shared at the meeting.

Recommend approval of FNBO's proposal of a closed line of credit for financing the interior and exterior lighting project for the amount of \$824,191. This motion, made by Jodie Kanaly and seconded by Farrah Ranzino, Carried.

David Schultz: Absent, Shane Spring: Absent, Todd Volkening: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Farrah Ranzino: Yea, Candice Samuelson: Yea

Yea: 4, Nay: 0, Absent: 3

Recommend approval to enter into an Energy and Construction Services contract with Schneider Electric for Interior/Exterior lighting retrofit. This motion, made by Farrah Ranzino and seconded by Candice Samuelson, Carried.

David Schultz: Absent, Shane Spring: Absent, Todd Volkening: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Farrah Ranzino: Yea, Candice Samuelson: Yea

Yea: 4, Nay: 0, Absent: 3

E.2. Recommend the acceptance of a donation by the MCHS Booster club of a new scoreboard and shot clocks valued at \$55,000.

Recommend the acceptance of a donation by the MCHS Booster Club of a new scoreboard and shot clocks valued at \$55,000. This motion, made by Farrah Ranzino and seconded by Anthony Martin, Carried.

David Schultz: Absent, Shane Spring: Absent, Todd Volkening: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Farrah Ranzino: Yea, Candice Samuelson: Yea

Yea: 4, Nay: 0, Absent: 3

E.3. Recommend entering into an Intergovernmental Agreement for shared use of property between The Board of Education of Marengo Union Consolidated Elementary School District 165 and Marengo Community High School District 154, McHenry County, Illinois.

Recommend entering into an Intergovernmental Agreement for shared use of property between the Board of Education of Marengo Union Consolidated Elementary School District 165 and Marengo Community High School District 154, McHenry County, Illinois. This motion, made by Anthony Martin and seconded by Farrah Ranzino, Carried.

David Schultz: Absent, Shane Spring: Absent, Todd Volkening: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Farrah Ranzino: Yea, Candice Samuelson: Yea
Yea: 4, Nay: 0, Absent: 3

E.4. Recommend approval of the personnel report as presented.

Motion to approve the Personnel Report as presented. This motion, made by Candice Samuelson and seconded by Jodie Kanaly, Carried.

David Schultz: Absent, Shane Spring: Absent, Todd Volkening: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Farrah Ranzino: Yea, Candice Samuelson: Yea
Yea: 4, Nay: 0, Absent: 3

F. Executive Session to discuss Litigation. 5 ILCS 120/2(c)(11), Student disciplinary cases. 5 ILCS 120/2(c)(9), Personnel 5 ILCS 120/2(c)(1). The purchase or lease of real property. 5 ILCS 120/2(c)(5)The setting of price for sale or lease of property owned by a public body. 5 ILCS 120/2(c)(6). Safety and Security 5 ILCS 120/2(c)(8).

Motion to skip executive session. This motion, made by Anthony Martin and seconded by Jodie Kanaly, Carried.

David Schultz: Absent, Shane Spring: Absent, Todd Volkening: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Farrah Ranzino: Yea, Candice Samuelson: Yea
Yea: 4, Nay: 0, Absent: 3

~~G. Returned from Executive Session at~~

~~H. Recommend possible action as a result of executive session.~~

I. Superintendent Report

J. Adjournment

Motion to adjourn at 8:12 pm. This motion, made by Anthony Martin and seconded by Jodie Kanaly, Carried.

David Schultz: Absent, Shane Spring: Absent, Todd Volkening: Absent, Jodie Kanaly: Yea, Anthony Martin: Yea, Farrah Ranzino: Yea, Candice Samuelson: Yea
Yea: 4, Nay: 0, Absent: 3

Signed:

Todd Volkening, President

Jodie Kanaly, Secretary

Marengo Community High School District 154

Voucher Detail Listing

Voucher Batch Number: 1398

06/16/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Alpha Controls	ALPCO					
Check Group:						
Boiler Flame Failure		1 0		W54111 6/23/2026	60.0000.2530.310.00.01	\$4,022.25
				Check #: 0		
					PO/InvoiceTotal:	\$4,022.25
					Vendor Total:	\$4,022.25
Amazon	AMAZO					
Check Group:						
Microphone Cables		1 0		11CH-GWCY-PDJ H 6/17/2026	10.0000.2221.411.00.01	\$52.99
Tech Supplies		1 0		161T-XHTN-QQW M 6/16/2026	10.0000.2120.410.00.01	\$87.33
Tech Supplies		1 0		19QT-1QFP-PLN D 6/17/2026	10.0000.2221.411.00.01	\$136.05
Water Bottle Holder		1 0		1CWQ-JJYM-C4P G 5/28/2026	20.0000.2540.410.00.01	\$279.42
Athletic Tickets		1 0		1K1Y-QXPF-7KT1 5/28/2026	10.0000.1500.410.00.01	\$41.29
Foods Room Supplies		1 0		1LPD-WWWX-9C JV 6/8/2026	10.0000.1400.410.00.28	\$591.01
Brachs Peppermints		1 0		1QXY-CD7X-9M 5/21/2026	10.0000.2410.413.00.01	\$62.04
Power Supply		1 0		1T4X-VFDR-MHQ P 6/1/2026	10.0000.2221.410.00.01	\$192.14
PBIS Gift Cards		1 0		BLD 5.20.26 6/10/2026	10.0000.2410.413.00.01	\$250.00
Harris Bank P-Card						
				Check #: 0		

Marengo Community High School District 154

Voucher Detail Listing

Voucher Batch Number: 1398

06/16/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$1,692.27
						Vendor Total: \$1,692.27
Amendt, Julie A						
Check Group:						
Mileage Reimb 1/1/26-6/30/26		1 0		V793802 6/11/2026	10.0000.1200.314.00.34	\$219.68
IDEA Mileage Reimb 6/22-6/23		1 0		V793802 6/11/2026	10.0000.2210.312.00.50	\$217.50
Check #: 0						
						PO/InvoiceTotal: \$437.18
						Vendor Total: \$437.18
Anderson Pest Control	ANDPES					
Check Group:						
Pest Management		1 0		BLD 5.20.26 6/10/2026	20.0000.2540.324.00.01	\$151.06
P-Card Payee: Harris Bank P-Card						
Check #: 0						
						PO/InvoiceTotal: \$151.06
						Vendor Total: \$151.06
AT&T	ATT					
Check Group:						
Service 4/17/26-5/16/26		1 0		05162026 5/16/2026	20.0000.2540.340.00.01	\$59.27
Check #: 0						
						PO/InvoiceTotal: \$59.27
						Vendor Total: \$59.27
AT&T Mobility	ATTMOB					
Check Group:						
4 Lines Wireless Service		1 0		05272026 6/11/2026	20.0000.2540.340.00.01	\$179.56

Marengo Community High School District 154

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06/16/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Hot Spot Service		1 0		06082026 6/11/2026	10.0000.2220.340.00.01	\$468.50
Check #: 0						
PO/InvoiceTotal:						\$648.06
Vendor Total:						\$648.06
Blu Petroleum Inc						
Check Group:						
Nozzle		1 0		SI-50215 5/29/2026	40.0000.2550.410.00.01	\$200.85
On Road Diesel 1402.80 Gal		1 0		SI-50529 5/28/2026	40.0000.2550.464.00.01	\$6,616.29
Freight Adjustment		1 0		SI-50529 5/28/2026	40.0000.2550.464.00.01	\$9.95
Gasoline 1125.0 Gal		1 0		SI-50529 5/28/2026	40.0000.2550.464.00.01	\$3,974.59
Check #: 0						
PO/InvoiceTotal:						\$10,801.68
Vendor Total:						\$10,801.68
Bodi's Bake Shop						
Check Group:						
Teacher Appreciation Donuts		1 0		Mullens 5.20.26 6/10/2026	10.0000.2410.410.00.01	\$156.00
P-Card Payee: Harris Bank P-Card						
Check #: 0						
PO/InvoiceTotal:						\$156.00
Vendor Total:						\$156.00
Botts Welding Service	BOTWEL					
Check Group:						
Inspect #N4		1 0		715470 5/7/2026	40.0000.2550.320.00.01	\$45.00

Marengo Community High School District 154

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Inspect #N16		1 0		715503 5/8/2026	40.0000.2550.320.00.01	\$45.00
Inspect 2014 Dodge #5		1 0		715529 5/11/2026	40.0000.2550.320.00.01	\$33.00
Inspect Bus #N14		1 0		715644 5/14/2026	40.0000.2550.320.00.01	\$45.00
Inspect Bus #N12		1 0		715676 5/15/2026	40.0000.2550.320.00.01	\$45.00
Inspect 2012 Dodge #HS3		1 0		715711 5/18/2026	40.0000.2550.320.00.01	\$33.00
Check #: 0						
PO/InvoiceTotal:						\$246.00
Vendor Total:						\$246.00
Bower-Kasch, Jennifer D						
Check Group:						
Mileage Reimbursement Conference		1 0		V608033 6/15/2026	10.0000.2510.300.00.01	\$94.61
Dec 2025 Mileage		1 0		V856321 6/16/2026	10.0000.2310.300.00.01	\$52.50
Jan- June 2026 Mileage		1 0		V856321 6/16/2026	10.0000.2310.300.00.01	\$282.75
Check #: 0						
PO/InvoiceTotal:						\$429.86
Vendor Total:						\$429.86
Carberry, Darcia E						
Check Group:						
Gym Reimbursement FY2026		1 0		V790767 6/17/2026	10.0000.2310.411.00.01	\$79.50
Check #: 0						
PO/InvoiceTotal:						\$79.50

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Vendor Total:						\$79.50
Cecilia B Frank	CBFREAD					
Check Group:						
Services 5/20/26-6/9/26		1 0		V532693 6/16/2026	10.0000.1100.310.00.01	\$1,200.00
Check #: 0						
PO/InvoiceTotal:						\$1,200.00
Vendor Total:						\$1,200.00
City Of Marengo	CITMGO					
Check Group:						
Water Bill 2/1/26-4/30/26		1 0		6.1.26 Franks Rd 6/15/2026	20.0000.2540.370.00.01	\$5,510.10
Water Bill 2/1/26-4/30/26		1 0		6.1.26 Grant Hwy 6/15/2026	20.0000.2540.370.00.01	\$33.30
Water Bill 2/1/26-4/30/26		1 0		6/1/26 Concession 6/15/2026	20.0000.2540.370.00.01	\$325.10
Water Bill 2/1/26-4/30/26		1 0		6/1/26 Sprinkler 6/15/2026	20.0000.2540.370.00.01	\$33.30
Check #: 0						
PO/InvoiceTotal:						\$5,901.80
Vendor Total:						\$5,901.80
College Board						
Check Group:						
2026 Sping AP Exams		1 0		A271110161 5/21/2026	10.0000.2230.411.00.01	\$17,150.00
Check #: 0						
PO/InvoiceTotal:						\$17,150.00
Vendor Total:						\$17,150.00
Colours #61						

Marengo Community High School District 154

Voucher Detail Listing

Voucher Batch Number: 1398

06/16/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
CTE Class Paint		1 0		Long 5.20.26 6/10/2026	10.0000.1400.410.00.28	\$1,835.12
P-Card Payee: Harris Bank P-Card						
CTE Class Paint		1 0		Long 5.20.26 6/10/2026	10.0000.1400.410.00.28	\$153.03
P-Card Payee: Harris Bank P-Card						
CTE Class Paint		1 0		Long 5.20.26 6/10/2026	10.0000.1400.410.00.28	\$699.00
P-Card Payee: Harris Bank P-Card						
Check #: 0						
PO/InvoiceTotal:						\$2,687.15
Vendor Total:						\$2,687.15
ComEd	COMED					
Check Group:						
Electrical Service 3/13/26-4/14/26		1 0		4.14.26 4/14/2026	20.0000.2540.466.00.01	\$6,157.25
Check #: 0						
PO/InvoiceTotal:						\$6,157.25
Vendor Total:						\$6,157.25
ConnectWise						
Check Group:						
May Services		1 0		INV01634721 5/27/2026	10.0000.2221.470.00.01	\$2,494.10
Check #: 0						
PO/InvoiceTotal:						\$2,494.10
Vendor Total:						\$2,494.10
Constellation NewEnergy - Gas	CONGAS					
Check Group:						
4/1/26-4/30/26 5695Therms		1 0		4583502 5/7/2026	20.0000.2540.465.00.01	\$3,624.61
Check #: 0						
PO/InvoiceTotal:						\$3,624.61

Marengo Community High School District 154

Voucher Detail Listing

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Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Vendor Total:						\$3,624.61
Cora Physical Therapy	MARPHYS					
Check Group:						
Athletic Trainer- April, May, June		1 0		6/1/2026 6/15/2026	10.0000.1500.310.00.01	\$4,375.00
Check #: 0						
PO/InvoiceTotal:						\$4,375.00
Vendor Total:						\$4,375.00
Dollar General						
Check Group:						
Longevity Gift Cards		1 0		ATHL 2 5.20.26 6/10/2026	10.0000.2310.410.00.01	\$141.80
P-Card Payee: Harris Bank P-Card						
Check #: 0						
PO/InvoiceTotal:						\$141.80
Vendor Total:						\$141.80
EdPuzzle						
Check Group:						
Science Subscription		1 0		BLD 5.20.26 6/10/2026	10.0000.1100.413.00.01	\$13.50
P-Card Payee: Harris Bank P-Card						
Check #: 0						
PO/InvoiceTotal:						\$13.50
Vendor Total:						\$13.50
Empower Health Services						
Check Group:						
Individual Health Screening-Spring		1 0		EHS2026353 6/23/2026	10.0000.1100.222.00.01	\$1,461.00
Check #: 0						
PO/InvoiceTotal:						\$1,461.00
Vendor Total:						\$1,461.00

Engelbrecht, David N

Marengo Community High School District 154

Voucher Detail Listing

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06/16/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
FY26 Life Insurance Reimbursement		1	0	V860941 6/16/2026	10.0000.2320.220.00.01	\$3,761.88
Retirement Gifts		1	0	V860942 6/16/2026	10.0000.2310.411.00.01	\$386.12
Check #: 0						
PO/InvoiceTotal:						\$4,148.00
Vendor Total:						\$4,148.00
Farm And Fleet	FARFLEE					
Check Group:						
CTE Supplies		1	0	Obert 5.20.26 6/10/2026	10.0000.1400.410.00.30	\$23.92
P-Card Payee:	Harris Bank P-Card					
Check #: 0						
PO/InvoiceTotal:						\$23.92
Vendor Total:						\$23.92
Fink, Angela M						
Check Group:						
SY25-26 Mileage Reimbursement		1	0	V319456 6/16/2026	10.0000.2330.332.00.01	\$1,172.91
Check #: 0						
PO/InvoiceTotal:						\$1,172.91
Vendor Total:						\$1,172.91
First National Bank	FNBHSA					
Check Group:						
June Analysis Charge		1	0	V473278 6/18/2026	10.0000.2510.300.00.01	\$59.50
Check #: 0						
PO/InvoiceTotal:						\$59.50
Vendor Total:						\$59.50
First Place Promotions	TROPST					

Marengo Community High School District 154

Voucher Detail Listing

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Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
Plaque Engraving		1 0		32042 6/15/2026	10.0000.1400.410.00.27	\$132.00
					Check #: 0	
					PO/InvoiceTotal:	\$132.00
					Vendor Total:	\$132.00
Gibran Young						
Check Group:						
2026 Spring Visit		1 0		V739784 6/15/2026	40.0000.2550.331.00.12	\$5,801.59
					Check #: 0	
					PO/InvoiceTotal:	\$5,801.59
					Vendor Total:	\$5,801.59
Gordon Flesch Company						
Check Group:						
Copier Contrac6/5/26-7/4/26		1 0		I573252 6/3/2026	10.0000.2660.303.00.01	\$1,941.13
Toner		1 0		IN15635013 5/26/2026	10.0000.2660.413.00.01	\$453.88
Printer Charges 4/30/26-5/31/26		1 0		IN15646645 6/5/2026	10.0000.2660.303.00.01	\$1,076.04
					Check #: 0	
					PO/InvoiceTotal:	\$3,471.05
					Vendor Total:	\$3,471.05
Gordon Food Service	GORFOOD					
Check Group:						
Wipes		1 0		9032987893 3/5/2026	10.0000.2560.411.00.01	\$41.00
Aprons		1 0		9034076386 4/5/2026	10.0000.2560.411.00.01	\$45.15

Marengo Community High School District 154

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06/16/2026

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Coffee		1 0		9034599486 4/18/2026	10.0000.2410.411.00.01	\$174.00
					Check #: 0	
					PO/InvoiceTotal:	\$260.15
					Vendor Total:	\$260.15
Green Associates	GREASSO					
Check Group:						
Concession Stand Consulting		1 0		INV510 6/24/2026	60.0000.2530.310.00.01	\$3,758.09
					Check #: 0	
					PO/InvoiceTotal:	\$3,758.09
					Vendor Total:	\$3,758.09
Harris Bank P-Card	HARBANK					
Check Group:						
BP-Fuel		1 0		ACT 1 5.20.26 6/10/2026	40.0000.2550.464.00.01	\$119.19
P-Card Payee: Harris Bank P-Card						
Four Seasons- Gown Cleaning		1 0		ACT 1 5.20.26 6/10/2026	10.0000.2410.410.00.01	\$20.00
P-Card Payee: Harris Bank P-Card						
Fast Eddies-Dr Ed Car Cleaning		1 0		ACT 1 5.20.26 6/10/2026	10.0000.1700.410.00.19	\$39.95
P-Card Payee: Harris Bank P-Card						
Fast Eddies- Dr Ed Car Cleaning		1 0		ACT 1 5.20.26 6/10/2026	10.0000.1700.410.00.19	\$39.95
P-Card Payee: Harris Bank P-Card						
Kwik Business- Sr Athletic Awards Pamphlet		1 0		ACT 2 5.20.26 6/10/2026	10.0000.1500.410.00.01	\$187.18
P-Card Payee: Harris Bank P-Card						
Northfield Inn-Palek PD Hotel		1 0		ATHL 5.20.26 6/10/2026	10.0000.2210.312.00.01	\$127.68
P-Card Payee: Harris Bank P-Card						
WartHog- Transportation Air Compressor		1 0		D Swan 5.20.26 6/10/2026	40.0000.2550.700.00.01	\$1,223.26
P-Card Payee: Harris Bank P-Card						
Weathertech- Tax Refund		1 0		District 5.20.26 6/10/2026	40.0000.2550.410.00.01	(\$33.99)
P-Card Payee: Harris Bank P-Card						

Marengo Community High School District 154

Voucher Detail Listing

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06/16/2026

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
United Airlines-Skills Flight		1	0	District 5.20.26	10.0000.1520.413.00.01	\$441.87
P-Card Payee: Harris Bank P-Card				6/10/2026		
United Airlines-Skills Flight		1	0	District 5.20.26	10.0000.1520.413.00.01	\$441.87
P-Card Payee: Harris Bank P-Card				6/10/2026		
United Airlines-Skills Flight		1	0	District 5.20.26	10.0000.1520.413.00.01	\$441.87
P-Card Payee: Harris Bank P-Card				6/10/2026		
Volleyball Encinitas-Volleyball PD		1	0	District 5.20.26	10.0000.2210.312.00.01	\$474.98
P-Card Payee: Harris Bank P-Card				6/10/2026		
Kissed by Fire- Teacher Appreciation		1	0	District 5.20.26	10.0000.2410.300.00.01	\$1,666.00
P-Card Payee: Harris Bank P-Card				6/10/2026		
Diesel Bres- Teacher Appreciation		1	0	District 5.20.26	10.0000.2410.300.00.01	\$711.54
P-Card Payee: Harris Bank P-Card				6/10/2026		
ROE- Conf Registration		1	0	Engelbrecht 5.20.26	10.0000.2320.312.00.01	\$1,120.00
P-Card Payee: Harris Bank P-Card				6/10/2026		
Four Points- IASBO Annual Conf Hotel		1	0	Engelbrecht 5.20.26	10.0000.2320.312.00.01	\$445.05
P-Card Payee: Harris Bank P-Card				6/10/2026		
Belvidere ParkTransition Trip		1	0	Engwall 5.20.26	10.0000.1200.314.00.34	\$115.00
P-Card Payee: Harris Bank P-Card				6/10/2026		
Ninja Kids-Sped Trip		1	0	Garrard 5.20.26	10.0000.1200.314.00.34	\$254.45
P-Card Payee: Harris Bank P-Card				6/10/2026		
MSFT- Microsoft Subscription		1	0	Kane 5.20.26	10.0000.2221.470.00.01	\$23.00
P-Card Payee: Harris Bank P-Card				6/10/2026		
Loves- Fuel		1	0	Long 5.20.26	40.0000.2550.464.00.01	\$90.08
P-Card Payee: Harris Bank P-Card				6/10/2026		
Teachers Pay Teachers- Joustra Supplies		1	0	Mullens 5.20.26	10.0000.2120.410.00.01	\$331.16
P-Card Payee: Harris Bank P-Card				6/10/2026		
Pilot - Fuel		1	0	Obert 5.20.26	40.0000.2550.464.00.01	\$20.01
P-Card Payee: Harris Bank P-Card				6/10/2026		

