

Regular Meeting Agenda

Riverview Grade School Library
Tuesday, September 15, 2026 @ 6:00 PM

1. Call to Order
2. Roll Call
(J. Anderson, C. Grebner, A. Haley, C. Nighswonger, P. Schultz, S. Seals, and A. Walters)
3. Pledge of Allegiance
4. Approval of Agenda
 - 4.1. Motion to approve or modify the agenda.
5. FY27 Budget Hearing
 - 5.1. Motion to open public hearing for the FY27 budget
 - 5.2. Review of budget materials
 - 5.3. Public comment on the FY27 budget
 - 5.4. Motion to close public hearing on the FY27 budget
6. Public Participation
 - 6.1. During each regular and special open meeting of the School Board or Board Committee, any person may comment on or ask questions of the Board (public participation), subject to the reasonable constraints established and recorded in this policy. The Board listens to comments or questions during public participation; responses to, comments to, or questions of the Board are most often managed through Board policy 3:30, *Chain of Command*.
7. Administrative Reports
 - 7.1. Superintendent's Report
 - 7.1.1. Operations and Maintenance
 - 7.1.2. Finance
 - 7.1.3. Technology
 - 7.1.4. FOIA
 - 7.1.5. Board Development
 - 7.1.6. Other
 - 7.2. Principal's Report
 - 7.2.1. Teaching and Learning
 - 7.2.2. Professional Development
 - 7.2.3. Student Services
 - 7.2.4. Athletics/Extracurricular

7.2.5. Other

8. Action Items

8.1. Regular Open Session Minutes

8.2. Bill listing

8.3. Financial Reports

8.4. Personnel Action Reports

8.5. WCSEA Budget FY27

8.6. WCSEA Policy and Guidelines

8.7. Riverview CCSD 2 Budget FY27

8.8. Riverview CCSD 2 Policy update

8.9. Required Notice Under Public Act 96-0266 and Public Act 97-0609

8.10. Risk Management Plan

9. Adjournment



Riverview Grade School, CCSD #2

1421 Spring Bay Road, East Peoria, Illinois 61611

Phone: 309-822-8550 Fax: (309) 822-8414

www.rgsting.org

Dr. John Bute, Superintendent
Mr. Brandon Dempsey, Principal

TO: Board of Education
From: Dr. Bute, Superintendent
RE: FY27 Budget
Date: September 2026

Background

As part of the Public Hearing for the 2026-27 School District Budget, the following reports are provided:

- Proposed budget presentation
- ISBE school district budget form (requires BOE signatures)
- Secretary's Certificate (requires BOE Secretary and Superintendent signatures)

Timeline

The post adoption of budget for 2026-27 timeline follows:

9/30/26 Administration files the final budget with the Illinois State Board of Education, Woodford County Clerk and Regional Office of Education.

9/30/29 Administration posts the final budget on the district website. *In the event that a material change occurs to original budget assumptions (e.g. construction project or sale of bonds), the Board may amend such a budget by the same procedures as for the budget's original adoption.* If you have any questions, please do not hesitate to contact me.

Recommendation

It is the administration's recommendation that the Board of Education adopts the proposed 2026-27 budget as presented.

Riverview CCSD #2

FY27 Revised Budget

Purpose of the Budget

Required by Illinois School Code (105 ILCS 5/17-1)

- Estimation of revenues and expenditures over a period of time (fiscal year - July 1 to June 30)
- Administrative tool that serves as a plan of action for Board and/or District goals
- Tool used as a guide for measuring performance
- Device for coping with foreseeable adverse situation

Purpose of the Budget (continued)

All budget items contained in the official budget document must meet one or more of the following objectives:

- Directly affects student achievement (teaching and learning)
- Directly affects the health and safety of the students and/or staff
- Directly relates to the supporting services of the District
- Support the overall mission and belief statements of the District
- Required by Federal or State law or mandate

Annual disclaimer

Items not in the proposed budget that hold potential material downside risk

- Legislative changes in school funding formulas (EBF) and grants
- Retirement cost shift to District (TRS)
- State and federal budgetary cuts or payment delays

Budget calendar

~~January through June~~

- ~~● Review of financial projections~~
- ~~● Staffing decisions~~
- ~~● Internal meetings with administrators and departments~~
- ~~● Review of Board goals~~

~~June into July~~

- ~~● Create tentative budget for the next fiscal year~~

Budget calendar (continued)

~~August (normally in July — my late start has pushed this back)~~

- ~~● Notice of public hearing in the newspaper~~
- ~~● Hard copy budget on display for a minimum of thirty (30) days prior to a public hearing~~
- ~~● Budget updates with final staffings, contractual updates, and final grant calculations~~

September Budget hearing (normally in August)

- Budget hearing
- Board approval vote
- File budget with the county clerk, ROE and ISBE

Revised Budget by Fund

Fund	Est. Revenues	Est. Expenditures	Est. P/L
10-Education	\$2,542,503	\$2,669,555	(\$127,052)
20-Operations & Maintenance	\$161,807	\$217,779	(\$55,972)
30-Debt Service	\$241,380	\$238,200	\$3,180
40-Transportation	\$165,238	\$149,020	\$16,218
50-IMRF & Social Security	\$93,312	\$76,989	\$16,323
60-Capital Projects	\$204,532	\$100,877	\$103,655
70-Working Cash	\$62,234	\$0	\$62,234
80-Tort Liability	\$81,295	\$71,502	\$9,793
90-Health Life Safety	\$32,605	\$40,641	(\$8,036)
	\$3,584,906	\$3,564,563	\$20,344

Revised Budget by Operating Funds ONLY

Fund	Est. Revenues	Est. Expenditures	Est. P/L
10-Education	\$2,542,503	\$2,669,555	(\$127,052)
20-Operations & Maintenance	\$161,807	\$217,779	(\$55,972)
40-Transportation	\$165,238	\$149,020	\$16,218
70-Working Cash	\$62,234	\$0	\$62,234
	\$2,931,782	\$3,036,354	(\$104,572)

P.A. 102-0895

Public Act 102-0895 created a new section of Illinois School Code (105 ILCS 5/17-1.3) Disclosure of cash balance. “Notwithstanding any other provision of law, each school district shall disclose to the public, at the public hearing at which the district certifies its budget and levy for the taxable year, the cash reserve balance of all funds held by the district related to its operational levy and, if applicable, any obligations secured by those funds.”

Cash Balances as of June 30, 2026

10-Education	\$282,529
20-Oper. & Maint.	\$23,777
30-Debt Service	\$11,901
40-Transportation	\$90,671
50-IMRF & SS.	\$22,785
60-Cap. Projects	\$176,669
70-Working Cash	\$376,998
80-Tort Immunity	\$49,569
90-Health/Safety	\$146,892

Secured Obligations

2024 G.O. Bonds
2026 G.O. Bonds
Copier System Lease

District Type:

☒ School District
☐ Joint Agreement

ILLINOIS STATE BOARD OF EDUCATION
 School Business Services Division

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM *
July 1, 2026 - June 30, 2027

Accounting Basis:

☒ Cash
☐ Accrual

Is this an amended budget? No

Date of Amended Budget: _____
 (MM/DD/YY)

District Name: Riverview CCSD 2

District RCDT No: 53102002004

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

Budget of Riverview CCSD 2, County of Woodford,
 State of Illinois, for the Fiscal Year beginning July 1, 2026 and ending June 30, 2027.

WHEREAS the Board of Education of Riverview CCSD 2,
 County of Woodford, 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 _____ day of _____, 20____,
 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, 2026 and ending June 30, 2027.