Check #: 0

PO/InvoiceTotal: \$8,300.10

Marengo Community High School District 154

Voucher Detail Listing

Voucher Batch Number: 1398

06/16/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
HIMES, PETRARCA & FESTER						Vendor Total: \$8,300.10
Check Group:						
May Charges		1 0		59721 6/1/2026	10.0000.2310.318.00.01	\$845.00
Check #: 0						PO/InvoiceTotal: \$845.00
						Vendor Total: \$845.00
Home Depot						
Check Group:						
OM Supplies		1 0		D Swan 5.20.26 6/10/2026	20.0000.2540.410.00.01	\$1,273.76
P-Card Payee: Harris Bank P-Card						
Check #: 0						PO/InvoiceTotal: \$1,273.76
						Vendor Total: \$1,273.76
IASPA						
Check Group:						
Yearly Dues-Kasch		1 0		District 5.20.26 6/10/2026	10.0000.2510.640.00.01	\$150.00
P-Card Payee: Harris Bank P-Card						
HR Conf-Kasch		1 0		District 5.20.26 6/10/2026	10.0000.2221.312.00.01	\$150.00
P-Card Payee: Harris Bank P-Card						
Fink Spring Summit		1 0		Fink 5.20.26 6/10/2026	10.0000.2320.312.00.01	\$150.00
P-Card Payee: Harris Bank P-Card						
Check #: 0						PO/InvoiceTotal: \$450.00
						Vendor Total: \$450.00
IGS Energy						
Check Group:						
Electrical Services 4/14/26-5/13/26		1 0		202605 5/22/2026	20.0000.2540.466.00.01	\$13,037.84

Marengo Community High School District 154

Voucher Detail Listing

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Electrical Services 5/13/26-6/12/26		1 0		202606 6/24/2026	20.0000.2540.466.00.01	\$14,167.29
					Check #: 0	
					PO/InvoiceTotal:	\$27,205.13
					Vendor Total:	\$27,205.13
IL TOLLWAY	ILTOLL					
Check Group:						
Tolls		1 0		Trans 1 5.20.26 6/10/2026	40.0000.2550.332.00.01	\$600.00
P-Card Payee: Harris Bank P-Card					Check #: 0	
					PO/InvoiceTotal:	\$600.00
					Vendor Total:	\$600.00
Illinois ASBO	ILASBO					
Check Group:						
Fink Annual Membership		1 0		Fink 5.20.26 6/10/2026	10.0000.2320.640.00.01	\$340.00
P-Card Payee: Harris Bank P-Card					Check #: 0	
					PO/InvoiceTotal:	\$340.00
					Vendor Total:	\$340.00
Infobip Voice Inc						
Check Group:						
Monthly Phone 05/15/26-6/14/26		1 0		97611 6/15/2026	20.0000.2540.340.00.01	\$1,036.50
					Check #: 0	
					PO/InvoiceTotal:	\$1,036.50
					Vendor Total:	\$1,036.50
Interstate Batteries	INTBAT					
Check Group:						
Battery OM		1 0		400456003 6/15/2026	40.0000.2550.410.00.01	\$871.80

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Voucher Detail Listing

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 0						
PO/InvoiceTotal:						\$871.80
Vendor Total:						\$871.80
Intuit	INTUIT					
Check Group:						
Monthly Charge		1 0		kane 5.20.26	10.0000.2510.410.00.01	\$115.00
P-Card Payee: Harris Bank P-Card				6/10/2026		
Check #: 0						
PO/InvoiceTotal:						\$115.00
Vendor Total:						\$115.00
Joe's Place	JOEPLAC					
Check Group:						
Freshman Mentor Pizza		1 0		ATHL 2 5.20.26	10.0000.2120.412.00.01	\$159.74
P-Card Payee: Harris Bank P-Card				6/10/2026		
Check #: 0						
PO/InvoiceTotal:						\$159.74
Vendor Total:						\$159.74
Johnson Controls Fire Pro	JOHCONT					
Check Group:						
Annual Fire Contract 5/20/26		1 0		103110072503	20.0000.2540.324.00.01	\$2,434.22
				5/20/2026		
Check #: 0						
PO/InvoiceTotal:						\$2,434.22
Vendor Total:						\$2,434.22
Jostens	JOSTEN					
Check Group:						
Diplomas		1 0		39984853	10.0000.1520.415.00.01	\$18.20
				5/18/2026		
Check #: 0						

Marengo Community High School District 154

Voucher Detail Listing

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$18.20
						Vendor Total: \$18.20
Learn Well						
Check Group:						
5/11/26-5/15/26 Hospital Tutoring		1 0		INV320832 5/15/2026	10.0000.1912.670.00.01	\$638.40
						Check #: 0
						PO/InvoiceTotal: \$638.40
						Vendor Total: \$638.40
Lindsay Metal Madness	LINMETA					
Check Group:						
Metal		0.5	260127	4071 5/26/2026	10.0000.1400.417.00.30	\$750.00
Metal		0.5	260127	4071 5/26/2026	10.0000.1400.415.00.30	\$750.00
						Check #: 0
						PO/InvoiceTotal: \$1,500.00
						Vendor Total: \$1,500.00
Mansfield, Robert A						
Check Group:						
2025-2026 Gym Membership Reimbursement		1 0		V404527 6/16/2026	10.0000.2310.411.00.01	\$89.50
						Check #: 0
						PO/InvoiceTotal: \$89.50
						Vendor Total: \$89.50
Marengo Auto Body/Glass	MARAUBO					
Check Group:						
Glass Chip Repair		1 0		33681 6/16/2026	40.0000.2550.320.00.01	\$130.00
						Check #: 0

Marengo Community High School District 154

Voucher Detail Listing

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$130.00
						Vendor Total: \$130.00
Marengo CHSD #154						
Check Group:						
June 2026 Imprest Replenish		1 0		Imprest0626 6/16/2026	10.0000.0111.000.00.01	\$421.35
						Check #: 0
						PO/InvoiceTotal: \$421.35
						Vendor Total: \$421.35
Marengo Community HS	MCHS					
Check Group:						
Reimburse Bass Fishing Payroll		1 0		V434575 6/16/2026	10.0000.1500.410.00.01	\$183.06
						Check #: 0
						PO/InvoiceTotal: \$183.06
						Vendor Total: \$183.06
Marengo Floral Co Inc						
Check Group:						
Athletic Flowers		1 0		5074 5/31/2026	10.0000.1500.410.00.01	\$159.50
Floral Design Flowers		1 0		5085 5/31/2026	10.0000.1400.410.00.30	\$965.00
						Check #: 0
						PO/InvoiceTotal: \$1,124.50
						Vendor Total: \$1,124.50
Marengo Signs Inc	MARSIGN					
Check Group:						
Bus Numbers		1 0		26495 6/16/2026	40.0000.2550.410.00.01	\$45.00
						Check #: 0

Marengo Community High School District 154

Voucher Detail Listing

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$45.00
						Vendor Total: \$45.00
Marengo-Union CSD #165						
Check Group:						
May 2026- Admin Fee		1 0		1685 6/18/2026	40.0000.4110.330.00.01	\$1,631.42
May 2026- Routes		1 0		1685 6/18/2026	40.0000.4110.330.00.01	\$11,079.00
May 2026- Sped Routes		1 0		1685 6/18/2026	40.0000.4120.330.00.01	\$16,800.18
May 2026- Trips		1 0		1685 6/18/2026	40.0000.4110.330.00.01	\$4,611.17
May 2026		1 0		1685 6/18/2026	40.0000.4110.330.00.01	\$137.95
Check #: 0						
						PO/InvoiceTotal: \$34,259.72
						Vendor Total: \$34,259.72
Menards						
MENARD						
Check Group:						
OM Supplies		1 0		A Swan 5.20.26 6/10/2026	20.0000.2540.410.00.01	\$23.12
P-Card Payee: Harris Bank P-Card						
Kitchen Water		1 0		A Swan 5.20.26 6/10/2026	10.0000.2560.410.00.01	\$251.16
P-Card Payee: Harris Bank P-Card						
OM Supplies		1 0		A Swan 5.20.26 6/10/2026	20.0000.2540.410.00.01	\$45.22
P-Card Payee: Harris Bank P-Card						
OM Supplies		1 0		A Swan 5.20.26 6/10/2026	20.0000.2540.410.00.01	\$355.71
P-Card Payee: Harris Bank P-Card						
Kitchen Water		1 0		A Swan 5.20.26 6/10/2026	10.0000.2560.410.00.01	\$251.16
P-Card Payee: Harris Bank P-Card						

Marengo Community High School District 154

Voucher Detail Listing

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Kitchen Water		1	0	A Swan 5.20.26	10.0000.2560.410.00.01	\$251.16
P-Card Payee: Harris Bank P-Card				6/10/2026		
OM Supplies		1	0	A Swan 5.20.26	20.0000.2540.410.00.01	\$500.68
P-Card Payee: Harris Bank P-Card				6/10/2026		
OM Supplies		1	0	A Swan 5.20.26	20.0000.2540.410.00.01	\$124.39
P-Card Payee: Harris Bank P-Card				6/10/2026		
Kitchen Water		1	0	A Swan 5.20.26	10.0000.2560.410.00.01	\$249.48
P-Card Payee: Harris Bank P-Card				6/10/2026		
Transportation Supplies		1	0	A Swan 5.20.26	40.0000.2550.410.00.01	\$47.41
P-Card Payee: Harris Bank P-Card				6/10/2026		
OM Supplies		1	0	D Swan 5.20.26	20.0000.2540.410.00.01	\$46.97
P-Card Payee: Harris Bank P-Card				6/10/2026		
OM Supplies		1	0	Fink 5.20.26	20.0000.2540.410.00.01	\$6.09
P-Card Payee: Harris Bank P-Card				6/10/2026		
Check #: 0						
						PO/InvoiceTotal: \$2,152.55
						Vendor Total: \$2,152.55
Midland Paper	MIDPAP					
Check Group:						
White Paper		1	0	IN02688302	10.0000.1100.418.00.01	\$205.23
				5/28/2026		
Check #: 0						
						PO/InvoiceTotal: \$205.23
						Vendor Total: \$205.23
Midwest Fiber Networks LLC						
Check Group:						
Dedicated Internet Access		1	0	LFF1044	10.0000.2221.310.00.01	\$890.00
				6/24/2026		
Dedicated Internet Access		1	0	LFF966	10.0000.2221.310.00.01	\$890.00
				6/1/2026		

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 0						
PO/InvoiceTotal:						\$1,780.00
Vendor Total:						\$1,780.00
Mullens, Jason R						
Check Group:						
Postage Reimbursement-Watchfire Check		1 0		V161053 6/16/2026	10.0000.2410.340.00.01	\$35.90
Check #: 0						
PO/InvoiceTotal:						\$35.90
Vendor Total:						\$35.90
Nance, Dwain						
Check Group:						
IHSA State Track Mileage		1 0		V11924 6/16/2026	10.0000.1500.332.00.01	\$355.25
Check #: 0						
PO/InvoiceTotal:						\$355.25
Vendor Total:						\$355.25
Napa Auto Parts Div Of MP						
Check Group:						
Fittings	NAPAA	1 0		288720 5/1/2026	40.0000.2550.410.00.01	\$17.96
Brake Lube		1 0		289006 5/5/2026	40.0000.2550.410.00.01	\$38.98
Valvoline Daily Protection		1 0		289196 5/7/2026	40.0000.2550.410.00.01	\$239.98
Oil		1 0		289486 5/11/2026	40.0000.2550.410.00.01	\$132.99
Oil Filters		1 0		289534 5/11/2026	40.0000.2550.410.00.01	\$453.35

Marengo Community High School District 154

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Blk Syringe		1	0	289632 5/12/2026	40.0000.2550.410.00.01	\$11.99
Antifreeze		1	0	290209 5/19/2026	40.0000.2550.410.00.01	\$11.36
Spray Bottle Solvents		1	0	290310 5/20/2026	10.0000.1400.418.00.30	\$77.86
Check #: 0						
PO/InvoiceTotal:						\$984.47
Vendor Total:						\$984.47
NASSCO						
Check Group:						
Liners		1	0	6700794 5/5/2026	20.0000.2540.410.00.01	\$557.99
Check #: 0						
PO/InvoiceTotal:						\$557.99
Vendor Total:						\$557.99
NCS Pearson Inc						
Check Group:						
Pysch Testing Supplies	NCSPEA	1	0	31832769 6/5/2026	10.0000.2140.410.00.01	\$4.90
Check #: 0						
PO/InvoiceTotal:						\$4.90
Vendor Total:						\$4.90
Nicor						
Check Group:						
Preschool Gas		1	0	BLD 5.20.26 6/10/2026	20.0000.2540.465.00.01	\$232.29
P-Card Payee: Harris Bank P-Card						
Bus Barn Gas		1	0	BLD 5.20.26 6/10/2026	20.0000.2540.465.00.01	\$456.03
P-Card Payee: Harris Bank P-Card						
Check #: 0						

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$688.32
						Vendor Total: \$688.32
Noble Automotive	NOBAUTO					
Check Group:						
Tow From Tollway		1 0		35111 6/16/2026	40.0000.2550.320.00.01	\$750.00
Tow From CL		1 0		35132 6/16/2026	40.0000.2550.320.00.01	\$750.00
Check #: 0						
						PO/InvoiceTotal: \$1,500.00
						Vendor Total: \$1,500.00
Oil Equipment Co., Inc.						
Check Group:						
ALI Lift Inspection		1 0		0386331-IN 6/2/2026	20.0000.2540.320.00.01	\$322.99
Check #: 0						
						PO/InvoiceTotal: \$322.99
						Vendor Total: \$322.99
Olson, Chad M						
Check Group:						
Gym Reimbursement FY2026		1 0		V790767 6/17/2026	10.0000.2310.411.00.01	\$198.00
Check #: 0						
						PO/InvoiceTotal: \$198.00
						Vendor Total: \$198.00
Olson, Maureen K						
Check Group:						
Gym Reimbursement FY2026		1 0		V770412 6/17/2026	10.0000.2310.411.00.01	\$89.94
Check #: 0						

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$89.94
						Vendor Total: \$89.94
Partnering for Prevention LLC						
Check Group:						
June2026 Service		1 0		60126d154 6/16/2026	10.0000.2130.310.00.01	\$5,321.25
June Drug Testing		1 0		60126d154 6/16/2026	10.0000.2130.310.00.01	\$130.00
						Check #: 0
						PO/InvoiceTotal: \$5,451.25
						Vendor Total: \$5,451.25
RelayHub LLC						
Check Group:						
Medicaid Billing Service Q1 2026		1 0		21-16393 5/31/2026	10.0000.1200.314.00.34	\$592.35
						Check #: 0
						PO/InvoiceTotal: \$592.35
						Vendor Total: \$592.35
Rudsinski, Danielle N						
Check Group:						
Mileage Reimbursement May		1 0		V199467 6/16/2026	10.0000.2310.300.00.01	\$70.04
						Check #: 0
						PO/InvoiceTotal: \$70.04
						Vendor Total: \$70.04
Rush Truck Center						
Check Group:						
Switch		1 0		3046202705 5/26/2026	40.0000.2550.410.00.01	\$94.90

Marengo Community High School District 154

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Switch		1	0	3046280567 5/27/2026	40.0000.2550.410.00.01	\$98.90
				Check #: 0		
					PO/InvoiceTotal:	\$193.80
					Vendor Total:	\$193.80
S&S Automotive	SSAUTOM					
Check Group:						
Transportation Supplies		1	0	Long 5.20.26 6/10/2026	40.0000.2550.410.00.01	\$145.00
P-Card Payee: Harris Bank P-Card						
Transportation Supplies		1	0	Long 5.20.26 6/10/2026	40.0000.2550.410.00.01	\$270.35
P-Card Payee: Harris Bank P-Card						
				Check #: 0		
					PO/InvoiceTotal:	\$415.35
					Vendor Total:	\$415.35
S.E.A.L. Of Illinois, Inc	SEAILLI					
Check Group:						
May 2026 Tuition		1	0	14274 5/28/2026	10.0000.1912.670.00.01	\$14,197.68
May2026-Quest Intensive		1	0	14300 5/28/2026	10.0000.1912.670.00.01	\$37,374.54
				Check #: 0		
					PO/InvoiceTotal:	\$51,572.22
					Vendor Total:	\$51,572.22
Sally Sullivan, CDRS	SULLSA					
Check Group:						
4.22.26 Driver Lessons (4)		1	0	4.22.26- 6/16/2026	10.0000.1200.310.00.50	\$780.00
				Check #: 0		
					PO/InvoiceTotal:	\$780.00
					Vendor Total:	\$780.00

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
San Aspen Technologies LLC						
Check Group:						
Angle Mount		1 0		1149 6/23/2026	10.0000.2221.410.00.01	\$309.25
					Check #: 0	
					PO/InvoiceTotal:	\$309.25
Check Group:						
High Frequency Fobs		2 260123		1123 4/28/2026	10.0000.2221.410.00.01	\$918.50
					Check #: 0	
					PO/InvoiceTotal:	\$918.50
					Vendor Total:	\$1,227.75
School Psych AI						
Check Group:						
Psych AI Subscription		1 0		BLD 5.20.26 6/10/2026	10.0000.2140.410.00.01	\$14.99
P-Card Payee: Harris Bank P-Card					Check #: 0	
					PO/InvoiceTotal:	\$14.99
					Vendor Total:	\$14.99
Schoolbells Transporation						
Check Group:						
Student Transportation-Homeless		1 0		2143 5/22/2026	40.0000.2550.331.00.01	\$2,518.00
					Check #: 0	
					PO/InvoiceTotal:	\$2,518.00
					Vendor Total:	\$2,518.00
Schuring & Schuring, Inc	SCHUR					
Check Group:						
May 2026 Milk Deliveries		1 0		May 2026 6/16/2026	10.0000.2560.410.00.01	\$231.48

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 0						
PO/InvoiceTotal:						\$231.48
Vendor Total:						\$231.48
Service Sanitation						
Check Group:						
Port a Potty Service 5/22/26-6/18/26		1 0		9354814 6/16/2026	20.0000.2540.322.00.01	\$749.32
Check #: 0						
PO/InvoiceTotal:						\$749.32
Vendor Total:						\$749.32
Shaw Suburban Media	SHASUBU					
Check Group:						
Amended Budget Hearing		1 0		2327799 6/16/2026	10.0000.2310.350.00.01	\$54.36
Check #: 0						
PO/InvoiceTotal:						\$54.36
Vendor Total:						\$54.36
Shell Oil Co	SHELL					
Check Group:						
Fuel		1 0		Obert 5.20.26 6/10/2026	40.0000.2550.464.00.01	\$76.84
P-Card Payee: Harris Bank P-Card						
Check #: 0						
PO/InvoiceTotal:						\$76.84
Vendor Total:						\$76.84
SHERWIN WILLIAMS CO						
Check Group:						
Athletic Striping Paint		1 0		21204202200526 5/7/2026	20.0000.2540.410.00.01	\$2,736.30
Paint		1 0		4862-4 5/7/2026	20.0000.2540.410.00.01	\$246.95

Marengo Community High School District 154

Voucher Detail Listing

Voucher Batch Number: 1398

06/16/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Auditorium Rail Paint		1	0	A Swan 5.20.26	20.0000.2540.410.00.01	\$168.87
Harris Bank P-Card				6/10/2026		
				Check #: 0		
					PO/InvoiceTotal:	\$3,152.12
					Vendor Total:	\$3,152.12
Special Education Services						
Check Group:						
May 2026Tuition-Aurora		1	0	SESINV-061107	10.0000.1912.670.00.01	\$2,987.00
				5/29/2026		
May 2026Tuition-Woodstock		1	0	SESINV-061397	10.0000.1912.670.00.01	\$23,124.25
				5/29/2026		
				Check #: 0		
					PO/InvoiceTotal:	\$26,111.25
					Vendor Total:	\$26,111.25
Sprout Educational Services, P.C.						
Check Group:						
May 2026 OT Services-AM		1	0	1017	10.0000.2130.310.00.50	\$966.40
				6/3/2026		
				Check #: 0		
					PO/InvoiceTotal:	\$966.40
					Vendor Total:	\$966.40
State Industrial Products	STAINDU					
Check Group:						
Fragrance Pak		1	0	904217882	20.0000.2540.410.00.01	\$466.29
				5/21/2026		
State Cube Program		1	0	904234982	20.0000.2540.410.00.01	\$119.16
				6/8/2026		
D-Stroy		1	0	904243671	20.0000.2540.410.00.01	\$275.44
				6/16/2026		