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 6-10 and EstExp 11-19 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, 2026		282,528	23,777	11,900	90,670	22,785	176,669	376,998	49,569	146,891	
4	RECEIPTS/REVENUES (without Student Activity Funds)											
5	LOCAL SOURCES	1000	1,328,653	161,807	241,380	78,351	93,312	308,589	62,234	81,295	32,605	
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
7	STATE SOURCES	3000	805,715	0	0	86,887	0	50,000	0	0	0	
8	FEDERAL SOURCES	4000	408,135	0	0	0	0	0	0	0	0	
9	Total Direct Receipts/Revenues ⁸		2,542,503	161,807	241,380	165,238	93,312	358,589	62,234	81,295	32,605	
10	Receipts/Revenues for "On Behalf" Payments ²	3998										
11	Total Receipts/Revenues		2,542,503	161,807	241,380	165,238	93,312	358,589	62,234	81,295	32,605	
12	DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)											
13	INSTRUCTION	1000	1,564,992				25,645			0		
14	SUPPORT SERVICES	2000	501,983	217,779		149,020	51,344	100,877		71,502	40,641	
15	COMMUNITY SERVICES	3000	0	0		0	0			0		
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	602,580	0	0	0	0	0		0	0	
17	DEBT SERVICES	5000	0	0	238,200	0	0			0	0	
18	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
19	Total Direct Disbursements/Expenditures ⁹		2,669,555	217,779	238,200	149,020	76,988	100,877		71,502	40,641	
20	Disbursements/Expenditures for "On Behalf" Payments ²	4180	0	0	0	0	0	0		0	0	
21	Total Disbursements/Expenditures		2,669,555	217,779	238,200	149,020	76,988	100,877		71,502	40,641	
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(127,052)	(55,972)	3,180	16,218	16,324	257,712	62,234	9,793	(8,036)	
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		50,000								
28	Transfer of Working Cash Fund Interest	7120										
29	Transfer Among Funds	7130										
30	Transfer of Interest	7140										
31	Transfer from Capital Projects Fund to O&M Fund	7150		0								
32	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	7160		0								
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int ^{3a} Proceeds to Debt Service Fund	7170			0							
34	SALE OF BONDS (7200)											
35	Principal on Bonds Sold ⁴	7210										
36	Premium on Bonds Sold	7220										
37	Accrued Interest on Bonds Sold	7230										
38	Sale or Compensation for Fixed Assets ⁵	7300										
39	Transfer to Debt Service to Pay Principal on Leases	7400			0							
40	Transfer to Debt Service to Pay Interest on Leases	7500			0							
41	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			0							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
43	Transfer to Capital Projects Fund	7800						0				
44	ISBE Loan Proceeds	7900										
45	Other Sources Not Classified Elsewhere	7990										
46	Total Other Sources of Funds ⁸		0	50,000	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 6-10 and EstExp 11-19 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	
47	OTHER USES OF FUNDS (8000)											
49	TRANSFER TO VARIOUS OTHER FUNDS (8100)											
50	Abolishment or Abatement of the Working Cash Fund ¹⁶	8110							50,000			
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										
55	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	8160										
56	Transfer of Excess Accumulated Fire Prev & Safety Bond ^{3a} and	8170										
56	Int Proceeds to Debt Service Fund											
57	Taxes Pledged to Pay Principal on Leases	8410										
58	Grants/Reimbursements Pledged to Pay Principal on Leases	8420										
59	Other Revenues Pledged to Pay Principal on Leases	8430										
60	Fund Balance Transfers Pledged to Pay Principal on Leases	8440										
61	Taxes Pledged to Pay Interest on Leases	8510										
62	Grants/Reimbursements Pledged to Pay Interest on Leases	8520										
63	Other Revenues Pledged to Pay Interest on Leases	8530										
64	Fund Balance Transfers Pledged to Pay Interest on Leases	8540										
65	Taxes Pledged to Pay Principal on Revenue Bonds	8610										
66	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620										
67	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630										
68	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640										
69	Taxes Pledged to Pay Interest on Revenue Bonds	8710										
70	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720										
71	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730										
72	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740										
73	Taxes Transferred to Pay for Capital Projects	8810										
74	Grants/Reimbursements Pledged to Pay for Capital Projects	8820										
75	Other Revenues Pledged to Pay for Capital Projects	8830										
76	Fund Balance Transfers Pledged to Pay for Capital Projects	8840										
77	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910										
78	Other Uses Not Classified Elsewhere	8990										
79	Total Other Uses of Funds ⁹		0	0	0	0	0	0	50,000	0	0	
80	Total Other Sources/Uses of Fund		0	50,000	0	0	0	0	(50,000)	0	0	
81	ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2027		155,476	17,805	15,080	106,888	39,109	434,381	389,232	59,362	138,855	
82												
83	Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2026		40,000									
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, 2027		40,000									
90												

	A	B	C	D	E	F	G	H	I	J	K	L
1	Begin entering data on EstRev 6-10 and EstExp 11-19 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	
91	Total ESTIMATED BEGINNING FUND BALANCE (All Sources Including Student Activity Funds) as of July 1, 2026		322,528	23,777	11,900	90,670	22,785	176,669	376,998	49,569	146,891	
92	RECEIPTS/REVENUES (All Sources with Student Activity Funds)											
93	LOCAL SOURCES	1000	1,328,653	161,807	241,380	78,351	93,312	308,589	62,234	81,295	32,605	
94	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
95	STATE SOURCES	3000	805,715	0	0	86,887	0	50,000	0	0	0	
96	FEDERAL SOURCES	4000	408,135	0	0	0	0	0	0	0	0	
97	Total Direct Receipts/Revenues ⁸		2,542,503	161,807	241,380	165,238	93,312	358,589	62,234	81,295	32,605	
98	Receipts/Revenues for "On Behalf" Payments ²	3998	0	0	0	0	0	0	0	0	0	
99	Total Receipts/Revenues		2,542,503	161,807	241,380	165,238	93,312	358,589	62,234	81,295	32,605	
100	DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)											
101	INSTRUCTION	1000	1,564,992				25,645			0		
102	SUPPORT SERVICES	2000	501,983	217,779		149,020	51,344	100,877		71,502	40,641	
103	COMMUNITY SERVICES	3000	0	0		0	0			0		
104	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	602,580	0	0	0	0	0		0	0	
105	DEBT SERVICES	5000	0	0	238,200	0	0			0	0	
106	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
107	Total Direct Disbursements/Expenditures ⁹		2,669,555	217,779	238,200	149,020	76,988	100,877		71,502	40,641	
108	Disbursements/Expenditures for "On Behalf" Payments ²	4180	0	0	0	0	0	0		0	0	
109	Total Disbursements/Expenditures		2,669,555	217,779	238,200	149,020	76,988	100,877		71,502	40,641	
110	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(127,052)	(55,972)	3,180	16,218	16,324	257,712	62,234	9,793	(8,036)	
111	OTHER SOURCES/USES OF FUNDS											
112	OTHER SOURCES OF FUNDS (7000)											
113	Total Other Sources of Funds ⁸		0	50,000	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	50,000	0	0	
117	Total Other Sources/Uses of Fund		0	50,000	0	0	0	0	(50,000)	0	0	
118	ESTIMATED ENDING FUND BALANCE (All Sources with Student Activity Funds) as of June 30, 2027		195,476	17,805	15,080	106,888	39,109	434,381	389,232	59,362	138,855	
119												
120	SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)											
121												
122	Description	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	Total By Object
123	Object Name											
124	Salaries	100	1,557,937	110,080		91,902		0		0	0	1,759,918
125	Employee Benefits	200	233,564	8,194		0	76,988	0		0	0	318,745
126	Purchased Services	300	378,238	42,206	0	33,384		877		71,502	0	526,206
127	Supplies & Materials	400	138,350	57,300		23,734		0		0	0	219,384
128	Capital Outlay	500	23,975	0		0		100,000		0	40,641	164,616
129	Other Objects	600	337,492	0	238,200	0	0	0		0	0	575,692
130	Non-Capitalized Equipment	700	0	0		0		0		0	0	0
131	Termination Benefits	800	0	0		0				0		0
132	Total Expenditures		2,669,555	217,779	238,200	149,020	76,988	100,877		71,502	40,641	3,564,561