Marengo Community High School District 154

Voucher Detail Listing

Voucher Batch Number: 1398

06/16/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Lavender Pak		1 0		904247620 6/19/2026	20.0000.2540.410.00.01	\$499.29
Check #: 0						
PO/InvoiceTotal:						\$1,360.18
Vendor Total:						\$1,360.18
Stauber, Nora L						
Check Group:						
Reimb Office Supplies		1 0		V224905 6/16/2026	10.0000.2410.410.00.01	\$8.43
July- Dec 2025 Mileage		1 0		V425068 6/16/2026	10.0000.2410.332.00.01	\$136.50
Jan-June 2026 Mileage		1 0		V425068 6/16/2026	10.0000.2410.332.00.01	\$141.38
Check #: 0						
PO/InvoiceTotal:						\$286.31
Vendor Total:						\$286.31
Sullivan's Foods	SULFOOD					
Check Group:						
Science Lab Supplies		1 0		ACT 1 5.20.26 6/10/2026	10.0000.1100.413.00.01	\$34.95
P-Card Payee: Harris Bank P-Card						
CTE Supplies		1 0		Chayer 5.20.26 6/10/2026	10.0000.1400.412.00.30	\$41.55
P-Card Payee: Harris Bank P-Card						
CTE Supplies		1 0		Chayer 5.20.26 6/10/2026	10.0000.1400.412.00.30	\$42.93
P-Card Payee: Harris Bank P-Card						
PBIS Supplies		1 0		Mullens 5.20.26 6/10/2026	10.0000.2410.413.00.01	\$60.51
P-Card Payee: Harris Bank P-Card						
Ag Day Supplies		1 0		Obert 5.20.26 6/10/2026	10.0000.1400.410.00.27	\$135.92
P-Card Payee: Harris Bank P-Card						
Ag Day Supplies		1 0		Obert 5.20.26 6/10/2026	10.0000.1400.410.00.27	\$79.06
P-Card Payee: Harris Bank P-Card						

Marengo Community High School District 154

Voucher Detail Listing

Voucher Batch Number: 1398

06/16/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
CTE Supplies		1	0	Wille 5.20.26	10.0000.1400.410.00.28	\$22.79
P-Card Payee: Harris Bank P-Card				6/10/2026		
CTE Supplies		1	0	Wille 5.20.26	10.0000.1400.410.00.28	\$37.08
P-Card Payee: Harris Bank P-Card				6/10/2026		
CTE Supplies		1	0	Wille 5.20.26	10.0000.1400.410.00.28	\$5.78
P-Card Payee: Harris Bank P-Card				6/10/2026		
Check #: 0						
PO/InvoiceTotal:						\$460.57
Vendor Total:						\$460.57
TALX UC eXpress	TALCORP					
Check Group:						
Quarterly Claims Mgmt6/1/26-8/31/26		1	0	2073239362	10.0000.2310.300.00.01	\$224.48
				5/31/2026		
Check #: 0						
PO/InvoiceTotal:						\$224.48
Vendor Total:						\$224.48
United Laboratories	UNILAB					
Check Group:						
Biatron, Polish, Grease Trap Maintenance		1	0	INV460848	20.0000.2540.410.00.01	\$1,584.48
				5/20/2026		
Pink Marvel		1	0	INV461073	20.0000.2540.410.00.01	\$499.44
				5/22/2026		
Polish, Lift Station, Protexall		1	0	INV461735	20.0000.2540.410.00.01	\$1,206.00
				5/29/2026		
Check #: 0						
PO/InvoiceTotal:						\$3,289.92
Vendor Total:						\$3,289.92
USPS	USPOST					
Check Group:						

Marengo Community High School District 154

Voucher Detail Listing

Voucher Batch Number: 1398

06/16/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
English Postage		1	0	ATHL 5.20.26	10.0000.2410.340.00.01	\$10.80
P-Card Payee: Harris Bank P-Card				6/10/2026		
Check #: 0						
PO/InvoiceTotal:						\$10.80
Vendor Total:						\$10.80
Walmart	WALMA					
Check Group:						
Retirement Cards		1	0	Engelbrecht	10.0000.2310.410.00.01	\$48.66
P-Card Payee: Harris Bank P-Card				5.20.26		
Foods Supplies		1	0	Engwall 5.20.26	10.0000.1400.410.00.28	\$115.93
P-Card Payee: Harris Bank P-Card				6/10/2026		
Foods Supplies		1	0	Engwall 5.20.26	10.0000.1400.410.00.28	\$484.39
P-Card Payee: Harris Bank P-Card				6/10/2026		
Transition Supplies		1	0	Engwall 5.20.26	10.0000.1200.410.00.50	\$5.24
P-Card Payee: Harris Bank P-Card				6/10/2026		
Foods Supplies		1	0	Engwall 5.20.26	10.0000.1400.410.00.28	\$431.53
P-Card Payee: Harris Bank P-Card				6/10/2026		
Foods Supplies		1	0	Engwall 5.20.26	10.0000.1400.410.00.28	\$364.69
P-Card Payee: Harris Bank P-Card				6/10/2026		
Transition Supplies		1	0	Engwall 5.20.26	10.0000.1200.410.00.50	\$10.09
P-Card Payee: Harris Bank P-Card				6/10/2026		
Foods Supplies		1	0	Engwall 5.20.26	10.0000.1400.410.00.28	\$646.51
P-Card Payee: Harris Bank P-Card				6/10/2026		
Foods Supplies		1	0	Engwall 5.20.26	10.0000.1400.410.00.28	\$114.48
P-Card Payee: Harris Bank P-Card				6/10/2026		
Transition Supplies		1	0	Engwall 5.20.26	10.0000.1200.410.00.50	\$17.82
P-Card Payee: Harris Bank P-Card				6/10/2026		
Transition Supplies		1	0	Engwall 5.20.26	10.0000.1200.410.00.50	\$50.01
P-Card Payee: Harris Bank P-Card				6/10/2026		

Marengo Community High School District 154

Voucher Detail Listing

Voucher Batch Number: 1398

06/16/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Foods Supplies		1	0	Engwall 5.20.26	10.0000.1400.410.00.28	\$148.86
P-Card Payee: Harris Bank P-Card				6/10/2026		
Foods Supplies		1	0	Engwall 5.20.26	10.0000.1400.413.00.30	\$49.67
P-Card Payee: Harris Bank P-Card				6/10/2026		
Transition Supplies		1	0	Engwall 5.20.26	10.0000.1200.410.00.50	\$19.94
P-Card Payee: Harris Bank P-Card				6/10/2026		
IDEA Supplies		1	0	Garrard 5.20.26	10.0000.1200.410.00.50	\$84.92
P-Card Payee: Harris Bank P-Card				6/10/2026		
Check #: 0						
PO/InvoiceTotal:						\$2,592.74
Vendor Total:						\$2,592.74
Warehouse Direct	METRO					
Check Group:						
Scrubber Pads		1	0	6155618-0	20.0000.2540.410.00.01	\$909.47
				5/29/2026		
Scrubber Pads		1	0	6155650-0	20.0000.2540.410.00.01	\$627.50
				5/26/2026		
Sealant, Floor Finish		1	0	6156474-0	20.0000.2540.410.00.01	\$3,407.59
				6/4/2026		
Check #: 0						
PO/InvoiceTotal:						\$4,944.56
Vendor Total:						\$4,944.56
Waste Management						
Check Group:						
Garbage Service 6/1/26-6/30/26		1	0	0585636-4076-0	20.0000.2540.322.00.01	\$1,122.29
				6/3/2026		
Check #: 0						
PO/InvoiceTotal:						\$1,122.29
Vendor Total:						\$1,122.29

WeVideo, Inc.

Marengo Community High School District 154

Voucher Detail Listing

Voucher Batch Number: 1398

06/16/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
Long Subscription		1	0	Long 5.20.26	10.0000.1400.300.00.30	\$89.00
P-Card Payee: Harris Bank P-Card				6/10/2026		
Check #: 0						
PO/InvoiceTotal:						\$89.00
Vendor Total:						\$89.00
ZORO.COM						
Check Group:						
OM Supplies		1	0	D Swan 5.20.26	20.0000.2540.410.00.01	\$1,151.22
P-Card Payee: Harris Bank P-Card				6/10/2026		
Check #: 0						
PO/InvoiceTotal:						\$1,151.22
Vendor Total:						\$1,151.22
Grand Total:						\$283,382.66
End of Report						

MARENGO COMMUNITY HIGH SCHOOL DISTRICT 154 VOUCHER

Voucher No: 1398

Voucher Date: 06/16/2026

Prepared By: _____

Printed: 06/24/2026 02:37:31 PM

MARENGO COMMUNITY HIGH SCHOOL DISTRICT 154 is hereby authorized to draw warrants against MARENGO COMMUNITY HIGH SCHOOL DISTRICT 154 funds for the sum of \$283,382.66 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

Fund		Amount
10	Educational	\$149,026.30
20	Operations & Maintenance	\$66,743.67
40	Transportation	\$59,832.35
60	Capital Projects	\$7,780.34
		\$283,382.66

MARENGO COMMUNITY HIGH SCHOOL DISTRICT 154
29-Jun-26

MARENGO COMMUNITY HIGH SCHOOL DISTRICT 154 is hereby authorized to draw warrants against MARENGO COMMUNITY HIGH SCHOOL DISTRICT 154 funds for the sum of xxx,xxx.xx on account of obligations incurred for value received in services and for materials as shown below for the period of June 2026 to be paid on June 29, 2026 not including the second payroll for June

Todd Volkening President

Jodie Kanaly Board Secretary

MARENGO COMMUNITY HIGH SCHOOL - District 154

Jun-26

	District Bills	Payroll 1	Payroll 2 *	P-Cards	EFT/ ACH	Totals
Education Fund	\$ 123,821.84	\$ 275,312.25	\$ 469,712.01	\$ 15,389.72	\$ 9,814.74	\$ 894,050.56
Building Fund	\$ 51,024.69	\$ 15,563.96	\$ 33,073.31	\$ 4,535.41	\$ 11,183.57	115,380.94
Transportation Fund	\$ 57,274.20	\$ 7,079.18	\$ 11,132.88	\$ 2,558.15	\$ -	78,044.41
Retirement Fund		\$ 8,246.45	\$ 18,752.27	\$ -	\$ -	26,998.72
Sub Total	<u>\$232,120.73</u>	<u>\$306,201.84</u>	<u>\$532,670.47</u>	<u>\$22,483.28</u>	<u>\$20,998.31</u>	<u>\$1,114,474.63</u>
Tort Fund						-
Bond Fund						-
Capital Projects	<u>7,780.34</u>			-	-	<u>7,780.34</u>
Totals	<u><u>239,901.07</u></u>	<u><u>306,201.84</u></u>	<u><u>532,670.47</u></u>	<u><u>22,483.28</u></u>	<u><u>20,998.31</u></u>	<u><u>1,122,254.97</u></u>

Marengo CHSD 154
Year to Date Revenue Overview - Operating Funds*
May 2026



Local Revenue

\$6,730,599

60.17% of Budget

State Revenue

\$2,632,387

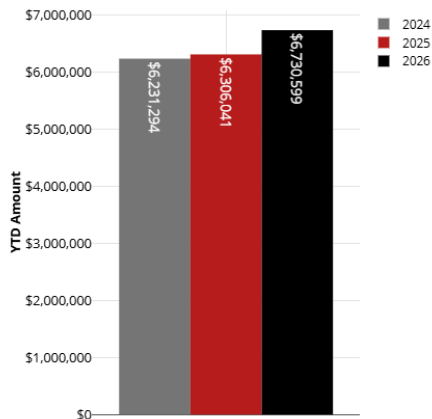
79.38% of Budget

Federal Revenue

\$622,175

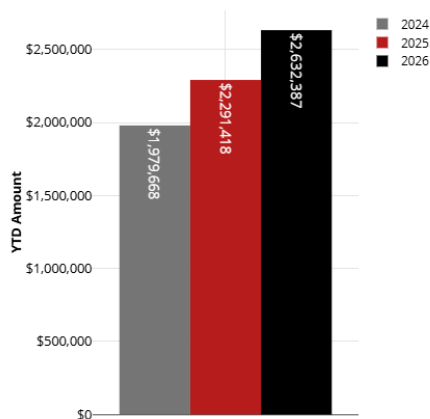
98.02% of Budget

Local Revenue



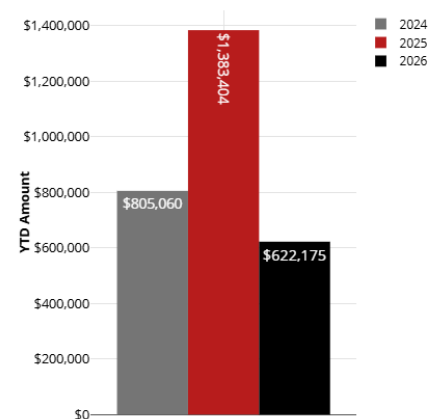
For the Period JUL - MAY

State Revenue



For the Period JUL - MAY

Federal Revenue



For the Period JUL - MAY

	FY 2024 YTD Amount	FY 2025 YTD Amount	FY 2026 YTD Amount	FY 2026 Annual Budget	FY 2026 % YTD Budget
LOCAL REVENUE					
1100 Ad Valorem Taxes	\$4,320,761	\$4,596,198	\$5,144,143	\$9,337,786	55.09%
1200 Payments in Lieu of Taxes	\$990,901	\$657,056	\$642,696	\$669,595	95.98%
1500 Earnings on Investments	\$287,544	\$399,726	\$271,061	\$443,265	61.15%
1600 Food Service	\$215,864	\$213,849	\$184,489	\$215,700	85.53%
1900 Other Revenue from Local Sources	\$171,646	\$149,722	\$207,568	\$195,015	106.44%
ALL OTHER LOCAL REVENUE	\$244,578	\$289,489	\$280,643	\$324,419	86.51%
TOTAL LOCAL REVENUE	\$6,231,294	\$6,306,041	\$6,730,599	\$11,185,780	60.17%
STATE REVENUE					
3000 Unrestricted Grants-in-Aid	\$1,258,013	\$1,546,420	\$1,846,080	\$2,030,687	90.91%
3100 Special Education	\$435,679	\$440,943	\$486,705	\$865,469	56.24%
3300 Bilingual Education	\$21,923	\$20,240	\$17,956	\$25,000	71.82%
3500 State Transportation Reimbursement	\$246,623	\$249,302	\$225,975	\$324,301	69.68%
ALL OTHER STATE REVENUE	\$17,431	\$34,513	\$55,671	\$70,701	78.74%
TOTAL STATE REVENUE	\$1,979,668	\$2,291,418	\$2,632,387	\$3,316,158	79.38%
TOTAL FEDERAL REVENUE	\$805,060	\$1,383,404	\$622,175	\$634,766	98.02%
TOTAL REVENUE	\$9,016,022	\$9,980,863	\$9,985,161	\$15,136,704	65.97%
OTHER FINANCING SOURCES	\$5,236	\$1,025	\$0	\$2,000	0.00%
TOTAL REVENUE & OTHER FINANCING SOURCES	\$9,021,258	\$9,981,888	\$9,985,161	\$15,138,704	65.96%

Revenue Insight:

Operating Funds (excluding transfers) YTD revenues totaled \$9,985,160 through May 2026, which is \$4,297 or 0% more than the amount received last year for this period. The YTD difference is driven by a decrease in 4000 Federal Sources of -\$761,229, an increase in 1000 Local Sources of \$424,558, and an increase in 3000 State Sources of \$340,969.

*Operating Funds = Educational, Operations & Maintenance, Transportation, Illinois Municipal Retirement & Social Security, Working Cash, Tort

Marengo CHSD 154
Year to Date Expense Overview - Operating Funds*
May 2026



Salaries and Benefits

\$9,030,237

88.37% of Budget

Purchased Services

\$1,567,678

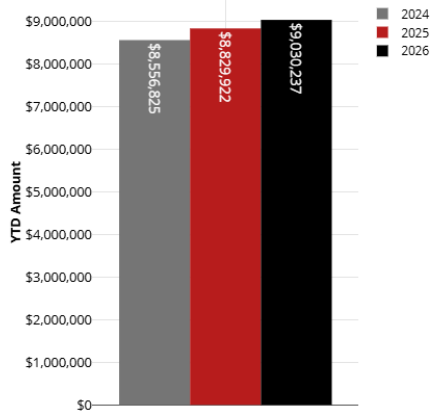
98.64% of Budget

Supplies & Materials

\$1,491,052

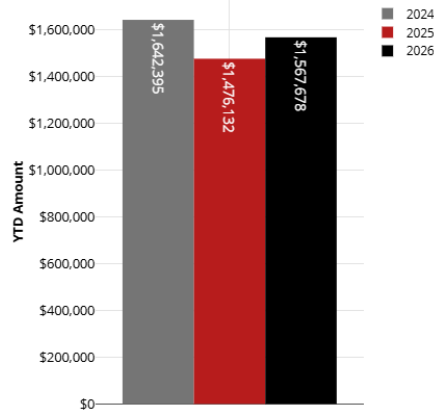
77.65% of Budget

Salaries and Benefits



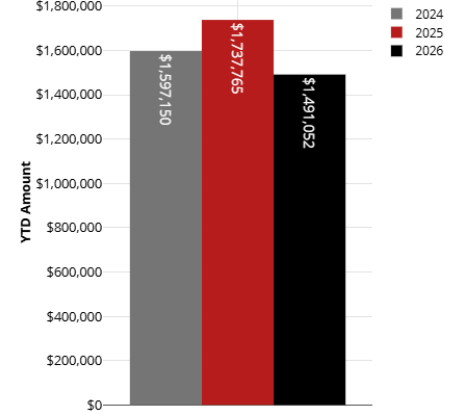
For the Period JUL - MAY

Purchased Services



For the Period JUL - MAY

Supplies & Materials



For the Period JUL - MAY

	FY 2024 YTD Amount	FY 2025 YTD Amount	FY 2026 YTD Amount	FY 2026 Annual Budget	FY 2026 % YTD Budget
SALARIES AND BENEFITS					
100 Salaries	\$6,876,255	\$6,914,790	\$7,025,994	\$7,962,825	88.23%
200 Benefits	\$1,680,570	\$1,915,132	\$2,004,243	\$2,255,775	88.85%
TOTAL SALARIES AND BENEFITS	\$8,556,825	\$8,829,922	\$9,030,237	\$10,218,600	88.37%
OTHER EXPENSES					
300 Purchased Services	\$1,642,395	\$1,476,132	\$1,567,678	\$1,589,366	98.64%
400 Supplies & Materials	\$1,597,150	\$1,737,765	\$1,491,052	\$1,920,268	77.65%
500 Capital Outlay	\$295,265	\$554,419	\$232,449	\$485,000	47.93%
600 Other Objects	\$1,434,227	\$1,650,848	\$1,336,313	\$1,948,066	68.60%
700 Non-Capitalized Equipment	\$210,039	\$193,235	\$102,970	\$175,640	58.63%
800 Termination Benefits	\$0	\$0	\$0	\$0	\$0
TOTAL OTHER EXPENSES	\$5,179,076	\$5,612,399	\$4,730,462	\$6,118,340	77.32%
TOTAL EXPENSES	\$13,735,901	\$14,442,321	\$13,760,699	\$16,336,940	84.23%
OTHER FINANCING USES	\$0	\$0	\$0	\$0	0.00%
TOTAL EXPENSES & OTHER FINANCING USES	\$13,735,901	\$14,442,321	\$13,760,699	\$16,336,940	84.23%

Expense Insights:

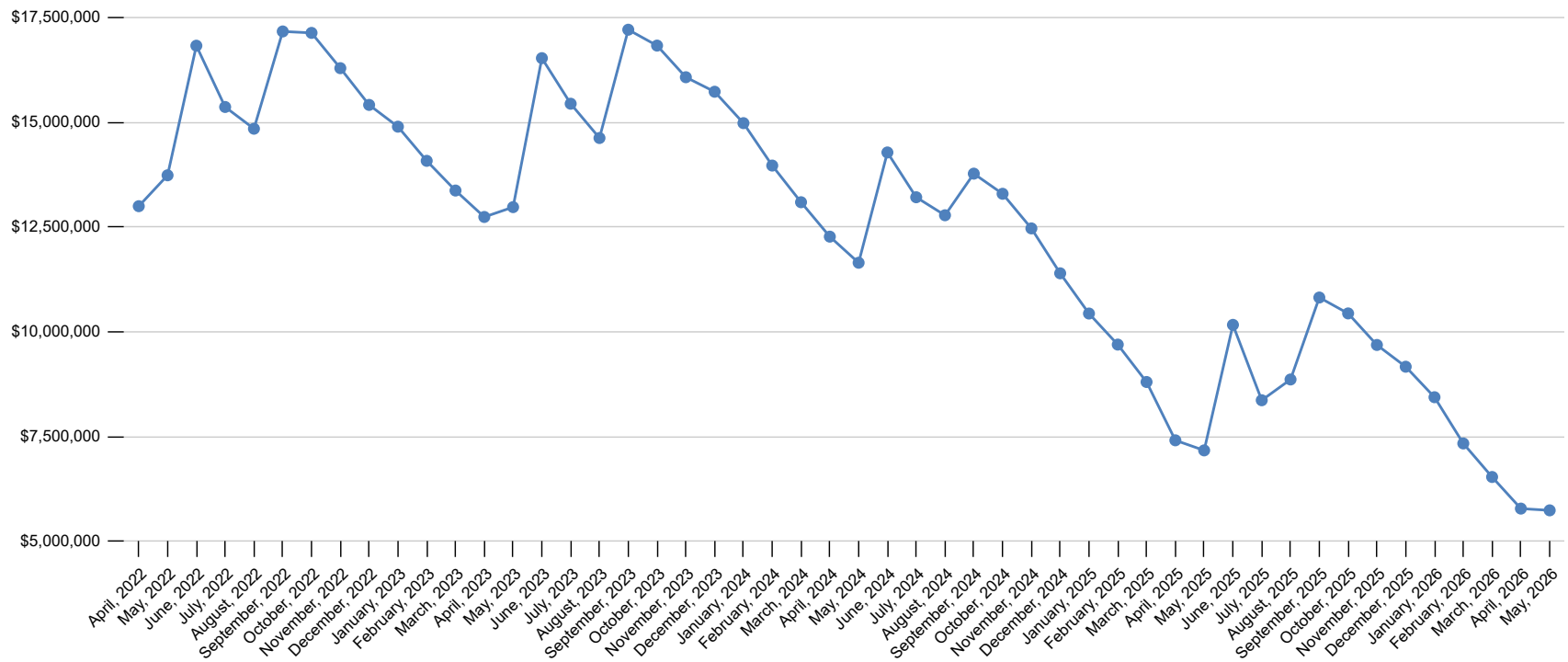
Operating Funds (excluding transfers) YTD expenses totaled \$13,760,698 through May 2026, which is -\$681,625 or -5.0% less than the amount spent last year for this period. The YTD difference is driven by a decrease in 500 Capital Outlay of -\$321,971, a decrease in 600 Other Objects of -\$314,536, and a decrease in 400 Supplies & Materials of -\$246,713.