	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, 2026		282,528	23,777	11,900	90,670	22,785	176,669	376,998	49,569	146,891
4	Total Direct Receipts & Other Sources ⁸		2,542,503	211,807	241,380	165,238	93,312	358,589	62,234	81,295	32,605
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		2,542,503	211,807	241,380	165,238	93,312	358,589	62,234	81,295	32,605
12	Total Amount Available		2,825,031	235,584	253,280	255,908	116,097	535,258	439,232	130,864	179,496
13	Total Direct Disbursements & Other Uses ⁹		2,669,555	217,779	238,200	149,020	76,988	100,877	50,000	71,502	40,641
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		2,669,555	217,779	238,200	149,020	76,988	100,877	50,000	71,502	40,641
21	ENDING CASH BALANCE ON HAND (without Student Activity Funds) as of June 30, 2027		155,476	17,805	15,080	106,888	39,109	434,381	389,232	59,362	138,855
22											
23	Activity Funds BEGINNING CASH BALANCE ON HAND7 as of July 1, 2026		40,000								
24	Total Direct Receipts & Other Sources ⁸		0								
25	Total Amount Available		40,000								
26	Total Direct Disbursements & Other Uses ⁹		0								
27	Activity funds ENDING CASH BALANCE ON HAND7 as of June 30, 2027		40,000								
28											
29	Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds)7 as of July 1, 2026		322,528	23,777	11,900	90,670	22,785	176,669	376,998	49,569	146,891
30	Total Direct Receipts & Other Sources ⁸		2,542,503	211,807	241,380	165,238	93,312	358,589	62,234	81,295	32,605
31	Total Other Receipts		0	0	0	0	0	0	0	0	0
32	Total Direct Receipts, Other Sources, & Other Receipts		2,542,503	211,807	241,380	165,238	93,312	358,589	62,234	81,295	32,605
33	Total Amount Available		2,865,031	235,584	253,280	255,908	116,097	535,258	439,232	130,864	179,496
34	Total Direct Disbursements & Other Uses ⁹		2,669,555	217,779	238,200	149,020	76,988	100,877	50,000	71,502	40,641
35	Total Other Disbursements		0	0	0	0	0	0	0	0	0
36	Total Direct Disbursements, Other Uses, & Other Disbursements		2,669,555	217,779	238,200	149,020	76,988	100,877	50,000	71,502	40,641
37	Total ENDING CASH BALANCE ON HAND (with Student Activity Funds)7 as of June 30, 2027		195,476	17,805	15,080	106,888	39,109	434,381	389,232	59,362	138,855