*Operating Funds = Educational, Operations & Maintenance, Transportation, Illinois Municipal Retirement & Social Security, Working Cash, Tort

MARENGO COMMUNITY HIGH SCHOOL TREASURER'S REPORT

May 2026 NOW Account	TOTAL	EDUCATION	BUILDING	TRANSPORT	RETIREMENT	TORT	SITE
Beginning Balance	\$ 60,910.31	\$ 46,736.34	\$ 8,559.83	\$ 2,815.41	\$ 2,788.31	\$ -	\$ 10.42
Total Receipts + Interest	\$ 1,888,152.57	\$ 1,402,771.22	\$ 144,468.47	\$ 291,787.63	\$ 43,548.38	\$ 5,576.87	\$ -
Total Available	\$ 1,949,062.88	\$ 1,449,507.56	\$ 153,028.30	\$ 294,603.04	\$ 46,336.69	\$ 5,576.87	\$ 10.42
Disbursements	\$ 1,514,166.43	\$ 1,109,981.85	\$ 94,762.22	\$ 276,157.24	\$ 33,265.12	\$ -	\$ -
New CD purchase	\$ -						
Ending Balance	\$ 434,896.45	\$ 339,525.71	\$ 58,266.08	\$ 18,445.80	\$ 13,071.57	\$ 5,576.87	\$ 10.42
Interest earned in the Sweep Account \$4255.36							
	Fund	Acct #	Start Date	Mature Date	Amount	Rate	
	ED	MM80912397			\$ 5,332.50	1.51	
	ED	SWEEP20322773220			\$ 2,080,114.17	1.35	
	ED	PMA1381338	6/11/2025	6/11/2026	\$ 960,400.00	4.02	
	ED	PMA 111436461	7/16/2025	7/16/2026	\$ 950,000.00	4.07	
			Total Education Investments		\$ 3,995,846.67		
	Fund	Acct #	Start	Mature	Amount	Rate	
	BLDG	SWEEP20322773220			\$517,505.26	1.35	
			Total Building Investments		\$ 517,505.26		
	Fund	Acct #	Start	Mature	Amount	Rate	
	TRANS	SWEEP20322773220			\$ 338,599.24	1.35	
			Total Transportation Investments		\$ 338,599.24		
	Fund	Acct #	Start	Mature	Amount	Rate	
	RETIREMENT	SWEEP20322773220			\$ 78,531.69	1.35	
	Fund	Acct #	Start	Mature	Amount	Rate	
	TORT	SWEEP20322773220			\$ 133,777.93	1.35	
	Fund	Acct #	Start	Mature	Amount	Rate	
	SITE	SWEEP20322773220			\$ 241,219.11	1.35	
			TOTAL INVESTMENTS		\$ 5,305,479.90		

TOTAL FUND BALANCE



May, 2022	\$13,734,725.55
May, 2023	\$12,975,387.38
May, 2024	\$11,648,103.27
May, 2025	\$ 7,171,083.71
May, 2026	\$ 5,740,376.35

Summary of account statements for Trust funds

				Included in balances
Fund	Balance as of December 31, 2025	Balance as of May 31, 2026	change in value	Subtractions for scholarships
Edward H and Cora W Pingel Fund est. 1982	\$138,008.87	\$144,201.77	\$6,192.90	
Kooi Education Fund est. 1985	\$1,611,788.74	\$1,699,675.33	\$87,886.59	
Swanson Trust	\$101,866.49	\$108,366.55	\$6,500.06	
Swanson Family	\$99,428.98	\$105,228.12	\$5,799.14	-\$2,000.00
Franks Family	\$178,182.59	\$192,503.20	\$14,320.61	
Emma Thurow Fund	\$450,820.46	\$465,144.75	\$14,324.29	
American Legion 1	\$104,173.57	\$102,279.68	-\$1,893.89	-\$10,000.00
American Legion 2	\$92,815.55	\$98,744.87	\$5,929.32	



MARENGO COMMUNITY HIGH SCHOOL

District #154

110 Franks Road Marengo, Illinois 60152

Phone 815-568-6511

www.mchs154.org

Fax 815-568-6510

David N. Engelbrecht, Ed.S.
Superintendent

Mr. Jay Mullens, Ed.S.
Principal

June 29, 2026

To: Regional Superintendent of Schools of McHenry County

From: Marengo Community High School District 154 Board of Education

NOTICE OF APPOINTMENT OF SCHOOL TREASURER

Please be advised that the Board of Education of Marengo Community School District No. 154 of McHenry County, Illinois, has this day, in compliance with the provisions of 105 ILCS 5/8.1 of the School Code of Illinois, appointed Jennifer Kasch, whose address is 21115 Peggy Ct., Marengo, IL, as our School Treasurer for a term of one year, beginning on July 1, 2026, and ending on June 30, 2027.

Complying with the provisions of 105 ILCS 5/8.2 of the above-mentioned Statutes, we have fixed the amount of bond for the treasurer at \$2,000,000.00, which said bond, being a surety bond, we have duly approved, and one copy of said bond is herewith transmitted to you for your approval and files. Second copy to be approved and returned to the school district.

President

Secretary

School District No. 154, McHenry County, Illinois

Name of firm or persons acting as Surety on Bond: _____

Term of bond: From July 1, 2026, to June 30, 2027.

Name and address to which checks are to be mailed: Jennifer Kasch
110 Franks Road
Marengo, IL 60152

eGrant Management System

Printed Copy of Application

Applicant: MARENGO COMM HS DIST 154

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: MARENGO COMM HS DIST 154

Date Generated: 6/17/2026 4:00:06 PM

Generated By: dne154

Overview

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

PROGRAM:

Consolidated District Plan

PURPOSE:

The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

BOARD GOALS:

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

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

FY 2027

Included

Programs:

Title I, Part A - Improving Basic Programs

Title I, Part A - School Improvement Part 1003

Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

EL - Bilingual Service Plan (BSP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

Foster Care Transportation Plan

LEGISLATION:

[Every Student Succeeds Act \(ESSA\)](#)

[Individuals with Disabilities Education Act](#)

[Rehabilitation Act](#)

[Strengthening Career and Technical Education for the 21st Century Act](#)

[Workforce Innovation and Opportunity Act](#)

[Head Start Act](#)

[McKinney-Vento Homeless Assistance Act](#)

[Adult Education and Family Literacy Act](#)

[105 ILCS 5/Illinois School Code Article 14C. Transitional Bilingual Education](#)

[23 Illinois Administrative Code 228 Transitional Bilingual Education](#)

DUE DATE:

District plans must be submitted to the Illinois State Board of Education and approved before any FY 2027 grant applications for included programs can be approved.

Submission by April 1 is recommended.

DURATION:

The District Plan is submitted for the school year 2026-2027 and must be updated annually thereafter.

AMENDMENTS:

Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.

INSTRUCTIONS:

Instructions in PDF format

COMMON ABBREVIATIONS:

ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended)

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

1. Contact Information for Person Completing This Form

Last Name*

Amendt

Phone*

815 568 6511

Extension

First Name*

Julie

Middle
Initial

Email*

amendtj@mchs154.org

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)

If a barrier presents itself in which equitable program participation of students, teachers, and other beneficiaries with special needs are affected, the District will address each issue using District policy and problem solving strategies. We will meet with the stakeholders about the barriers impacting equitable program participation and then problem solve solutions to remove the barriers.

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:

83

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

Amendt

First Name

Julie

Middle Initial

Phone

815 568 6511

Extension

1333

Email

amendtj@mchs154.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

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)

As the main coordinator for all of these grants, I will continue the process I have always used. I will complete a needs assessment with the District Improvement team, teachers, students and Administration to identify the areas where funding needs should be directed. I will ensure that resources needed will compliment what we currently have as well as what will benefit the majority of students. I will monitor the progress and components of each of these grants to ensure that the funding is making a difference.

Response from the approved prior year Consolidated District Plan.

As the main coordinator for all of these grants, I will continue the process I have always used. I will complete a needs assessment with the District Improvement team, teachers, students and Administration to identify the areas where funding needs should be directed. I will ensure that resources needed will compliment what we currently have as well as what will benefit the majority of students. I will monitor the progress and components of each of these grants to ensure that the funding is making a difference.

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)

ddd

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.

Panorama SEL Screener

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 show an achievement gap between Low Income versus non-Low Income. Our gap is slightly more than the state's average gap. Another need is to offer more courses and support for NewComers within our TBE part time program. For next year it was determined that a strategy to address the need would be to create an ELA Intervention position that is focused on students who are EL or other students not making academic progress due to a skill deficit in reading and writing, and/or need for a credit recovery. Many of these struggling students are Low Income and it is important to close the achievement gap between LI and nonLI. General education students who are struggling with reading and writing skills will be assigned to a Tier 3 Intervention with the ELA Interventionist. NewComers and those with ACCESS scores of 1-2.5 will also be placed in the Tier 3 Intervention. A key PD opportunity for staff will be the certification of the Interventionist as an ESL teacher. The Interventionist will work with general education teachers to support the needs of the EL and NewComer 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 assessment results (IAR scores from 8th grade) indicate a need for incoming 9th graders to improve their reading and writing skills. The majority of the students struggling with reading and writing are not eligible for special education. The students do fail and fall behind when they are not given the appropriate support. The Literacy Studies 9 class was supported by the ELA Interventions and the an English teacher last year. Smaller class sizes have proven to be a better setting for students who do struggle with reading and writing. According to the 202 Report card, 94.1 % of 9th graders were on track for graduation. Title II funds allow us to create a smaller class size for

students at risk of failing due to deficiency in reading and/or writing.

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 indicate a need to monitor the whole child (grades, test scores, attendance, behavior, missing assignments). The best way we have found to do this quickly is through the use of the Panoram Dashboard and survey system. The survey system provides us with information gathered via a pre and post survey. We are able to address a student's social emotional needs sooner than later. The Dashboard gives us a daily update of any individual student's progress whether it be good or no. MTSS looks at the dashboard twice a month and it allows us to see which students are struggling the most. Title IV funds allow us to pay a portion of the Panorama cost.

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

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

Needs assessment results are similar to years past. Funds assist in paying salaries and benefits for para-educators, tuition costs to Intergovernmental agencies, contract costs for outsourced related services. Finally, funds are used so that special education staff can receive PD necessary for their position.

L. IDEA, Part B - Preschool

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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)

Response from the prior year Consolidated District Plan.

The Reading Specialist met with Literacy Studies teachers and the English Special Education teacher twice a month to address the needs of the student and teachers. Goals and plans for the upcoming year were decided in May. The Reading Specialist will be spending more time working individually with students who have Dyslexia and those in Tier 3 Interventions. The Literacy Plan will be a component in Professional development. She will be working with individual teachers to support content. The math intervention team (via MTSS) met twice a month to address the needs of the students and the teachers. Goals for the upcoming year were discussed during the meetings held in the Spring. In this meeting we did hear about what instructional materials would be needed for this at-risk group of students. Based on information from our Advanced Ed Report, student data and the school report card, the team was able to create measurable goals centered around ISBE's expectations. This team was also able to determine the type of Professional Development needed for staff, interventions for students who struggle and steps for School Wide. The 5 Essential Survey completed by parents was evaluated for information that pertains to the grants. Quarterly, the Bilingual Parent Advisory Committee and Parent Advisory Committee meet to discuss educational needs, concerns, discussion of how Title 1 funds can be spent to enhance education for EL students 10/24/24 & 1/16/25

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

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

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

([count] of 7500 maximum characters used)

Response from the prior year Consolidated District Plan.

The district includes parents and family members in the development of LEA plans in multiple ways. BPAC meetings four times a year. A Parent Advisory group meets monthly to discuss current proposals, give feedback on programs, offer suggestions. Parents have the opportunity to complete two different survey's during the year from the high school. Parents have the opportunity to complete the 5 Essential survey from the state of Illinois. last school year the District completed the 5 year accreditation process in which parents were interviewed and results were shared. Information from each of these sources is evaluated and discussed by the District Improvement Team and Building Leadership team. New plans, goals, and changes are made based on this information.

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

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

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

([count] of 7500 maximum characters used)

Response from the prior year Consolidated District Plan.

The LEA engages parents and families via multiple modalities. We have a Facebook and Twitter page. We have recently updated our web page in which we now have a mobile app that is easy to use. Our Infinite campus webpage has a parent portal in which parents can access their students grades, assignments, and attendance. We offer help sessions to parents multiple times during the year and will meet individually with parents if they struggle with this technology. The LEA holds a Open House night in August in which parents follow their child's schedule and they get to meet the teacher and hear the expectations of the class, preferred communication mode, and homework expectations. We have a Fall parent conference day. We have a Freshman orientation night in February for all incoming 9th graders and then there are two other information meetings before school starts so that parents can learn how to access Infinite Campus, google classroom, get a tour of the building and learn about the expectations of the school, along with discipline, attendance and grading policies. The District has hired a Spanish Translator who meets parents at the door to facilitate communication with non-spanish speaking staff members. Additionally this position also translates information that goes home in writing.

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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



Parent and Family Engagement

ESEA Section 1116(a)(2)

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

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

Resources:

[U.S. Department of Education-Parent and Family Engagement Non-Regulatory Guidance](#)
[Title Grants Administration Parent and Family Engagement Website](#)
[Parent and Family Engagement Policy Template](#)

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

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

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

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

How To Upload A File

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

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

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

*Required field

Private School Participation

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

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

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

Will Private Schools participate in the Program?

☐ Yes ☒ No

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Westminster Christian Schoc	☐	☐ 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
Marian Central Catholic HS	☐	☐ Yes ☒ No Number of Low-Income Student(s): 0	☐ Yes ☐ No Total Enrollment Number Student(s): 	☐ Yes ☐ No Total Enrollment Number Student(s): 	Choose File No file chosen nonpublic consult Marian FY27.pdf
Harvest Christian Academy	☐	☐ 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
Trinity Oaks Christian Acade	☐	☐ Yes ☒ No Number of Low-Income Student(s): 0	☐ Yes ☐ No Total Enrollment Number Student(s): 	☐ Yes ☐ No Total Enrollment Number Student(s): 	Choose File No file chosen Trinity Oaks Marengo.pdf
American School of correspo	☐	☐ Yes ☒ No Number of Low-Income Student(s): 0	☐ Yes ☐ No Total Enrollment Number Student(s): 	☐ Yes ☐ No Total Enrollment Number Student(s): 	Choose File No file chosen 2026-2027 American School Title I form.pdf

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)

No Preschool Program as we are a High school District only.

Response from the approved prior year Consolidated District Plan.

No Preschool Program as we are a High school District only.

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)

Response from the prior year Consolidated District Plan.

MCHS is a comprehensive high school district. We provide a continuum of services to students so they can be educated in the least restrictive environment. Class offerings are both college and career bound students. There are a variety of resources available to all students so they can become as successful as they want in preparation for post-secondary, career or military. Title 1 algebra and English classes are offered for those whom are identified as being at risk of failure. The district has hired a Math Interventionist to provide interventions to both general education and special education students that are academically struggling. This Interventionist, was also hired to support the fidelity of MTSS. There is a second Interventionist being hired so they can both provide support to our staff on ways to better support our students in the classroom through various instructional strategies and research based practices. Assisted Study Hall is offered specifically for these students who struggle with organization and/or academic work completion. There are seven different special education programs offered at MCHS for a continuum of services. The District contracted with a Reading specialists to provide professional development and individual student interventions. The District hired a second Social worker to support the needs of students. Social Emotional Lessons are completed weekly via an Advisory (homeroom) setting.

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)

Response from the prior year Consolidated District Plan.

The District has a team that convenes bi-monthly to evaluate all student's progress within the building. Students are identified through a variety of tools to proactively address any social emotional or academic concerns. Incoming freshman (8th graders) take the PSAT 8/9 in December. That data, along with 8th grade teacher recommendations are used to identify students who are at risk of failure. These students are then invited to summer school math and/or English for an intervention. These students are then placed in 9th grade math or English classes based on their performance and recommendation of the teachers. Current 9th-12th graders placed in a Title 1 Math, English or Assisted Study hall/Numeracy Lab and are monitored continually through formative and summative assessments and provided the appropriate intervention to address areas of weakness. A SEL screener is given twice a year (Panorama) to assist the school in identifying at risk students. Social Emotional Groups are provided through school counselors for students who are at risk of failure and whom may or may not have academic issues. These students are monitored for progress via the Program Counselor. This year we will use the Student Success Platform in Panorama which is integrated with our student information system to evaluate behavior analytics, Core assessments and Interventions and Progress Monitoring in real time.

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

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

DO NOT use special characters, 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)

Response from the prior year Consolidated District Plan.

1) Assisted study Hall for students failing two or more academic classes. 2) A reading specialist works individually with students in relation to specific reading issues and she uses content and assignments from classes where they are struggling to be successful. 3) Parents are informed via Infinite Campus weekly if there child fails an assignment or is failing a class. 4) Counselors meet with struggling students to discuss plans for improvement. 5) Procedures are in place to recommend students to the Multi-tiered System of Supports Team. 6) Credit recovery is available to students per recommendations and qualifications. 7) Numeracy Lab is a math study hall to assist individual students who are struggling to meet the State academic standards. 8) Academic Support Wednesday's weekly to support all students who are failing any class. Transportation and lunch are provided. 9) Groups of 6-8 students meet with School Counselors to support academic, emotional or social skills. 10) Homework club is provided Monday-Thursday after school and transportation is provided two days a week. 11) A Math Interventionist was hired to provide individual or group instruction to identified students. This person has been designing interventions and progress monitoring students. 12) Second Social Worker hired to work with Special Education and 504 students. 13) Need to hire a new Translator to help students with emerging language. This position goes into classes and provides resources to the student(s) and teachers(s). 14) ALOP created last year to meet the needs of students who don't fit the traditional classroom mold. This is for students who are motivated to complete high school via a computer credit recovery program. 15) An ELA Interventionist was hired to provide individual or group instruction to identified students. This person will be designing interventions and progress monitoring. They are also working towards getting their EL endorsement so they can provide support and services to our EL population.

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)

Response from the prior year Consolidated District Plan.

1) A Reading specialist provides ongoing professional development to every content area. This PD is specific to the content area and issues that she and/or the teachers are seeing students struggle to do. 2) A Math specialist provides ongoing professional development to the math department. This PD is specific to implementing the common core standards and teaching strategies that will help all students learn the math concepts. 3) An In-house instructional coach works with individual teachers to implement strategies and interventions to struggling students. 4) Teachers whom go to conferences and workshop must present to all staff what they learned 5) A team of people are attending round table topics related to Social Emotional learning Standards and Trauma Informed practices. 6) A second Social Worker was hired in 23-24 to help improve student learning for students who are struggling emotionally. 7)) An ELA specialist hired for 25-26 will provide ongoing professional development to our English Department. This PD will be specific to implementing the Illinois State Learning Standards. They will also be providing the staff with PD on instructional practices and ways to better support our EL population.

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)

Response from the prior year Consolidated District Plan.

The District has identified that we need an ESL teacher on staff that can provide components of a TBE program. The position was posted for last September but at this time we have not had people apply for the position. The District's EL population increased from 19 in 2022 to 47 in 2023 and 53 in 2024. The district hired a Spanish speaking paraprofessional to go into the various classes of our EL students in order to provide them with translation and extra support. Classes with the Spanish speaking Paraprofessional and other certified MCHS were created in order to teach our EL population at their appropriate academic levels. While this is not a permanent solution, that would be hiring an ESL Teacher, it is what the district could do with the resources it had available to them. The ESL Teacher position is still posted. First, all teachers at MCHS are highly qualified for the positions they are in. All teachers are evaluated per the schedule established by ISBE. All Administrators are trained in the Danielson model to determine the effectiveness of both non-tenured and tenured teachers.

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)

Response from the prior year Consolidated District Plan.

On an annual basis all students are taught library skills and research in digital and paper copy via the English Department.

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.

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)

Response from the prior year Consolidated District Plan.