	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)	-	1,158,000	161,167	238,205	77,361	23,015	0	32,234	81,035	32,105
6	Leasing Purposes Levy ¹²	1130	32,100	0							
7	Special Education Purposes Levy	1140	13,000	0		0	0	0			
8	FICA and Medicare Only Levies	1150					65,047				
9	Area Vocational Construction Purposes Levy	1160		0	0			0			
10	Summer School Purposes Levy	1170	0								
11	Other Tax Levies (Describe & Itemize)	1190	0	0	0	0	0	0	0	0	0
12	Total Ad Valorem Taxes Levied by District		1,203,100	161,167	238,205	77,361	88,062	0	32,234	81,035	32,105
13	PAYMENTS IN LIEU OF TAXES	1200									
14	Mobile Home Privilege Tax	1210	0	0	0	0	0	0	0	0	0
15	Payments from Local Housing Authority	1220	0	0	0	0	0	0	0	0	0
16	Corporate Personal Property Replacement Taxes ¹³	1230	37,627	0	3,000	0	5,000	0	0	0	0
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290	0	0	0	0	0	0	0	0	0
18	Total Payments in Lieu of Taxes		37,627	0	3,000	0	5,000	0	0	0	0
19	TUITION	1300									
20	Regular Tuition from Pupils or Parents (In State)	1311	0								
21	Regular Tuition from Other Districts (In State)	1312	0								
22	Regular Tuition from Other Sources (In State)	1313	0								
23	Regular Tuition from Other Sources (Out of State)	1314	0								
24	Summer School Tuition from Pupils or Parents (In State)	1321	0								
25	Summer School Tuition from Other Districts (In State)	1322	0								
26	Summer School Tuition from Other Sources (In State)	1323	0								
27	Summer School Tuition from Other Sources (Out of State)	1324	0								
28	CTE Tuition from Pupils or Parents (In State)	1331	0								
29	CTE Tuition from Other Districts (In State)	1332	0								
30	CTE Tuition from Other Sources (In State)	1333	0								
31	CTE Tuition from Other Sources (Out of State)	1334	0								
32	Special Education Tuition from Pupils or Parents (In State)	1341	0								
33	Special Education Tuition from Other Districts (In State)	1342	0								
34	Special Education Tuition from Other Sources (In State)	1343	0								
35	Special Education Tuition from Other Sources (Out of State)	1344	0								
36	Adult Tuition from Pupils or Parents (In State)	1351	0								
37	Adult Tuition from Other Districts (In State)	1352	0								
38	Adult Tuition from Other Sources (In State)	1353	0								
39	Adult Tuition from Other Sources (Out of State)	1354	0								
40	Total Tuition		0								
41	TRANSPORTATION FEES	1400									
42	Regular Transportation Fees from Pupils or Parents (In State)	1411				0					
43	Regular Transportation Fees from Other Districts (In State)	1412				0					
44	Regular Transportation Fees from Other Sources (In State)	1413				0					
45	Regular Transportation Fees from Co-curricular Activities (In State)	1415				0					
46	Regular Transportation Fees from Other Sources (Out of State)	1416				0					
47	Summer School Transportation Fees from Pupils or Parents (In State)	1421				0					
48	Summer School Transportation Fees from Other Districts (In State)	1422				0					
49	Summer School Transportation Fees from Other Sources (In State)	1423				0					
50	Summer School Transportation Fees from Other Sources (Out of State)	1424				0					
51	CTE Transportation Fees from Pupils or Parents (In State)	1431				0					
52	CTE Transportation Fees from Other Districts (In State)	1432				0					
53	CTE Transportation Fees from Other Sources (In State)	1433				0					
54	CTE Transportation Fees from Other Sources (Out of State)	1434				0					
55	Special Education Transportation Fees from Pupils or Parents (In State)	1441				0					
56	Special Education Transportation Fees from Other Districts (In State)	1442				500					
57	Special Education Transportation Fees from Other Sources (In State)	1443				0					
58	Special Education Transportation Fees from Other Sources (Out of State)	1444				0					
59	Adult Transportation Fees from Pupils or Parents (In State)	1451				0					