The District identifies gifted and talented students through a variety of ways. If a student is gifted we receive that information from their records when they register. We list accelerated classes in Infinite Campus. Infinite campus then reports the students who are identified as accelerated. We use PSAT 8/9, 10, and SAT 11 scores, grades, and teacher recommendation for classes. Students whom are identified as gifted and talented have the option to take Honors, Humanities, and AP courses beginning their freshman year. These students also have the option of taking college classes of IVHS classes at no cost if we do not offer the level of class they need. MCHS offers student access to college credit courses through MCC. They can do so by taking either Articulated courses or Dual Credit Courses.

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]

Response from the approved prior year Consolidated District Plan.

Middle School students begin their transition process to the high school when we evaluate their MAP scores and teacher recommendations. Results of this test help the High School Guidance Counselors develop a plan of classes in the Fall. Students who do not score above a certain level are invited to attend Freshstart Math and/or English. This is an opportunity for students to become acclimated to the high School building and students from one of the other two districts. Eighth grade students also come to the high school during the Spring and tour the Career and Vocational program that we offer. This is to help them understand what they could take for electives. Finally, the day before school starts all Freshman are participating in a Freshman Orientation day. Student's are here for the full day and are grouped with other 9th graders and two 12th graders. Team building activities, Get to know you activities, lunch, lockers and daily schedule are all practiced this first day. During the following year the Freshman continue to meet with their Mentors for planned activities which are intended to help them become more comfortable and acclimated to the high school. During high school, each grade has specific activities they must do as part of the transition to life after high school. The district invites a variety of outside business people into the building to provide information to students regarding specific career options. Additionally, military recruiters and college recruiters visit the school to meet with interested students. School Guidance Counselors maintain a record of all the steps a high school student needs to take to prepare themselves for college or career readiness. Teachers are incentivized to earn their Master's degree in their content area so they can be considered a dual credit teacher.

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

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

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

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

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

[(count) of 7500 maximum characters used]

Response from the approved prior year Consolidated District Plan.

A) The District supports a full range of career and technical education which also promote or are promoted by the academic areas. All classes earn either an elective, academic or dual credit. The District offers agriculture, floral design, engineering, welding, autos, auto body, business, nursing, foods/catering, accounting, construction, CADD, welding, and 3d printing in support of career and technical education. In doing the ESSA gap analysis we have 9 teachers in this specific area because we believe in the need for a continuum of career and vocational experiences for students. In each of these classes there is the opportunity for work-based learning and work based state competitions (Skills USA). There is a full range of students who participate in these programs. Often, students whom are free and reduced and at risk of failing are in these classes. It should be noted that at-risk students do not typically fail these classes as they are actively engaged. In these classes there is a full academic curriculum that promotes reading and math skills. Any teacher in these classes, who identify a student struggling with math or reading can receive support from a Reading specialist or they can have the student work with the reading specialist. B) In the Nursing program, students have the opportunity to be able to graduate with their CNA certification. To achieve this, student in the program must complete clinical hours at a designated Nursing Home for a set number of hours. This program now has a 4 year pathway per ISBE requirements. In the Autos program, students have the opportunity to earn dual credit in either the Auto Body program or the Mechanic program. In the Foods program, once students are in Foods III they begin working in a catering business that is run by the school. Students cater school function and non-school functions as way to learn the business. Students are also tied into a local restaurant or the school cafeteria if they are able to have employment. In the Agriculture program, students are actively engaged throughout the year in competitions and agriculture business ventures. Students can earn a Biology credit in the Ag program by taking Animal Sciences. The District has an ongoing relationship with businesses in Marengo so that we can also support the needs of the community. Very often a student will do an internship and then become employed.

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

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

G. Title III - LIEP

H. Title III - ISEP

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

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

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

L. IDEA, Part B - Preschool

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]

Response from the prior year Consolidated District Plan.

Data from the School Discipline report will be evaluated by the DIP team this fall for incidences of bullying and harassment and reduction of the overuse of discipline practices that remove students from the classroom. PD about trauma informed practices and identifying bullying will be provided. WE will be providing PD on classroom management techniques, empathy and social emotional skills. PBIS incentives will be used to reward students for a variety of different topics that change from month to month (ie, no tardies, perfect attendance for the month, etc...). Families considering withdrawing from school to do HomeSchool will be informed and encouraged to enroll their student in the ALOP program before deciding to Home School.

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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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]

Response from the prior year Consolidated District Plan.

Once a family has registered as Homeless with the Director of Student Services, we will provide any necessary instructional materials and waive any fees necessary, and provide any transportation needed to support the enrollment, attendance, and success of homeless children and youth. Our Student Services office has created a closet for students and families that are in need. The closet provides them with clothing, shoes, outerwear, hygiene products, and other essentials.

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 - MARENGO HIGH SCHOOL	☐	☐	☐	☐	

Describe anticipated Reorganizations: _____

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.

☐	
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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)

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)

Response from the approved prior year Consolidated District Plan.

The schoolwide programs being provided is specific to the Literacy Studies 9 and 10, Principles or Transitions of Algebra and Geometry Class (9th, 10th), Assisted Study Hall and Homework Haven (9th-12th). Instruction in these classes is designed for those students whom are identified as being at risk of failure and/or behind in reading and/or math. The instructional classes are all aligned to the Common Core. They all have small class sizes and additional personnel support for services based on individual student need. Additional support in the classroom. Assisted Study Hall and Homework Haven are for student whom are failing one or more classes. For students missing 10 or more assignments they must stay on after school on Tuesday's and Thursday's. Parental and student contact is made by Student Services staff. It is a smaller setting with more academic support and progress monitoring. Extra support implemented in these target assistance areas are a Reading specialist who works specifically with the teachers in the aforementioned classes as well as students in these classes. Additionally, all of these classes listed are designed with low class sizes as well as a co-teacher or para-educator support. In addition to our Reading Specialist, our Math Interventionist also works with both students and staff in the Principals and Transitions of Algebra and Geometry courses to provide them with instructional practices, progress monitoring, and support.

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, numberedor 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)

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

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

*Required field

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)

Response from the approved prior year Consolidated District Plan.

The needs assessment guides all grant activities. Specific instructions from the Reading Specialist to assist students as well as teacher is needed to support academic growth. Also, due to our small population, we don't have programs available to meet the needs of all students with disabilities. Therefore, students need to be tuitioned out to other locations so they can receive services. To reduce the number of the students who go outplaced, an additional Interventionist is hired for the upcoming school year to support students and teachers within MCHS. This is an intervention to prevent students from needing to be out places. Finally, Para-educators are needed to support students in both general education and special education settings.

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)

Response from the approved prior year Consolidated District Plan.

The IDEA grant will pay a portion of para-educator salaries to support students in general education classes. A portion of a contract cost to PD and direct services from the Reading Specialist, a portion of contract costs for related services, instructional materials and professional development for Special education staff. CEIS funds will be used to pay a portion of the new Interventionist's salary and benefits.

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)

Response from the approved prior year Consolidated District Plan.

This year we will be using CEIS funds from 24-25 and 25-26 to hire an Interventionist that will help us reduce the number of white students being outplaced.

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)

*Required field

Overview

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

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

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

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

Contact Information

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

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

- 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*
Amendt	Julie	Director of Special Education & Student Services	amendtj@mchs154.org
Phone*			
815	568	6511	

☐ [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*
Thorson	Lori	Director of Transportation	thorsonl@mchs154.org
Phone*			
815	568	7330	

☐ [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.

Determining the best interest of the affected child for placement will be done by appropriate District personnel, Foster care personnel and any one else who has direct involvement and knowledge of the student. District personnel will include the Transportation Director, and Principal or Director of Special Education. If the best interest determination decisions is that the student will remain in the current school, the foster care point of contact will notify the school of origin transportation designee, who will then assist the child welfare agency worker in arranging transportation. Due to the mobility rate of youth experiencing foster care, all efforts will be made to keep foster care youth in the school of origin. Factors we would also consider would be family and friend ties to the school and community of origin, proximity of other locations that the student could attend if reasonable, and programming needs. If the child moves to a new residence and is not in the same school zone, the foster care point of contact will be notified and be invited to participate in the best interest determination. Additional factors we will consider will be: How long is the placement expected to last and what is the permanent plan? How many schools has the child attended this year? The past few years? How strong is the child academically? Which school does the child prefer? Why? Does the child have siblings placed in the school? Other safety issues to consider? Does the child have positive peer relationships? Connection to staff? Would the timing of a transfer coincide with a logical juncture such as after testing, end of semester, or end of the school year? How would the length of commute impact the child? Does the youth have any anxieties about the upcoming move or changes in his/her life?

Response from the approved prior year Consolidated District Plan.

Determining the best interest of the affected child for placement will be done by appropriate District personnel, Foster care personnel and any one else who has direct involvement and knowledge of the student. District personnel will include the Transportation Director, and Principal or Director of Special Education. If the best interest determination decisions is that the student will remain in the current school, the foster care point of contact will notify the school of origin transportation designee, who will then assist the child welfare agency worker in arranging transportation. Due to the mobility rate of youth experiencing foster care, all efforts will be made to keep foster care youth in the school of origin. Factors we would also consider would be family and friend ties to the school and community of origin, proximity of other locations that the student could attend if reasonable, and programming needs. If the child moves to a new residence and is not in the same school zone, the foster care point of contact will be notified and be invited to participate in the best interest determination. Additional factors we will consider will be: How long is the placement expected to last and what is the permanent plan? How many schools has the child attended this year? The past few years? How strong is the child academically? Which school does the child prefer? Why? Does the child have siblings placed in the school? Other safety issues to consider? Does the child have positive peer relationships? Connection to staff? Would the timing of a transfer coincide with a logical juncture such as after testing, end of semester, or end of the school year? How would the length of commute impact the child? Does the youth have any anxieties about the upcoming move or changes in his/her life?

- 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.

If this is a student with a disability and has an IEP or 504, the Director of Special Education will be involved to ensure that the Transportation Plan in the IEP or 504 is being followed. Students who are in Foster care or are identified as IDEA or 504 eligible will have educational services as determined by the IEP or 504 plan to ensure there is not an interruption to the student's education or services. The Special Education team will be included in the BID. The need for consistency must be considered when making a determination in the best interest of the student. Consideration also needs to be given to the individual needs of the student and what educational program each district can provide.

Response from the approved prior year Consolidated District Plan.

If this is a student with a disability and has an IEP or 504, the Director of Special Education will be involved to ensure that the Transportation Plan in the IEP or 504 is being followed. Students who are in Foster care or are identified as IDEA or 504 eligible will have educational services as determined by the IEP or 504 plan to ensure there is not an interruption to the student's education or services. The Special Education team will be included in the BID. The need for consistency must be considered when making a determination in the best interest of the student. Consideration also needs to be given to the individual needs of the student and what educational program each district can provide.

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

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

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

The Director of Special Education is also the Bilingual Director so she will be involved to ensure that the legal requirement for children who are English Learners is being followed. Factors we would consider are available resources at the school of origin in comparison to local schools. Transportation time and appropriateness of programs. An interpreter will be used to ensure parents and students that are Spanish speaking will be able to understand and ask questions.

Response from the approved prior year Consolidated District Plan.

The Director of Special Education is also the Bilingual Director so she will be involved to ensure that the legal requirement for children who are English Learners is being followed. Factors we would consider are available resources at the school of origin in comparison to local schools. Transportation time and appropriateness of programs.

- 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 dispute process for any disagreements amongst parties will start with a formal complaint to the District, DCFS or ISBE. First, a meeting to discuss the issue should be had so that all parties can be heard in a face to face location. Compromises are best done when everyone knows the laws and the limits of the other parties. Ultimately DCFS has the final say if a resolution cannot be determined.

Response from the approved prior year Consolidated District Plan.

The dispute process for any disagreements amongst parties will start with a formal complaint to the District, DCFS or ISBE. First, a meeting to discuss the issue should be had so that all parties can be heard in a face to face location. Compromises are best done when everyone knows the laws and the limits of the other parties. Ultimately DCFS has the final say if a resolution cannot be determined.

- 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.

Teachers who have Youth in Care students will be informed of the current status and needs of the student so as to build the best educational experience.

*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.

Determining the best interest of the affected child for placement will be done by appropriate District personnel, Foster care personnel and any one else who has direct involvement and knowledge of the student. District personnel will include the Transportation Director, and Principal or Director of Special Education. Factors that we would consider are IEP requirements and needs, age of the student versus length of the transportation route, safety equipment, and anything else DCFS says we should consider.

Response from the approved prior year Consolidated District Plan.

Determining the best interest of the affected child for placement will be done by appropriate District personnel, Foster care personnel and any one else who has direct involvement and knowledge of the student. District personnel will include the Transportation Director, and Principal or Director of Special Education. Factors that we would consider are IEP requirements and needs, age of the student versus length of the transportation route, safety equipment, and anything else DCFS says we should consider.

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
Use of private transportation options - School Bells

- ☐ 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.

Determining the best interest of the affected child for placement will be done by appropriate District personnel, Foster care personnel and any one else who has direct involvement and knowledge of the student. District personnel will include the Transportation Director, and Principal or Director of Special Education. Factors that we would consider are IEP requirements and needs, age of the student versus length of the transportation route, safety equipment, and anything else DCFS says we should consider. Cost Sharing with other Districts, using local funds, and using IDEA or Title 1 funds will be considered

Response from the approved prior year Consolidated District Plan.

Determining the best interest of the affected child for placement will be done by appropriate District personnel, Foster care personnel and any one else who has direct involvement and knowledge of the student. District personnel will include the Transportation Director, and Principal or Director of Special Education. Factors that we would consider are IEP requirements and needs, age of the student versus length of the transportation route, safety equipment, and anything else DCFS says we should consider.

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 dispute resolution process that will be used if either the District or DCFS has difficulty coming up with an agreement on how to provide transportation will follow already established procedures held by each agency. Before it ever gets to that point we would have multiple face to face conversation so that both parties could be heard and a compromise found.

Response from the approved prior year Consolidated District Plan.

The dispute resolution process that will be used if either the District or DCFS has difficulty coming up with an agreement on how to provide transportation will follow already established procedures held by each agency. Before it ever gets to that point we would have multiple face to face conversation so that both parties could be heard and a compromise found.

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.

While disputes are being resolved, the student will receive their education and the School of Origin is responsible for the transportation costs while all disputes are being resolved

Response from the approved prior year Consolidated District Plan.

While disputes are being resolved, the student will receive their education and the School of Origin is responsible for the transportation costs while all 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.

For a student who is already enrolled and becomes eligible for a transportation plan: First, I will initiate the plan with the Director of Transportation and DCFS case worker. We will then notify all school personnel and all support staff of the plan for the student via email and in person contact regarding the plan. All school personnel, including all support staff will be provided staff development regarding the process for initiating a transportation plan if they become aware of a student who is eligible for services at the beginning of the school year.

Response from the approved prior year Consolidated District Plan.

For a student who is already enrolled and becomes eligible for a transportation plan: First, I will initiate the plan with the Director of Transportation and DCFS case worker. We will then notify all school personnel and all support staff of the plan for the student via email and in person contact regarding the plan. All school personnel, including all support staff will be provided staff development regarding the process for initiating a transportation plan if they become aware of a student who is eligible for services at the beginning of the school year.

*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

83 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*

Phone*

First Name*

Middle
Initial

Email*

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

83 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.

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

PROFESSIONAL DEVELOPMENT ACTIVITIES

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

*The required professional development will be provided.

☐ Yes

☒ No

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

*Required field

BSP TBE RequirementsInstructions

83 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 ☐

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30(c)(3).

Yes ☒ No ☐

Does your district have a full-time TBE Spanish program?

Yes ☐ No ☐

Does your district use Spanish Language Arts Standards?

Yes ☐ No ☒

*Required field

TBE Parent Advisory CommitteeInstructions

83 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 ☐**Please check all that apply to the districts Bilingual Parent Advisory Committee (BPAC).**

The district attests that:

- ☒ The BPAC meets at least 4 times a year.
- ☒ The BPAC minutes, bylaws, and attendance information is maintained by the district.
- ☒ The BPAC reviews the bilingual service plan and EL-EBF plan annually.
- ☒ The BPAC is composed of a majority of TBE parents.

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

We schedule meetings but typically only 2 of the 4 meetings have people attend. However, the majority of our EL students have English speaking parents and their children have had the EL status since elementary. I have collaborated with the Bilingual Director in our elementary feeder school to attempt to bridge these gaps. We have offered virtual and in person options.

Board Approval, Certification, and AssurancesInstructions

- ☐ 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.

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Grant Application Certifications and AssurancesInstructions

- ☒ 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 Educations 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.

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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.

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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.

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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:

4/23/2026

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

☒ Expand All

Consolidated District Plan

Page Status

**Open Page
for editing**

[Consolidated District Plan](#)

Contact Information			OPEN	☐
Needs Assessment and Programs			OPEN	☐
Plan Specifics				
Needs Assessment Impact		OPEN		☐
Stakeholders		OPEN		☐
Parent and Family Engagement		OPEN		☐
Private Schools Participation		OPEN		☐
Preschool Coordination		OPEN		☐
Student Achievement		OPEN		☐
College and Career		OPEN		☐
Professional Development		OPEN		☐
Safe Learning Environment		OPEN		☐
Title I Specific Pages				
Title I Specific - Part One	OPEN	☐		
Title I Specific - Part Two	OPEN	☐		
IDEA Specific Requirements			OPEN	☐
Youth in Care Stability Plan				
Youth in Care Stability Plan Contacts	OPEN	☐		
Best Interest Determination Plan	OPEN	☐		
Youth In Care Transportation Plan	OPEN	☐		
Bilingual Service Plan				
BSP Plan Specifics				
BSP Program Contact	OPEN	☐		
Attendance Center Enrollment Information	OPEN	☐		
BSP Professional Development	OPEN	☐		
BSP TBE Requirements	OPEN	☐		
BSP Parent Advisory Committee	OPEN	☐		
Assurance Pages				
Plan Assurances		OPEN		☐
State Assurances		OPEN		☐
Debarment		OPEN		☐
Lobbying		OPEN		☐
GEPA 442		OPEN		☐
AssurancesText		OPEN		☐

Save

Recognition of 2026 IHSA Girls State Track & Field qualifying Athletes.

Ava Frederick
Caelan Nolen
Olivia Walter
Mikayla Barry

Recognition of 2026 IHSA Boys State Track & Field qualifying Athletes.

Sam Tucker
Michael Gieseke
Grant Heimsoth
Jackson Heimsoth
Jackson Knake
Gavin Baros
Pierce Scheidler

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: 06/29/26
(MM/DD/YY)

District Name: Marengo CHSD 154

District RCDT No: 44063154016

Unbalanced budget. A Deficit Reduction Plan must be adopted and submitted concurrently with this budget. This Deficit Reduction Plan must result in a balanced budget by the last year of the attached plan, as adopted by the local board of education. (Tab: Deficit BudgetSum Calc)

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 Marengo CHSD 154, County of McHenry, State of Illinois, for the Fiscal Year beginning July 1, 2025 and ending June 30, 2026.