	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
60	Adult Transportation Fees from Other Districts (In State)	1452				0					
61	Adult Transportation Fees from Other Sources (In State)	1453				0					
62	Adult Transportation Fees from Other Sources (Out of State)	1454				0					
63	Total Transportation Fees					500					
64	EARNINGS ON INVESTMENTS	1500									
65	Interest on Investments	1510	7,365	640	175	490	250	475	30,000	260	500
66	Gain or Loss on Sale of Investments	1520	0	0	0	0	0	154,057	0	0	0
67	Unrealized Gain or Loss on Investments	1530	0	0	0	0	0	154,057	0	0	0
68	Total Earnings on Investments		7,365	640	175	490	250	308,589	30,000	260	500
69	FOOD SERVICE	1600									
70	Sales to Pupils - Lunch	1611	0								
71	Sales to Pupils - Breakfast	1612	0								
72	Sales to Pupils - A la Carte	1613	213								
73	Sales to Pupils - Other (Describe & Itemize)	1614	0								
74	Sales to Adults	1620	200								
75	Other Food Service (Describe & Itemize)	1690	0								
76	Total Food Service		413								
77	DISTRICT/SCHOOL ACTIVITY INCOME	1700									
78	Admissions - Athletic	1711	2,314	0							
79	Admissions - Other	1719	0	0							
80	Fees	1720	2,200	0							
81	Book Store Sales	1730	0	0							
82	Other District/School Activity Revenue (Describe & Itemize)	1790	0	0							
83	Student Activity Fund Revenues	1799	0								
84	Total District/School Activity Income (without Student Activity Funds 1799)		4,514	0							
85	Total District/School Activity Income (with Student Activity Funds 1799)		4,514								
86	TEXTBOOK INCOME	1800									
87	Textbook Rentals - Regular Textbooks	1811	0								
88	Textbook Rentals - Summer School Textbooks	1812	0								
89	Textbook Rentals - Adult/Continuing Education Textbooks	1813	0								
90	Textbook Rentals - Other (Describe & Itemize)	1819	0								
91	Textbook Sales - Regular Textbooks	1821	0								
92	Textbook Sales - Summer School	1822	0								
93	Textbook Sales - Adult/Continuing Education	1823	0								
94	Textbook Sales - Other (Describe & Itemize)	1829	0								
95	Other Textbook Income (Describe & Itemize)	1890	20								
96	Total Textbooks		20								
97	OTHER REVENUE FROM LOCAL SOURCES	1900									
98	Rentals	1910	13,054	0							
99	Contributions and Donations from Private Sources	1920	25,000	0	0	0	0	0	0	0	0
100	Impact Fees from Municipal or County Governments	1930	0	0	0	0	0	0	0	0	0
101	Services Provided Other Districts	1940	0	0		0					
102	Refund of Prior Years' Expenditures	1950	12,736	0	0	0	0	0		0	0
103	Payments of Surplus Moneys from TIF Districts	1960	0	0	0	0	0	0	0	0	0
104	Drivers' Education Fees	1970	0								
105	Proceeds from Vendors' Contracts	1980	0	0	0	0	0	0	0	0	0
106	School Facility Occupation Tax Proceeds	1983	0		0			0			
107	Payment from Other Districts	1991	0	0	0	0	0	0			
108	Sale of Vocational Projects	1992	0								
109	Other Local Fees (Describe & Itemize)	1993	9,824	0	0	0	0	0		0	0
110	Other Local Revenues (Describe & Itemize)	1999	15,000	0	0	0	0	0	0	0	0
111	Total Other Revenue from Local Sources		75,614	0	0	0	0	0	0	0	0
112	Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)	1000	1,328,653	161,807	241,380	78,351	93,312	308,589	62,234	81,295	32,605
113	Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)		1,328,653								
114	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)										