WHEREAS the Board of Education of Marengo CHSD 154, County of McHenry, 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 29 day of June, 2026, 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 _____ day of _____, 20____ by a roll call vote of _____ Yeas, and _____ Nays, to wit:

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

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

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

- (1) A certified copy of this document must be filed with the county clerk within 30 days of adoption as required by Section 18-50 of the Property Tax Code (35 ILCS 200/18-50).
- (2) Districts are required to submit the adopted/amended budget electronically to ISBE within 30 days of adoption or by October 30, whichever comes first. Budgets are submitted through IWAS: <https://apps.isbe.net/iwas/asp/login.asp?js=true>

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

	A	B	C	D	E	F	G	H	I	J	K	L
1	Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.											
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											
4	RECEIPTS/REVENUES (without Student Activity Funds)											
5	LOCAL SOURCES	1000	8,046,409	1,777,136	0	620,512	342,863	2,586	0	128,471	0	
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
7	STATE SOURCES	3000	2,743,733	0	0	300,098	0	0	0	0	0	
8	FEDERAL SOURCES	4000	672,018	50,000	0	0	0	0	0	0	0	
9	Total Direct Receipts/Revenues ⁸		11,462,160	1,827,136	0	920,610	342,863	2,586	0	128,471	0	
10	Receipts/Revenues for "On Behalf" Payments ²	3998										
11	Total Receipts/Revenues		11,462,160	1,827,136	0	920,610	342,863	2,586	0	128,471	0	
12	DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)											
13	INSTRUCTION	1000	8,223,323				114,585			30,960		
14	SUPPORT SERVICES	2000	4,173,000	1,546,281		530,776	243,252	123,413		97,693	0	
15	COMMUNITY SERVICES	3000	0	0		0	0			0		
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	283,000	0	0	413,996	0	0		0	0	
17	DEBT SERVICES	5000	0	0	0	0	0			0	0	
18	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
19	Total Direct Disbursements/Expenditures ⁹		12,679,323	1,546,281	0	944,772	357,837	123,413		128,653	0	
20	Disbursements/Expenditures for "On Behalf" Payments ²	4180	0	0	0	0	0	0		0	0	
21	Total Disbursements/Expenditures		12,679,323	1,546,281	0	944,772	357,837	123,413		128,653	0	
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(1,217,163)	280,855	0	(24,162)	(14,974)	(120,827)	0	(182)	0	
23	OTHER SOURCES/USES OF FUNDS											
24	OTHER SOURCES OF FUNDS (7000)											
25	PERMANENT TRANSFER FROM VARIOUS FUNDS											
26	Abolishment the Working Cash Fund ¹⁶	7110										
27	Abatement of the Working Cash Fund ¹⁶	7110										
28	Transfer of Working Cash Fund Interest	7120										
29	Transfer Among Funds	7130	0	0								
30	Transfer of Interest	7140										
31	Transfer from Capital Projects Fund to O&M Fund	7150		0								
32	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	7160		0								
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int ^{3a} Proceeds to Debt Service Fund	7170			0							
34	SALE OF BONDS (7200)											
35	Principal on Bonds Sold ⁴	7210										
36	Premium on Bonds Sold	7220										
37	Accrued Interest on Bonds Sold	7230										
38	Sale or Compensation for Fixed Assets ⁵	7300		0		0						
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		0	0	0	0	0	0	0	0	0	

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
48	OTHER USES OF FUNDS (8000)											
49	TRANSFER TO VARIOUS OTHER FUNDS (8100)											
50	Abolishment or Abatement of the Working Cash Fund ¹⁶	8110							0			
51	Transfer of Working Cash Fund Interest	8120							0			
52	Transfer Among Funds	8130										
53	Transfer of Interest ⁶	8140										
54	Transfer from Capital Projects Fund to O&M Fund	8150						0				
55	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	8160										
56	Transfer of Excess Accumulated Fire Prev & Safety Bond ^{3a} Int Proceeds to Debt Service Fund	8170										
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	0	0								
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		0								
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	0	0	0	
80	Total Other Sources/Uses of Fund		0	0	0	0	0	0	0	0	0	
81	ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2026		(1,217,163)	280,855	0	(24,162)	(14,974)	(120,827)	0	(182)	0	
82												
83	Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2025											
84	RECEIPTS/REVENUES (For Student Activity Funds)											
85	Total Student Activity Direct Receipts/Revenues (Local Sources)	1799	0									
86	DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)											
87	Total Student Activity Direct Disbursements/Expenditures	1999	0									
88	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		0									
89	Student Activity ESTIMATED ENDING FUND BALANCE as of June 30, 2026		0									
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		0	0	0	0	0	0	0	0	0	
92	RECEIPTS/REVENUES (All Sources with Student Activity Funds)											
93	LOCAL SOURCES	1000	8,046,409	1,777,136	0	620,512	342,863	2,586	0	128,471	0	
94	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
95	STATE SOURCES	3000	2,743,733	0	0	300,098	0	0	0	0	0	
96	FEDERAL SOURCES	4000	672,018	50,000	0	0	0	0	0	0	0	
97	Total Direct Receipts/Revenues ⁸		11,462,160	1,827,136	0	920,610	342,863	2,586	0	128,471	0	
98	Receipts/Revenues for "On Behalf" Payments ²	3998	0	0	0	0	0	0		0	0	
99	Total Receipts/Revenues		11,462,160	1,827,136	0	920,610	342,863	2,586	0	128,471	0	
100	DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)											
101	INSTRUCTION	1000	8,223,323				114,585			30,960		
102	SUPPORT SERVICES	2000	4,173,000	1,546,281		530,776	243,252	123,413		97,693	0	
103	COMMUNITY SERVICES	3000	0	0		0	0			0		
104	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	283,000	0	0	413,996	0	0		0	0	
105	DEBT SERVICES	5000	0	0	0	0	0			0	0	
106	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
107	Total Direct Disbursements/Expenditures ⁹		12,679,323	1,546,281	0	944,772	357,837	123,413		128,653	0	
108	Disbursements/Expenditures for "On Behalf" Payments ²	4180	0	0	0	0	0	0		0	0	
109	Total Disbursements/Expenditures		12,679,323	1,546,281	0	944,772	357,837	123,413		128,653	0	
110	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(1,217,163)	280,855	0	(24,162)	(14,974)	(120,827)	0	(182)	0	
111	OTHER SOURCES/USES OF FUNDS											
112	OTHER SOURCES OF FUNDS (7000)											
113	Total Other Sources of Funds ⁸		0	0	0	0	0	0	0	0	0	
114	OTHER USES OF FUNDS (8000)											
116	Total Other Uses of Funds ⁹		0	0	0	0	0	0	0	0	0	
117	Total Other Sources/Uses of Fund		0	0	0	0	0	0	0	0	0	
118	ESTIMATED ENDING FUND BALANCE (All Sources with Student Activity Funds) as of June 30, 2026		(1,217,163)	280,855	0	(24,162)	(14,974)	(120,827)	0	(182)	0	
119												
120	SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)											
121			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
122	Description	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	Total By Object
123	Object Name											
124	Salaries	100	7,383,235	549,914		174,872		0		0	0	8,108,021
125	Employee Benefits	200	1,794,319	77,462		41,967	357,837	0		0	0	2,271,585
126	Purchased Services	300	772,011	312,571	0	561,095		66,958		128,653	0	1,841,288
127	Supplies & Materials	400	976,588	514,352		144,827		0		0	0	1,635,767
128	Capital Outlay	500	192,005	71,050		0		56,455		0	0	319,510
129	Other Objects	600	1,463,380	0	0	0	0	0		0	0	1,463,380
130	Non-Capitalized Equipment	700	97,785	20,932		22,011		0		0	0	140,728
131	Termination Benefits	800	0	0		0				0		0
132	Total Expenditures		12,679,323	1,546,281	0	944,772	357,837	123,413		128,653	0	15,780,279

	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										
4	Total Direct Receipts & Other Sources ⁸		11,462,160	1,827,136	0	920,610	342,863	2,586	0	128,471	0
5	OTHER RECEIPTS										
6	Interfund Loans Payable (Loans from Other Funds)	411									
7	Interfund Loans Receivable (Repayment of Loans)	141									
8	Notes and Warrants Payable	433									
9	Other Current Assets	199									
10	Total Other Receipts		0	0	0	0	0	0	0	0	0
11	Total Direct Receipts, Other Sources, & Other Receipts		11,462,160	1,827,136	0	920,610	342,863	2,586	0	128,471	0
12	Total Amount Available		11,462,160	1,827,136	0	920,610	342,863	2,586	0	128,471	0
13	Total Direct Disbursements & Other Uses ⁹		12,679,323	1,546,281	0	944,772	357,837	123,413	0	128,653	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		12,679,323	1,546,281	0	944,772	357,837	123,413	0	128,653	0
21	ENDING CASH BALANCE ON HAND (without Student Activity Funds) as of June 30, 2026		(1,217,163)	280,855	0	(24,162)	(14,974)	(120,827)	0	(182)	0
22											
23	Activity Funds BEGINNING CASH BALANCE ON HAND7 as of July 1, 2025										
24	Total Direct Receipts & Other Sources ⁸		0								
25	Total Amount Available		0								
26	Total Direct Disbursements & Other Uses ⁹		0								
27	Activity funds ENDING CASH BALANCE ON HAND7 as of June 30, 2026		0								
28											
29	Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds)7 as of July 1, 2025		0	0	0	0	0	0	0	0	0
30	Total Direct Receipts & Other Sources ⁸		11,462,160	1,827,136	0	920,610	342,863	2,586	0	128,471	0
31	Total Other Receipts		0	0	0	0	0	0	0	0	0
32	Total Direct Receipts, Other Sources, & Other Receipts		11,462,160	1,827,136	0	920,610	342,863	2,586	0	128,471	0
33	Total Amount Available		11,462,160	1,827,136	0	920,610	342,863	2,586	0	128,471	0
34	Total Direct Disbursements & Other Uses ⁹		12,679,323	1,546,281	0	944,772	357,837	123,413	0	128,653	0
35	Total Other Disbursements		0	0	0	0	0	0	0	0	0
36	Total Direct Disbursements, Other Uses, & Other Disbursements		12,679,323	1,546,281	0	944,772	357,837	123,413	0	128,653	0
37	Total ENDING CASH BALANCE ON HAND (with Student Activity Funds)7 as of June 30, 2026		(1,217,163)	280,855	0	(24,162)	(14,974)	(120,827)	0	(182)	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
3	RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)										
4	AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY	1100									
5	Designated Purposes Levies ¹¹ (1110-1120)	-	6,825,076	1,213,608	0	474,767	122,679			63,671	
6	Leasing Purposes Levy ¹²	1130									
7	Special Education Purposes Levy	1140	438,281								
8	FICA and Medicare Only Levies	1150					174,059				
9	Area Vocational Construction Purposes Levy	1160									
10	Summer School Purposes Levy	1170									
11	Other Tax Levies (Describe & Itemize)	1190									
12	Total Ad Valorem Taxes Levied by District		7,263,357	1,213,608	0	474,767	296,738	0	0	63,671	0
13	PAYMENTS IN LIEU OF TAXES	1200									
14	Mobile Home Privilege Tax	1210									
15	Payments from Local Housing Authority	1220									
16	Corporate Personal Property Replacement Taxes ¹³	1230	0	500,000		0	43,000	0		64,000	
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290									
18	Total Payments in Lieu of Taxes		0	500,000	0	0	43,000	0	0	64,000	0
19	TUITION	1300									
20	Regular Tuition from Pupils or Parents (In State)	1311									
21	Regular Tuition from Other Districts (In State)	1312									
22	Regular Tuition from Other Sources (In State)	1313									
23	Regular Tuition from Other Sources (Out of State)	1314									
24	Summer School Tuition from Pupils or Parents (In State)	1321	1,100								
25	Summer School Tuition from Other Districts (In State)	1322									
26	Summer School Tuition from Other Sources (In State)	1323									
27	Summer School Tuition from Other Sources (Out of State)	1324									
28	CTE Tuition from Pupils or Parents (In State)	1331									
29	CTE Tuition from Other Districts (In State)	1332									
30	CTE Tuition from Other Sources (In State)	1333									
31	CTE Tuition from Other Sources (Out of State)	1334									
32	Special Education Tuition from Pupils or Parents (In State)	1341									
33	Special Education Tuition from Other Districts (In State)	1342									
34	Special Education Tuition from Other Sources (In State)	1343									
35	Special Education Tuition from Other Sources (Out of State)	1344									
36	Adult Tuition from Pupils or Parents (In State)	1351									
37	Adult Tuition from Other Districts (In State)	1352									
38	Adult Tuition from Other Sources (In State)	1353									
39	Adult Tuition from Other Sources (Out of State)	1354									
40	Total Tuition		1,100								
41	TRANSPORTATION FEES	1400									
42	Regular Transportation Fees from Pupils or Parents (In State)	1411									
43	Regular Transportation Fees from Other Districts (In State)	1412				129,171					
44	Regular Transportation Fees from Other Sources (In State)	1413				0					
45	Regular Transportation Fees from Co-curricular Activities (In State)	1415									
46	Regular Transportation Fees from Other Sources (Out of State)	1416									
47	Summer School Transportation Fees from Pupils or Parents (In State)	1421									
48	Summer School Transportation Fees from Other Districts (In State)	1422									
49	Summer School Transportation Fees from Other Sources (In State)	1423									
50	Summer School Transportation Fees from Other Sources (Out of State)	1424									
51	CTE Transportation Fees from Pupils or Parents (In State)	1431									
52	CTE Transportation Fees from Other Districts (In State)	1432									
53	CTE Transportation Fees from Other Sources (In State)	1433									
54	CTE Transportation Fees from Other Sources (Out of State)	1434									
55	Special Education Transportation Fees from Pupils or Parents (In State)	1441									
56	Special Education Transportation Fees from Other Districts (In State)	1442									
57	Special Education Transportation Fees from Other Sources (In State)	1443									

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
58	Special Education Transportation Fees from Other Sources (Out of State)	1444									
59	Adult Transportation Fees from Pupils or Parents (In State)	1451									
60	Adult Transportation Fees from Other Districts (In State)	1452									
61	Adult Transportation Fees from Other Sources (In State)	1453									
62	Adult Transportation Fees from Other Sources (Out of State)	1454									
63	Total Transportation Fees					129,171					
64	EARNINGS ON INVESTMENTS	1500									
65	Interest on Investments	1510	280,690	10,148	0	6,371	3,125	2,586		800	
66	Gain or Loss on Sale of Investments	1520									
67	Unrealized Gain or Loss on Investments	1530									
68	Total Earnings on Investments		280,690	10,148	0	6,371	3,125	2,586	0	800	0
69	FOOD SERVICE	1600									
70	Sales to Pupils - Lunch	1611	103,159								
71	Sales to Pupils - Breakfast	1612	7,000								
72	Sales to Pupils - A la Carte	1613	75,000								
73	Sales to Pupils - Other (Describe & Itemize)	1614									
74	Sales to Adults	1620	2,267								
75	Other Food Service (Describe & Itemize)	1690	0								
76	Total Food Service		187,426								
77	DISTRICT/SCHOOL ACTIVITY INCOME	1700									
78	Admissions - Athletic	1711	31,200								
79	Admissions - Other	1719	28,282								
80	Fees	1720	41,162								
81	Book Store Sales	1730									
82	Other District/School Activity Revenue (Describe & Itemize)	1790									
83	Student Activity Fund Revenues	1799	0								
84	Total District/School Activity Income (without Student Activity Funds 1799)		100,644	0							
85	Total District/School Activity Income (with Student Activity Funds 1799)		100,644								
86	TEXTBOOK INCOME	1800									
87	Textbook Rentals - Regular Textbooks	1811	63,348								
88	Textbook Rentals - Summer School Textbooks	1812									
89	Textbook Rentals - Adult/Continuing Education Textbooks	1813									
90	Textbook Rentals - Other (Describe & Itemize)	1819									
91	Textbook Sales - Regular Textbooks	1821									
92	Textbook Sales - Summer School	1822									
93	Textbook Sales - Adult/Continuing Education	1823									
94	Textbook Sales - Other (Describe & Itemize)	1829									
95	Other Textbook Income (Describe & Itemize)	1890									
96	Total Textbooks		63,348								
97	OTHER REVENUE FROM LOCAL SOURCES	1900									
98	Rentals	1910	1,864	4,555							
99	Contributions and Donations from Private Sources	1920		0				0			
100	Impact Fees from Municipal or County Governments	1930	0								
101	Services Provided Other Districts	1940	0								
102	Refund of Prior Years' Expenditures	1950		0						0	
103	Payments of Surplus Moneys from TIF Districts	1960	1,761								
104	Drivers' Education Fees	1970	22,597								
105	Proceeds from Vendors' Contracts	1980	0								
106	School Facility Occupation Tax Proceeds	1983									
107	Payment from Other Districts	1991	99,017								
108	Sale of Vocational Projects	1992									
109	Other Local Fees (Describe & Itemize)	1993									
110	Other Local Revenues (Describe & Itemize)	1999	24,605	48,825		10,203					
111	Total Other Revenue from Local Sources		149,844	53,380	0	10,203	0	0	0	0	0
112	Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)	1000	8,046,409	1,777,136	0	620,512	342,863	2,586	0	128,471	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
113	Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)		8,046,409								
114	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)										
115	Flow-Through Revenue from State Sources	2100	0								
116	Flow-Through Revenue from Federal Sources	2200									
117	Other Flow-Through Revenue (Describe & Itemize)	2300									
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	2,030,687								
122	Reorganization Incentives (Accounts 3005-3021)	3005									
123	Other Unrestricted Grants-In-Aid From State Sources (Describe & Itemize)	3099									
124	Total Unrestricted Grants-In-Aid		2,030,687	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	537,598								
128	Special Education - Orphanage - Individual	3120	82,757								
129	Special Education - Orphanage - Summer Individual	3130	0								
130	Special Education - Other (Describe & Itemize)	3199									
131	Total Special Education		620,355	0		0					
132	CAREER AND TECHNICAL EDUCATION (CTE)										
133	CTE - Technical Education - Tech Prep	3200									
134	CTE - Secondary Program Improvement (CTEI)	3220	50,000								
135	CTE - WECEP	3225									
136	CTE - Agriculture Education	3235	18,921								
137	CTE - Instructor Practicum	3240									
138	CTE - Student Organizations	3270									
139	CTE - Other (Describe & Itemize)	3299									
140	Total Career and Technical Education		68,921	0			0				
141	State Free Lunch & Breakfast	3360	1,345								
142	School Breakfast Initiative	3365									
143	Driver Education	3370	22,425								
144	Adult Education (from ICCB)	3410									
145	Adult Education - Other (Describe & Itemize)	3499									
146	TRANSPORTATION										
147	Transportation - Regular and Vocational	3500				107,947					
148	Transportation - Special Education	3510				192,151					
149	Transportation - Other (Describe & Itemize)	3599									
150	Total Transportation		0	0		300,098	0				
151	Learning Improvement - Change Grants	3610									
152	Scientific Literacy	3660									
153	Truant Alternative/Optional Education	3695									
154	Early Childhood - Block Grant	3705									
155	Chicago General Education Block Grant	3766									
156	Chicago Educational Services Block Grant	3767									
157	School Safety & Educational Improvement Block Grant	3775									
158	Technology - Technology for Success	3780									
159	State Charter Schools	3815									
160	Extended Learning Opportunities - Summer Bridges	3825									
161	Infrastructure Improvements - Planning/Construction	3920									
162	School Infrastructure - Maintenance Projects	3925		0							
163	Other Restricted Revenue from State Sources (Describe & Itemize)	3999									
164	Total Restricted Grants-In-Aid		713,046	0	0	300,098	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
165	Total Receipts/Revenues from State Sources	3000	2,743,733	0	0	300,098	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									
169	Other Unrestricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4009									
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									
173	Construction (Impact Aid)	4050									
174	MAGNET	4060									
175	Other Restricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4090									
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									
180	Title V - SEA Projects	4105									
181	Title V - Rural Education Initiative (REI)	4107									
182	Title V - Other (Describe & Itemize)	4199									
183	Total Title V		0	0		0	0				
184	FOOD SERVICE										
185	Breakfast Start-Up Expansion	4200									
186	National School Lunch Program	4210	148,960								
187	Special Milk Program	4215									
188	School Breakfast Program	4220	15,791								
189	Summer Food Service Admin/Program	4225	0								
190	Child and Adult Care Food Program	4226									
191	Fresh Fruit and Vegetables	4240									
192	Food Service - Other (Describe & Itemize)	4299									
193	Total Food Service		164,751				0				
194	TITLE I										
195	Title I - Low Income	4300	95,444								
196	Title I - Low Income - Neglected, Private	4305									
197	Title I - Migrant Education	4340									
198	Title I - Other (Describe & Itemize)	4399									
199	Total Title I		95,444	0		0	0				
200	TITLE IV										
201	Title IV - Student Support & Academic Enrichment Grant	4400	12,347								
202	Title IV - Part A - Student Support & Academic Enrichment Grants Safe and Drug Free Schools	4415									
203	Title IV - 21st Century	4421									
204	Title IV - Other (Describe & Itemize)	4499									
205	Total Title IV		12,347	0		0	0				
206	FEDERAL - SPECIAL EDUCATION										
207	Federal Special Education - Preschool Flow-Through	4600									
208	Federal Special Education - Preschool Discretionary	4605									
209	Federal Special Education - IDEA Flow Through	4620	137,795								
210	Federal Special Education - IDEA Room & Board	4625	139,569								
211	Federal Special Education - IDEA Discretionary	4630									
212	Federal Special Education - IDEA - Other (Describe & Itemize)	4699									
213	Total Federal Special Education		277,364	0		0	0				
214	CTE - PERKINS										

	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
215	CTE - Perkins-Title IIIIE Tech Prep	4770	8,568								
216	CTE - Other (Describe & Itemize)	4799	9,000								
217	Total CTE - Perkins		17,568	0			0				
218	Federal - Adult Education	4810									
219	Qualified Zone Academy Bond Tax Credits	4866									
220	Qualified School Construction Bond Credits	4867									
221	Build America Bond Tax Credits	4868									
222	Build America Bond Interest Reimbursement	4869									
223	Total Stimulus Programs		0	0	0	0	0	0		0	0
224	Race to the Top Program	4901									
225	Race to the Top - Preschool Expansion Grant	4902									
226	Title III - Instruction for English Learners & Immigrant Students	4905									
227	Title III - English Language Acquisition	4909									
228	McKinney Education for Homeless Children	4920									
229	Title II - Eisenhower - Professional Development Formula	4930									
230	Title II - Teacher Quality	4932	16,680								
231	Title II - Part A - Supporting Effective Instruction - State Grants	4935									
232	Federal Charter Schools	4960									
233	State Assessment Grants	4981									
234	Grant for State Assessments and Related Activities	4982									
235	Medicaid Matching Funds - Administrative Outreach	4991	47,246								
236	Medicaid Matching Funds - Fee-For-Service Program	4992	40,618								
237	Other Restricted Grants Received from Fed. Govt. thru State (Describe & Itemize)	4998	0	50,000		0					
238	Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State		672,018	50,000	0	0	0	0		0	0
239	TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES	4000	672,018	50,000	0	0	0	0	0	0	0
240	TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)		11,462,160	1,827,136	0	920,610	342,863	2,586	0	128,471	0
241	TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)		11,462,160								

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
3	10 - EDUCATIONAL FUND (ED)										
4	INSTRUCTION (ED)	1000									
5	Regular Programs	1100	2,726,600	687,633	42,230	177,967	0		0		3,634,430
6	Tuition Payment to Charter Schools	1115									0
7	Pre-K Programs	1125	48,365	29,917							78,282
8	Special Education Programs (Functions 1200 - 1220)	1200	693,484	241,651	205,380	10,482	0	0	3,882		1,154,879
9	Special Education Programs Pre-K	1225									0
10	Remedial and Supplemental Programs K-12	1250	39,527	14,031	3,131	2,345			0		59,034
11	Remedial and Supplemental Programs Pre-K	1275									0
12	Adult/Continuing Education Programs	1300									0
13	CTE Programs	1400	819,097	186,463	13,915	95,755	0		7,373		1,122,603
14	Interscholastic Programs	1500	537,640	4,389	126,739	121,357	0		23,351		813,476
15	Summer School Programs	1600	7,000	53							7,053
16	Gifted Programs	1650									0
17	Driver's Education Programs	1700	128,192	23,872	0	465	0		0		152,529
18	Bilingual Programs	1800			0	1,037					1,037
19	Truant Alternative & Optional Programs	1900									0
20	Pre-K Programs - Private Tuition	1910									0
21	Regular K-12 Programs Private Tuition	1911									0
22	Special Education Programs K-12 Private Tuition	1912						1,200,000			1,200,000
23	Special Education Programs Pre-K Tuition	1913									0
24	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
25	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
26	Adult/Continuing Education Programs Private Tuition	1916									0
27	CTE Programs Private Tuition	1917									0
28	Interscholastic Programs Private Tuition	1918									0
29	Summer School Programs Private Tuition	1919									0
30	Gifted Programs Private Tuition	1920									0
31	Bilingual Programs Private Tuition	1921									0
32	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
33	Student Activity Fund Expenditures	1999						0			0
34	Total Instruction¹⁴ (Without Student Activity Funds 1999)	1000	4,999,905	1,188,009	391,395	409,408	0	1,200,000	34,606	0	8,223,323
35	Total Instruction (With Student Activity Funds 1999)	1000	4,999,905	1,188,009	391,395	409,408	0	1,200,000	34,606	0	8,223,323
36	SUPPORT SERVICES (ED)	2000									
37	Support Services - Pupil	2100									
38	Attendance & Social Work Services	2110	53,237	13,936	0	380	0		0		67,553
39	Guidance Services	2120	608,910	129,574	12,701	5,919		170	1,125		758,399
40	Health Services	2130	43,235	22,973	75,066	1,425			0		142,699
41	Psychological Services	2140	103,406	23,806	0	3,108					130,320
42	Speech Pathology & Audiology Services	2150	95,891	23,712	0						119,603
43	Other Support Services - Pupils (Describe & Itemize)	2190	30,418	13,936		0					44,354
44	Total Support Services - Pupil	2100	935,097	227,937	87,767	10,832	0	170	1,125	0	1,262,928
45	Support Services - Instructional Staff	2200									
46	Improvement of Instruction Services	2210	15,560	194	46,915	0					62,669
47	Educational Media Services	2220	272,088	65,879	53,229	301,591	192,005		62,054		946,846
48	Assessment & Testing	2230			12,248	25,891					38,139
49	Total Support Services - Instructional Staff	2200	287,648	66,073	112,392	327,482	192,005	0	62,054	0	1,047,654
50	Support Services - General Administration	2300									
51	Board of Education Services	2310	78,045	19,469	57,845	1,963	0	6,017			163,339
52	Executive Administration Services	2320	119,741	31,257	7,554	2,340		615			161,507
53	Special Area Administration Services	2330	162,834	57,346	2,199	0		500			222,879
54	Tort Immunity Services	2361, 2365									0
55	Total Support Services - General Administration	2300	360,620	108,072	67,598	4,303	0	7,132	0	0	547,725
56	Support Services - School Administration	2400									
57	Office of the Principal Services	2410	325,794	129,604	11,944	41,858	0	699	0		509,899
58	Other Support Services - School Administration (Describe & Itemize)	2490	23,575	295		0					23,870
59	Total Support Services - School Administration	2400	349,369	129,899	11,944	41,858	0	699	0	0	533,769

	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
60	Support Services - Business	2500									
61	Direction of Business Support Services	2510	148,849	45,105	2,640	3,253		379			200,226
62	Fiscal Services	2520	137,069	14,791	9,546	61		2,500	0		163,967
63	Operation & Maintenance of Plant Services	2540	0								0
64	Pupil Transportation Services	2550									0
65	Food Services	2560	164,678	14,433	15,729	178,500	0	2,500	0		375,840
66	Internal Services	2570			0						0
67	Total Support Services - Business	2500	450,596	74,329	27,915	181,814	0	5,379	0	0	740,033
68	Support Services - Central	2600									
69	Direction of Central Support Services	2610									0
70	Planning, Research, Development & Evaluation Services	2620									0
71	Information Services	2630			0						0
72	Staff Services	2640									0
73	Data Processing Services	2660			40,000	596	0				40,596
74	Total Support Services - Central	2600	0	0	40,000	596	0	0	0	0	40,596
75	Other Support Services - Misc. (Describe & Itemize)	2900			0	295					295
76	Total Support Services	2000	2,383,330	606,310	347,616	567,180	192,005	13,380	63,179	0	4,173,000
77	COMMUNITY SERVICES (ED)	3000			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
81	Payments for Special Education Programs	4120			0						0
82	Payments for Adult/Continuing Education Programs	4130									0
83	Payments for CTE Programs	4140									0
84	Payments for Community College Programs	4170									0
85	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190			33,000						33,000
86	Total Payments to Other Dist & Govt Units (In-State)	4100			33,000			0			33,000
87	Payments for Regular Programs - Tuition	4210						0			0
88	Payments for Special Education Programs - Tuition	4220						250,000			250,000
89	Payments for Adult/Continuing Education Programs - Tuition	4230									0
90	Payments for CTE Programs - Tuition	4240									0
91	Payments for Community College Programs - Tuition	4270									0
92	Payments for Other Programs - Tuition	4280									0
93	Other Payments to In-State Govt Units - Tuition (Describe & Itemize)	4290						0			0
94	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						250,000			250,000
95	Payments for Regular Programs - Transfers	4310									0
96	Payments for Special Education Programs - Transfers	4320									0
97	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
98	Payments for CTE Programs - Transfers	4340						0			0
99	Payments for Community College Program - Transfers	4370									0
100	Payments for Other Programs - Transfers	4380									0
101	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390									0
102	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
103	Payments to Other Dist & Govt Units (Out of State)	4400									0
104	Total Payments to Other Dist & Govt Units	4000			33,000			250,000			283,000
105	DEBT SERVICE (ED)	5000									
106	Debt Service - Interest on Short-Term Debt	5100									
107	Tax Anticipation Warrants	5110									0
108	Tax Anticipation Notes	5120									0
109	Corporate Personal Property Repl Tax Anticipated Notes	5130									0
110	State Aid Anticipation Certificates	5140									0
111	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
112	Total Debt Service - Interest on Short-Term Debt	5100						0			0
113	Debt Service - Interest on Long-Term Debt	5200									0
114	Total Debt Service	5000						0			0
115	PROVISION FOR CONTINGENCIES (ED)	6000									0
116	Total Direct Disbursements/Expenditures (without Student Activity Funds (1999))		7,383,235	1,794,319	772,011	976,588	192,005	1,463,380	97,785	0	12,679,323

	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
117	Total Direct Disbursements/Expenditures (with Student Activity Funds (1999))		7,383,235	1,794,319	772,011	976,588	192,005	1,463,380	97,785	0	12,679,323
118	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds 1999)										(1,217,163)
119	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds 1999)										(1,217,163)
120											
121	20 - OPERATIONS AND MAINTENANCE FUND (O&M)										
122	SUPPORT SERVICES (O&M)	2000									
123	Support Services - Pupil	2100									
124	Other Support Services - Pupils (Describe & Itemize)	2190									0
125	Support Services - Business	2500									
126	Direction of Business Support Services	2510									0
127	Facilities Acquisition & Construction Services	2530									0
128	Operation & Maintenance of Plant Services	2540	549,914	77,462	312,571	514,352	71,050		20,932		1,546,281
129	Pupil Transportation Services	2550									0
130	Food Services	2560									0
131	Total Support Services - Business	2500	549,914	77,462	312,571	514,352	71,050	0	20,932	0	1,546,281
132	Other Support Services - Misc. (Describe & Itemize)	2900									0
133	Total Support Services	2000	549,914	77,462	312,571	514,352	71,050	0	20,932	0	1,546,281
134	COMMUNITY SERVICES (O&M)	3000									0
135	PAYMENTS TO OTHER DIST & GOVT UNITS (O&M)	4000									
136	Payments to Other Dist & Govt Units (In-State)	4100									
137	Payments for Regular Programs	4110									0
138	Payments for Special Education Programs	4120						0			
139	Payments for CTE Program	4140						0			
140	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190						0			
141	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
142	Payments to Other Dist & Govt Units (Out of State) ¹⁴	4400						0			
143	Total Payments to Other Dist & Govt Unit	4000			0			0			0
144	DEBT SERVICE (O&M)	5000									
145	Debt Service - Interest on Short-Term Debt	5100									
146	Tax Anticipation Warrants	5110									
147	Tax Anticipation Notes	5120								0	
148	Corporate Personal Prop Repl Tax Anticipated Notes	5130								0	
149	State Aid Anticipation Certificates	5140								0	
150	Other Interest on Short-Term Debt (Describe & Itemize)	5150								0	
151	Total Debt Service - Interest on Short-Term Debt	5100						0		0	
152	Debt Service - Interest on Long-Term Debt	5200								0	
153	Total Debt Service	5000						0		0	
154	PROVISION FOR CONTINGENCIES (O&M)	6000								0	
155	Total Direct Disbursements/Expenditures		549,914	77,462	312,571	514,352	71,050	0	20,932	0	1,546,281
156	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										280,855
157											
158	30 - DEBT SERVICE FUND (DS)										
159	PAYMENTS TO OTHER DIST & GOVT UNITS (DS)	4000									
160	Payments to Other Dist & Govt Units (In-State)	4100									
161	Payments for Regular Programs	4110									0
162	Payments for Special Education Programs	4120									0
163	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
164	Total Payments to Other Dist & Govt Units (In-State)	4000						0			0
165	DEBT SERVICE (DS)	5000									
166	Debt Service - Interest on Short-Term Debt	5100									
167	Tax Anticipation Warrants	5110									0
168	Tax Anticipation Notes	5120									0
169	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
170	State Aid Anticipation Certificates	5140									0
171	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0

	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
172	Total Debt Service - Interest On Short-Term Debt	5100						0			0
173	Debt Service - Interest on Long-Term Debt	5200						0			0
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			0
176	Total Debt Service	5000			0			0			0
177	PROVISION FOR CONTINGENCIES (DS)	6000									0
178	Total Direct Disbursements/Expenditures				0			0			0
179	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0
180											
181	40 - TRANSPORTATION FUND (TR)										
182	SUPPORT SERVICES (TR)	2000									
183	Support Services - Pupils	2100									
184	Other Support Services - Pupils (Describe & Itemize)	2190									0
185	Support Services - Business										
186	Pupil Transportation Services	2550	174,872	41,967	147,099	144,827	0		22,011		530,776
187	Other Support Services - Business (Describe & Itemize)	2900									0
188	Total Support Services	2000	174,872	41,967	147,099	144,827	0	0	22,011	0	530,776
189	COMMUNITY SERVICES (TR)	3000									0
190	PAYMENTS TO OTHER DIST & GOVT UNITS (TR)	4000									
191	Payments to Other Dist & Govt Units (In-State)	4100									
192	Payments for Regular Program	4110			245,778						245,778
193	Payments for Special Education Programs	4120			168,218						168,218
194	Payments for Adult/Continuing Education Programs	4130									0
195	Payments for CTE Programs	4140									0
196	Payments for Community College Programs	4170									0
197	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
198	Total Payments to Other Dist & Govt Units (In-State)	4100			413,996			0			413,996
199	Payments to Other Dist & Govt Units (Out-of-State) (Describe & Itemize)	4400									0
200	Total Payments to Other Dist & Govt Units	4000			413,996			0			413,996
201	DEBT SERVICE (TR)	5000									
202	Debt Service - Interest on Short-Term Debt	5100									
203	Tax Anticipation Warrants	5110									0
204	Tax Anticipation Notes	5120									0
205	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
206	State Aid Anticipation Certificates	5140									0
207	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
208	Total Debt Service - Interest On Short-Term Debt	5100						0			0
209	Debt Service - Interest on Long-Term Debt	5200									0
210	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300									0
211	Debt Service - Other (Describe & Itemize)	5400									0
212	Total Debt Service	5000						0			0
213	PROVISION FOR CONTINGENCIES (TR)	6000									0
214	Total Direct Disbursements/Expenditures		174,872	41,967	561,095	144,827	0	0	22,011	0	944,772
215	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(24,162)
216											
217	50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)										
218	INSTRUCTION (MR/SS)	1000									
219	Regular Program	1100		38,303							38,303
220	Pre-K Programs	1125		6,347							6,347
221	Special Education Programs (Functions 1200-1220)	1200		25,000							25,000
222	Special Education Programs Pre-K	1225									0
223	Remedial and Supplemental Programs K-12	1250		5,648							5,648
224	Remedial and Supplemental Programs Pre-K	1275									0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
225	Adult/Continuing Education Programs	1300									0
226	CTE Programs	1400		11,493							11,493
227	Interscholastic Programs	1500		26,024							26,024
228	Summer School Programs	1600		57							57
229	Gifted Programs	1650									0
230	Driver's Education Programs	1700		1,713							1,713
231	Bilingual Programs	1800									0
232	Truant Alternative & Optional Programs	1900									0
233	Total Instruction	1000		114,585							114,585
234	SUPPORT SERVICES (MR/SS)	2000									
235	Support Services - Pupil	2100									
236	Attendance & Social Work Services	2110		7,803							7,803
237	Guidance Services	2120		14,375							14,375
238	Health Services	2130		6,030							6,030
239	Psychological Services	2140		1,414							1,414
240	Speech Pathology & Audiology Services	2150		1,302							1,302
241	Other Support Services - Pupils <i>(Describe & Itemize)</i>	2190		4,497							4,497
242	Total Support Services - Pupil	2100		35,421							35,421
243	Support Services - Instructional Staff	2200									
244	Improvement of Instruction Services	2210		210							210
245	Educational Media Services	2220		35,745							35,745
246	Assessment & Testing	2230									0
247	Total Support Services - Instructional Staff	2200		35,955							35,955
248	Support Services - General Administration	2300									
249	Board of Education Services	2310		11,324							11,324
250	Executive Administration Services	2320		4,221							4,221
251	Special Area Administrative Services	2330		2,358							2,358
252	Claims Paid from Self Insurance Fund	2361									0
253	Risk Management and Claims Services Payments	2365									0
254	Total Support Services - General Administration	2300		17,903							17,903
255	Support Services - School Administration	2400									
256	Office of the Principal Services	2410		15,039							15,039
257	Other Support Services - School Administration <i>(Describe & Itemize)</i>	2490		320							320
258	Total Support Services - School Administration	2400		15,359							15,359
259	Support Services - Business	2500									
260	Direction of Business Support Services	2510		2,126							2,126
261	Fiscal Services	2520		20,428							20,428
262	Facilities Acquisition & Construction Services	2530									0
263	Operation & Maintenance of Plant Service	2540		70,756							70,756
264	Pupil Transportation Services	2550		21,922							21,922
265	Food Services	2560		23,382							23,382
266	Internal Services	2570									0
267	Total Support Services - Business	2500		138,614							138,614
268	Support Services - Central	2600									
269	Direction of Central Support Services	2610									0
270	Planning, Research, Development & Evaluation Services	2620									0
271	Information Services	2630									0
272	Staff Services	2640									0
273	Data Processing Services	2660									0
274	Total Support Services - Central	2600		0							0
275	Other Support Services - Misc. <i>(Describe & Itemize)</i>	2900									0
276	Total Support Services	2000		243,252							243,252
277	COMMUNITY SERVICES (MR/SS)	3000									0
278	PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)	4000									
279	Payments for Regular Programs	4110									0
280	Payments for Special Education Programs	4120									0
281	Payments for CTE Programs	4140									0
282	Total Payments to Other Dist & Govt Units	4000		0							0

	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
283	DEBT SERVICE (MR/SS)	5000									
284	Debt Service - Interest on Short-Term Debt	5100									
285	Tax Anticipation Warrants	5110									0
286	Tax Anticipation Notes	5120									0
287	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
288	State Aid Anticipation Certificates	5140									0
289	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
290	Total Debt Service	5000						0			0
291	PROVISION FOR CONTINGENCIES (MR/SS)	6000									0
292	Total Direct Disbursements/Expenditures			357,837				0			357,837
293	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(14,974)
294											
295	60 - CAPITAL PROJECTS (CP)										
296	SUPPORT SERVICES (CP)	2000									
297	Support Services - Business										
298	Facilities Acquisition & Construction Services	2530			66,958		56,455		0		123,413
299	Other Support Services - Business (Describe & Itemize)	2900									0
300	Total Support Services	2000	0	0	66,958	0	56,455	0	0		123,413
301	PAYMENTS TO OTHER DIST & GOVT UNITS (CP)	4000									
302	Payments to Other Dist & Govt Units (In-State)	4100									
303	Payments to Regular Programs	4110									0
304	Payment for Special Education Programs	4120									0
305	Payment for CTE Programs	4140									0
306	Payments to Other Govt Units - Programs (In-State) (Describe & Itemize)	4190									0
307	Total Payments to Other Districts & Govt Units	4000			0			0			0
308	PROVISION FOR CONTINGENCIES (CP)	6000									0
309	Total Direct Disbursements/Expenditures		0	0	66,958	0	56,455	0	0		123,413
310	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(120,827)
311											
312	70 WORKING CASH FUND (WC)										
313											
314	80 - TORT FUND (TF)										
315	INSTRUCTION (TF)	1000									
316	Regular Programs	1100			17,549						17,549
317	Tuition Payment to Charter Schools	1115									0
318	Pre-K Programs	1125									0
319	Special Education Programs (Functions 1200 - 1220)	1200			3,760						3,760
320	Special Education Programs Pre-K	1225									0
321	Remedial and Supplemental Programs K-12	1250									0
322	Remedial and Supplemental Programs Pre-K	1275									0
323	Adult/Continuing Education Programs	1300									0
324	CTE Programs	1400			5,014						5,014
325	Interscholastic Programs	1500			3,760						3,760
326	Summer School Programs	1600									0
327	Gifted Programs	1650									0
328	Driver's Education Programs	1700			877						877
329	Bilingual Programs	1800									0
330	Truant Alternative & Optional Programs	1900									0
331	Pre-K Programs - Private Tuition	1910									0
332	Regular K-12 Programs Private Tuition	1911									0
333	Special Education Programs K-12 Private Tuition	1912									0
334	Special Education Programs Pre-K Tuition	1913									0
335	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
336	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
337	Adult/Continuing Education Programs Private Tuition	1916									0
338	CTE Programs Private Tuition	1917									0
339	Interscholastic Programs Private Tuition	1918									0

	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
340	Summer School Programs Private Tuition	1919									0
341	Gifted Programs Private Tuition	1920									0
342	Bilingual Programs Private Tuition	1921									0
343	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
344	Total Instruction¹⁴	1000	0	0	30,960	0	0	0	0	0	30,960
345	SUPPORT SERVICES (TF)	2000									
346	Support Services - Pupil	2100									
347	Attendance & Social Work Services	2110									0
348	Guidance Services	2120			2,507						2,507
349	Health Services	2130									0
350	Psychological Services	2140			627						627
351	Speech Pathology & Audiology Services	2150									0
352	Other Support Services - Pupils (Describe & Itemize)	2190									0
353	Total Support Services - Pupil	2100	0	0	3,134	0	0	0	0	0	3,134
354	Support Services - Instructional Staff	2200									
355	Improvement of Instruction Services	2210									0
356	Educational Media Services	2220			5,766						5,766
357	Assessment & Testing	2230									0
358	Total Support Services - Instructional Staff	2200	0	0	5,766	0	0	0	0	0	5,766
359	Support Services - General Administration	2300									
360	Board of Education Services	2310			0						0
361	Executive Administration Services	2320			1,253						1,253
362	Special Area Administration Services	2330									0
363	Claims Paid from Self Insurance Fund	2361									0
364	Risk Management and Claims Services Payments	2365			28,376						28,376
365	Total Support Services - General Administration	2300	0	0	29,629	0	0	0	0	0	29,629
366	Support Services - School Administration	2400									
367	Office of the Principal Services	2410			2,006						2,006
368	Other Support Services - School Administration (Describe & Itemize)	2490									0
369	Total Support Services - School Administration	2400	0	0	2,006	0	0	0	0	0	2,006
370	Support Services - Business	2500									
371	Direction of Business Support Services	2510			501						501
372	Fiscal Services	2520			752						752
373	Facilities Acquisition & Construction Services	2530									0
374	Operation & Maintenance of Plant Services	2540			35,097						35,097
375	Pupil Transportation Services	2550			7,521						7,521
376	Food Services	2560			752						752
377	Internal Services	2570			0						0
378	Total Support Services - Business	2500	0	0	44,623	0	0	0	0	0	44,623
379	Support Services - Central	2600									
380	Direction of Central Support Services	2610									0
381	Planning, Research, Development & Evaluation Services	2620									0
382	Information Services	2630									0
383	Staff Services	2640									0
384	Data Processing Services	2660			12,535						12,535
385	Total Support Services - Central	2600	0	0	12,535	0	0	0	0	0	12,535
386	Other Support Services - Misc. (Describe & Itemize)	2900									0
387	Total Support Services	2000	0	0	97,693	0	0	0	0	0	97,693
388	COMMUNITY SERVICES (TF)	3000									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
392	Payments for Special Education Programs	4120									0
393	Payments for Adult/Continuing Education Programs	4130									0
394	Payments for CTE Programs	4140									0
395	Payments for Community College Programs	4170									0
396	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
397	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
398	Payments for Regular Programs - Tuition	4210									0
399	Payments for Special Education Programs - Tuition	4220									0
400	Payments for Adult/Continuing Education Programs - Tuition	4230									0
401	Payments for CTE Programs - Tuition	4240									0
402	Payments for Community College Programs - Tuition	4270									0
403	Payments for Other Programs - Tuition	4280									0
404	Other Payments to In-State Govt Units - Tuition <i>(Describe & Itemize)</i>	4290									0
405	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
406	Payments for Regular Programs - Transfers	4310									0
407	Payments for Special Education Programs - Transfers	4320									0
408	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
409	Payments for CTE Programs - Transfers	4340									0
410	Payments for Community College Program - Transfers	4370									0
411	Payments for Other Programs - Transfers	4380									0
412	Other Payments to In-State Govt Units - Transfers <i>(Describe & Itemize)</i>	4390									0
413	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
414	Payments to Other Dist & Govt Units (Out of State)	4400									0
415	Total Payments to Other Dist & Govt Units	4000			0			0			0
416	DEBT SERVICE (TF)	5000									
417	Debt Service - Interest on Short-Term Debt										
418	Tax Anticipation Warrants	5110									0
419	Tax Anticipation Notes	5120									0
420	Corporate Personal Property Replacement Tax Anticipation Notes	5130									0
421	State Aid Anticipation Certificates	5140									0
422	Other Interest or Short-Term Debt <i>(Describe & Itemize)</i>	5150									0
423	Debt Service - Interest on Long-Term Debt	5200									0
424	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) <i>(Describe & Itemize)</i>	5300									0
425	Debt Service - Other <i>(Describe & Itemize)</i>	5400									0
426	Total Debt Service	5000			0			0			0
427	PROVISION FOR CONTINGENCIES (TF)	6000									0
428	Total Direct Disbursements/Expenditures		0	0	128,653	0	0	0	0	0	128,653
429	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(182)
430											
431	90 - FIRE PREVENTION & SAFETY FUND (FP&S)										
432	SUPPORT SERVICES (FP&S)	2000									
433	Support Services - Business	2500									
434	Facilities Acquisition & Construction Services	2530									0
435	Operation & Maintenance of Plant Service	2540									0
436	Total Support Services - Business	2500	0	0	0	0	0	0	0		0
437	Other Support Services - Misc. <i>(Describe & Itemize)</i>	2900									0
438	Total Support Services	2000	0	0	0	0	0	0	0		0
439	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (FP&S)	4000									
440	Payments to Regular Programs	4110									0
441	Payments to Special Education Programs	4120									0
442	Other Payments to In-State Govt Units - Programs <i>(Describe & Itemize)</i>	4190									0
443	Total Payments to Other Districts & Govt Units (FPS)	4000						0			0
444	DEBT SERVICE (FP&S)	5000									
445	Debt Service - Interest on Short-Term Debt	5100									
446	Tax Anticipation Warrants	5110									0
447	Other Interest on Short-Term Debt <i>(Describe & Itemize)</i>	5150									0
448	Total Debt Service - Interest on Short-Term Debt	5100						0			0
449	Debt Service - Interest on Long-Term Debt	5200									0
450	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) <i>(Describe & Itemize)</i>	5300									0
451	Total Debt Service	5000						0			0
452	PROVISIONS FOR CONTINGENCIES (FP&S)	6000									0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
453	Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0		0
454	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0

	B	C	D	E	F	G	H
1	If there is an amount in column C or column G, please describe the type of revenue or expenditure in column D or column H.						
2	Revenue Check:	Error - Please describe all the revenue.					
3	Expenditure Check:	Error - Please describe all the expenditures.					
4	Revenues Acct. (EstRev tab)	Amount	Describe Revenue	Expenditures Fund-Function (EstExp tab)	Amount	Describe Expenditures	
5	1190			10-2190	\$ 44,354		
6	1290			10-2490	\$ 23,870		
7	1614			10-2900	\$ 295		
8	1690			10-4190	\$ 33,000		
9	1790			10-4290			
10	1819			10-4390			
11	1829			10-4400			
12	1890			10-5150			
13	1993			20-2190			
14	1999	\$ 83,633		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			30-5400			
22	4009			40-2190			
23	4090			40-2900			
24	4199			40-4190			
25	4299			40-4400			
26	4399			40-5150			
27	4499			40-5300			
28	4699			40-5400			
29	4799	\$ 9,000		50-2190	\$ 4,497		
30	4998	\$ 50,000		50-2490	\$ 320		
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	11,462,160	1,827,136	920,610		14,209,906
Direct Expenditures	12,679,323	1,546,281	944,772		15,170,376
Difference	(1,217,163)	280,855	(24,162)		(960,470)
Estimated Fund Balance - June 30, 2026	(1,217,163)	280,855	(24,162)		(960,470)

Unbalanced budget. A Deficit Reduction Plan must be adopted and submitted concurrently with this budget. This Deficit Reduction Plan must result in a balanced budget by the last year of the attached plan, as adopted by the local board of education. (Tab: Deficit BudgetSum Calc)

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 44063154016 <i>District Number</i> Marengo CHSD 154		DEFICIT REDUCTION PLAN ESTIMATED BUDGET FY2025-2026				
2							
3							
4							
5	<i>District Name</i>		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
6							
7	ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i>		0	0	0	0	0
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000	8,046,409	1,777,136	620,512	0	10,444,057
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0		0
11	STATE SOURCES	3000	2,743,733	0	300,098	0	3,043,831
12	FEDERAL SOURCES	4000	672,018	50,000	0	0	722,018
13	Total Receipts/Revenues		11,462,160	1,827,136	920,610	0	14,209,906
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000	8,223,323				8,223,323
16	SUPPORT SERVICES	2000	4,173,000	1,546,281	530,776		6,250,057
17	COMMUNITY SERVICES	3000	0	0	0		0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	283,000	0	413,996		696,996
19	DEBT SERVICES	5000	0	0	0		0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0		0
21	Total Disbursements/Expenditures		12,679,323	1,546,281	944,772		15,170,376
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		(1,217,163)	280,855	(24,162)	0	(960,470)
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)		0	0	0	0	0
25	OTHER USES OF FUNDS (8000)		0	0	0	0	0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		(1,217,163)	280,855	(24,162)	0	(960,470)

	A	B	H	I	J	K	L
1	*School Districts Only 44063154016		ESTIMATED BUDGET FY2026-2027				
2							
3							
4	<i>District Number</i>						
5	Marengo CHSD 154						
6	<i>District Name</i>		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i>		(1,217,163)	280,855	(24,162)	0	(960,470)
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	
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		(1,217,163)	280,855	(24,162)	0	(960,470)

	A	B	M	N	O	P	Q
1	*School Districts Only 44063154016		ESTIMATED BUDGET FY2027-2028				
2							
3							
4	District Number						
5	Marengo CHSD 154						
6	District Name		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		(1,217,163)	280,855	(24,162)	0	(960,470)
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		(1,217,163)	280,855	(24,162)	0	(960,470)

	A	B	R	S	T	U	V
1	*School Districts Only 44063154016		ESTIMATED BUDGET FY2028-2029				
2							
3							
4	District Number						
5	Marengo CHSD 154						
6	District Name		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		(1,217,163)	280,855	(24,162)	0	(960,470)
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		(1,217,163)	280,855	(24,162)	0	(960,470)

	A	B	W	X	Y	Z
1	*School Districts Only 44063154016 District Number Marengo CHSD 154 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						
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		0	(960,470)	(960,470)	(960,470)
8	RECEIPTS/REVENUES	Acct #				
9	LOCAL SOURCES	1000	10,444,057	0	0	0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0	0
11	STATE SOURCES	3000	3,043,831	0	0	0
12	FEDERAL SOURCES	4000	722,018	0	0	0
13	Total Receipts/Revenues		14,209,906	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #				
15	INSTRUCTION	1000	8,223,323	0	0	0
16	SUPPORT SERVICES	2000	6,250,057	0	0	0
17	COMMUNITY SERVICES	3000	0	0	0	0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	696,996	0	0	0
19	DEBT SERVICES	5000	0	0	0	0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0	0
21	Total Disbursements/Expenditures		15,170,376	0	0	0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		(960,470)	0	0	0
23	OTHER SOURCES/USES OF FUNDS					
24	OTHER SOURCES OF FUNDS (7000)		0	0	0	0
25	OTHER USES OF FUNDS (8000)		0	0	0	0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		(960,470)	(960,470)	(960,470)	(960,470)

==
—

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1.

2.

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

**Fiscal Year 2025-2026
through Fiscal Year 2028-2029**

Marengo CHSD 154 44063154016

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

Background and Narrative of Budget Reductions:**Assumptions Used in the Deficit Reduction Plan:**

- EBF and Estimated New Tier Funding:

- Equal Assessed Valuation and Tax Rates:

- Employee Salaries and Benefits:

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

***Fiscal Year 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:

Evidence-Based Funding: Fiscal Year 2026 Spending Plan Marengo CHSD 154

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

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

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

1) What are the Organizational Unit's strategic goals for student success for the 2025-26 school year? What measures will be used to evaluate progress? (No more than 2000 characters, including spaces.)

	Top Strategy 1	Top Strategy 2	Top Strategy 3
2) Select the top three strategies that the Organizational Unit will employ to achieve student growth and make progress toward state education goals. (Select three different responses from the dropdown list.)			
If "Other" was selected in question 2, please describe. (No more than 1000 characters, including spaces.)			

Part II: Planned Use of Evidence-Based Funding

The questions below provide an opportunity to document the stakeholders with whom you consulted and the data you analyzed as you determined your strategic allocations of FY 2026 EBF dollars. Key statistics related to EBF distributions are provided for your reference. Form 50-36/50-39 is typically released before current-year appropriations are known. Therefore, the figures provided are for the prior fiscal year.

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

Evidence-Based Funding Organizational Unit Results (FY 2025)	<i>Final Resources / Adequacy Target = Percent of Adequacy</i>	Average Student Enrollment	679.50	Adequacy Target	\$11,123,345
		Final Resources	\$7,962,364	Percent of Adequacy	72%
	<i>Base Funding Minimum + Tier Funding = Gross State Contribution</i>	Tier Assignment	1	Gross State Contribution	\$1,701,056
		FY25 Base Funding Minimum	\$1,384,107	FY 2025 Tier Funding	\$316,948
	<i>Within FY 2025 Gross State Contribution, Resources Attributable to Specific Populations</i>	Low-Income Students	\$216,100		
		English Learners (Els)	\$7,723		
		Special Education	\$246,174		
		FY 2026 Tier Funding	Funding Type (Select)	*Note: Tier Funding allocations are published annually at https://www.isbe.net/Pages/ebfdistribution.aspx . Amounts are available in early August. Districts must use actual funding amounts if they are available before submitting the budget to ISBE.	
1) FY 2026 Tier Funding Allocation*: Enter the dollar amount of Tier Funding (e.g., NEW MONEY only) allocated to the Organizational Unit for FY 2026. Select whether the amount is estimated or actual funding.					
		Data Source 1	Data Source 2	Data Source 3	
2) Select the top three sources of data used to inform the Organizational Unit's planned allocation of EBF dollars. (Select three different responses.)					

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. 5) 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 [N/A]	Budgeted FY 2026 Expenditures (All Resources) [Optional]	Optional District Narratives		
Core Investments	Core Teachers	\$2,519,873			Enter optional context for core investment decisions.		
	Specialist Teachers	\$839,874					
	Instructional Facilitator	\$294,666					
	Core Intervention Teacher	\$98,222					
	Substitute Teachers	\$84,322					
	Guidance Counselor	\$252,584					
	Nurse	\$59,114					
	Supervisory Aide	\$111,180					
	Librarian	\$98,267					
	Librarian Aide	\$74,120					
	Principal	\$144,864					
	Assistant Principal	\$126,174					
	School Site Staff	\$133,409					
Subtotal		\$4,836,670					

Per Student Investments	Gifted	\$61,155		Enter optional context for per student investment decisions.	
	Professional Development	\$84,938			
	Instructional Materials	\$220,838			
	Assessments	\$23,103			
	Computer & Tech Equipment	\$387,995			
	Student Activities	\$629,217			
	Maintenance & Operations	\$1,019,930			
	Central Office	\$680			
	Employee Benefits	\$1,903,888			
Subtotal*		\$5,055,715			
Additional Investments	Low-Income Intervention Teacher	\$115,578		Enter optional context for additional investment decisions.	
	Low-Income Pupil Support Staff	\$115,578			
	Low-Income Extended Day Teacher	\$120,361			
	Low-Income Summer School Teacher	\$120,361			
	EL Intervention Teacher	\$29,492			
	EL Pupil Support Staff	\$29,492			
	EL Extended Day Teacher	\$31,087			
	EL Summer School Teacher	\$31,087			
	EL Core Teacher	\$37,463			
	Sp Ed Teacher	\$383,400			
	Sp Ed Instructional Assistant	\$157,750			
	Sp Ed Psychologist	\$59,310			
	Subtotal		\$1,230,959		
Other Investments					
Total**		\$11,123,345		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.	Low-Income Students	Enter Amounts	Select type	*Note: Allocations for each of the three student groups are published annually at isbe.net/ebfdist under "Reports." Amounts are typically available by September 1. Districts must use actual funding amounts if they are available before submitting the budget to ISBE.
		English Learners			
		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 <u>after</u> 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.

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS (School Districts Only)*(For Local Use Only)****This is an estimated Limitation of Administrative Costs Worksheet only and will not be accepted for Official Submission of the Limitation of Administrative Costs Worksheet.***

The worksheet is intended for use during the budgeting process to estimate the district's percent increase of FY2026 budgeted expenditures over actual FY2025 expenditures. Budget information is copied to this page. Insert the prior year estimated actual expenditures to compute the estimated percentage increase (decrease).

The official Limitation of Administrative Costs Worksheet is attached to the end of the Annual Financial Report (ISBE Form 50-35) and must be submitted in conjunction with that report. An official Limitation of Administrative Costs Worksheet can also be found on the ISBE website at: [Limitation of Administrative Costs](#)

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS WORKSHEET

(Section 17-1.5 of the School Code)

School District Name: **Marengo CHSD 154**RCDT Number: **44063154016**

		Estimated Actual Expenditures, Fiscal Year 2025				Budgeted Expenditures, Fiscal Year 2026			
		(10)	(20)	(80)		(10)	(20)	(80)	
Description	Funct. No.	Educational Fund	Operations & Maintenance Fund	Tort Fund	Total	Educational Fund	Operations & Maintenance Fund	Tort Fund	Total
1. Executive Administration Services	2320				0	161,507		1,253	162,760
2. Special Area Administration Services	2330				0	222,879		0	222,879
3. Other Support Services - School Administration	2490				0	23,870		0	23,870
4. Direction of Business Support Services	2510				0	200,226	0	501	200,727
5. Internal Services	2570				0	0		0	0
6. Direction of Central Support Services	2610				0	0		0	0
7. Deduct - Early Retirement or other pension obligations required by state law and included above.					0				0
8. Totals		0	0	0	0	608,482	0	1,754	610,236
9. Estimated Percent Increase (Decrease) for FY2026 (Budgeted) over (Actual) FY 2025									Enter Actual Data

[See: School Code, Section 10-20.21 - Contracts](#)

[illegible]

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 required
If required, is Deficit Reduction Plan completed? (DefReductPlan 23-27 tab)	ERROR - PLEASE COMPLETE Deficit Reduction Plan
2. Cover Page (Cover tab)	
District Name must be selected from drop-down. (Cell H13)	OK
Accounting Basis must be selected on Cover sheet.	OK
Dates (Day, Month, Year) must be input on Cover sheet.	ERROR - INPUT DATE(S)
Board Names must be typed on Cover sheet.	ERROR - TYPE BOARD NAMES
3. Budget Summary: Other Sources (BudgetSum 2-4 tab - Acct 7000) must equal Other Uses (BudgetSum 2-4 tab - Acct 8000).	
Estimated Beginning Fund Balance July, 1 2025 for all Funds (Cells C3 - K3) (Line must have a number or zero. Do not leave blank.)	ERROR - ENTER AMOUNTS. IF ZERO, ENTER NUMBER 0
Estimated Activity Fund Beginning Fund Balance July, 1 2025 (Cell C83) (Cell must have a number or zero. Do not leave blank.)	ERROR - ENTER AMOUNT. IF ZERO, ENTER NUMBER 0
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)	CHECK ERROR - NEGATIVE BEGINNING BALANCE OR BLANK
Operations & Maintenance (Fund 20 - Cell D3)	CHECK ERROR - NEGATIVE BEGINNING BALANCE OR BLANK
Debt Service (Fund 30 - Cell E3)	CHECK ERROR - NEGATIVE BEGINNING BALANCE OR BLANK
Transportation (Fund 40 - Cell F3)	CHECK ERROR - NEGATIVE BEGINNING BALANCE OR BLANK
Municipal Retirement/Social Security (Fund 50 - Cell G3)	CHECK ERROR - NEGATIVE BEGINNING BALANCE OR BLANK
Capital Projects (Fund 60 - Cell H3)	CHECK ERROR - NEGATIVE BEGINNING BALANCE OR BLANK
Working Cash (Fund 70 - Cell I3)	CHECK ERROR - NEGATIVE BEGINNING BALANCE OR BLANK
Tort (Fund 80 - Cell J3)	CHECK ERROR - NEGATIVE BEGINNING BALANCE OR BLANK
Fire Prevention & Safety (Fund 90 - Cell K3)	CHECK ERROR - NEGATIVE BEGINNING BALANCE OR BLANK
Activity Funds (Cell C23)	ERROR - ENTER AMOUNTS. IF ZERO, ENTER NUMBER 0
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)	CHECK ERROR - NEGATIVE END BALANCE
Operations & Maintenance (Fund 20 - Cell D21)	OK
Debt Service (Fund 30 - Cell E21)	OK
Transportation (Fund 40 - Cell F21)	CHECK ERROR - NEGATIVE END BALANCE
Municipal Retirement/Social Security (Fund 50 - Cell G21)	CHECK ERROR - NEGATIVE END BALANCE
Capital Projects (Fund 60 - Cell H21)	CHECK ERROR - NEGATIVE END BALANCE
Working Cash (Fund 70 - Cell I21)	OK
Tort (Fund 80 - Cell J21)	CHECK ERROR - NEGATIVE END BALANCE
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.	ERROR -Please describe revenue.
Include brief note(s) describing expenditure use.	ERROR -Please describe expenditures.
10. EBF Spending Plan	
All required questions have been answered.	OK

End of Balancing

**Marengo Community High School District 154 – Board of Education
Personnel Report
June 29, 2026**

Educational Support/Custodial

Change in Assignment, Status, or Position	Name	Salary	Effective Date
Custodian Full Time	Mitzi Enriquez	\$21.00 per hour	July 1, 2026

6/3/2026

ATT: Julie Amendt

CC: David Engelbrecht

Marengo Community High School District 154

110 Franks Rd

Marengo, IL 60152

Dear Julie Amendt,

This letter serves as the notice of approval of the Schoolwide Programming Waiver. You may proceed with FY 27 applications using this new status.

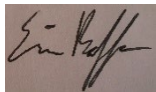
Please note that the status of **Marengo Community High School** may change if the attendance center's low-income percentage falls below the 20 percent eligibility requirement. You must also reapply for a Schoolwide Waiver annually until you exceed the 40% low-income threshold.

As a reminder for **Marengo Community High School** to operate as a schoolwide program, each participating school must complete the schoolwide planning process by 1) conducting a comprehensive needs assessment, 2) creating the schoolwide plan, and 3) annually evaluating the plan.

Please visit Title Grants Schoolwide Programs for more information on the schoolwide planning process and other resources.

Please contact the Title Grants Department at (217) 785-1969 or title@isbe.net if you have questions.

Sincerely,



Erica Baffa

Title Grants Administration

Principal Consultant

ebaffa@isbe.net

TO: MCHS Administration and BOE

FROM: Heather Obert Belden

DATE: 6-8-26

RE: Marengo FFA Overnight Trip Request - State Leadership Camp

Date	Location	# of Students	Transportation
July 22-25	Allerton Park, Monticello, IL	1	Activity Bus - Will be picking up and traveling with Sycamore students.
Rationale: FFA members are encouraged to attend State Leadership Camp to further develop their leadership skills, meet members from across the state, and gather ideas to bring back to improve our chapter. SECTION PRESIDENT PROVIDES OWN TRANSPORTATION.			

- I will be taking FFA members from both chapters down to camp. They will be coming home with the Sycamore advisor (or vice versa).