	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
115	Flow-Through Revenue from State Sources	2100	0	0		0	0				
116	Flow-Through Revenue from Federal Sources	2200	0	0		0	0				
117	Other Flow-Through Revenue (Describe & Itemize)	2300	0	0		0	0				
118	Total Flow-Through Receipts/Revenues From One District to Another District	2000	0	0		0	0				
119	RECEIPTS/REVENUES FROM STATE SOURCES (3000)										
120	UNRESTRICTED GRANTS-IN-AID (3001-3099)										
121	Evidence Based Funding Formula (Section 18-8.15)	3001	747,839	0	0	0	0	0		0	0
122	Reorganization Incentives (Accounts 3005-3021)	3005	0	0	0	0	0	0		0	0
123	Other Unrestricted Grants-In-Aid From State Sources (Describe & Itemize)	3099	0	0	0	0	0	0		0	0
124	Total Unrestricted Grants-In-Aid		747,839	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	30,000			0					
128	Special Education - Orphanage - Individual	3120	25,996			0					
129	Special Education - Orphanage - Summer Individual	3130	0			0					
130	Special Education - Other (Describe & Itemize)	3199	0	0		0					
131	Total Special Education		55,996	0		0					
132	CAREER AND TECHNICAL EDUCATION (CTE)										
133	CTE - Technical Education - Tech Prep	3200	0	0			0				
134	CTE - Secondary Program Improvement (CTEI)	3220	0	0			0				
135	CTE - WECEP	3225	0	0			0				
136	CTE - Agriculture Education	3235	0	0			0				
137	CTE - Instructor Practicum	3240	0	0			0				
138	CTE - Student Organizations	3270	0	0			0				
139	CTE - Other (Describe & Itemize)	3299	0	0			0				
140	Total Career and Technical Education		0	0			0				
141	State Free Lunch & Breakfast	3360	1,881								
142	School Breakfast Initiative	3365	0	0			0				
143	Driver Education	3370	0	0							
144	Adult Education (from ICCB)	3410	0	0	0	0	0	0	0	0	0
145	Adult Education - Other (Describe & Itemize)	3499	0	0	0	0	0	0	0	0	0
146	TRANSPORTATION										
147	Transportation - Regular and Vocational	3500	0	0		56,378	0				
148	Transportation - Special Education	3510	0	0		30,509	0				
149	Transportation - Other (Describe & Itemize)	3599	0	0		0	0				
150	Total Transportation		0	0		86,887	0				
151	Learning Improvement - Change Grants	3610	0								
152	Scientific Literacy	3660	0	0		0	0				
153	Truant Alternative/Optional Education	3695	0			0	0				
154	Early Childhood - Block Grant	3705	0	0		0	0				
155	Chicago General Education Block Grant	3766	0	0		0	0				
156	Chicago Educational Services Block Grant	3767	0	0		0	0				
157	School Safety & Educational Improvement Block Grant	3775	0	0	0	0	0	0			0
158	Technology - Technology for Success	3780	0	0	0	0	0	0			0
159	State Charter Schools	3815	0			0					
160	Extended Learning Opportunities - Summer Bridges	3825	0			0					
161	Infrastructure Improvements - Planning/Construction	3920		0				0			
162	School Infrastructure - Maintenance Projects	3925		0				50,000			0
163	Other Restricted Revenue from State Sources (Describe & Itemize)	3999	0	0	0	0	0	0	0	0	0
164	Total Restricted Grants-In-Aid		57,876	0	0	86,887	0	50,000	0	0	0
165	Total Receipts/Revenues from State Sources	3000	805,715	0	0	86,887	0	50,000	0	0	0
166	RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)										
167	UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)										
168	Federal Impact Aid	4001	0	0	0	0	0	0	0	0	0
169	Other Unrestricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4009	0	0	0	0	0	0	0	0	0

	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
170	Total Unrestricted Grants-In-Aid Received Directly from Fed Govt		0	0	0	0	0	0	0	0	0
171	RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)										
172	Head Start	4045	0								
173	Construction (Impact Aid)	4050	0	0				0			
174	MAGNET	4060	0	0		0	0	0			
175	Other Restricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4090	0	0		0	0	0			0
176	Total Restricted Grants-In-Aid Received Directly from Federal Govt.		0	0		0	0	0			0
177	RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT. THRU THE STATE (4100-4999)										
178	TITLE V										
179	Title V - Flexibility and Accountability	4100	0	0		0	0				
180	Title V - SEA Projects	4105	0	0		0	0				
181	Title V - Rural Education Initiative (REI)	4107	18,475	0		0	0				
182	Title V - Other (Describe & Itemize)	4199	0	0		0	0				
183	Total Title V		18,475	0		0	0				
184	FOOD SERVICE										
185	Breakfast Start-Up Expansion	4200	0				0				
186	National School Lunch Program	4210	115,601				0				
187	Special Milk Program	4215	0				0				
188	School Breakfast Program	4220	50,465				0				
189	Summer Food Service Admin/Program	4225	0				0				
190	Child and Adult Care Food Program	4226	0				0				
191	Fresh Fruit and Vegetables	4240	11,300								
192	Food Service - Other (Describe & Itemize)	4299	0				0				
193	Total Food Service		177,366				0				
194	TITLE I										
195	Title I - Low Income	4300	71,419	0		0	0				
196	Title I - Low Income - Neglected, Private	4305	31,000	0		0	0				
197	Title I - Migrant Education	4340	0	0		0	0				
198	Title I - Other (Describe & Itemize)	4399	0	0		0	0				
199	Total Title I		102,419	0		0	0				
200	TITLE IV										
201	Title IV - Student Support & Academic Enrichment Grant	4400	10,000	0		0	0				
202	Title IV - Part A - Student Support & Academic Enrichment Grants Safe and Drug Free Schools	4415	0	0		0	0				
203	Title IV - 21st Century	4421	0	0		0	0				
204	Title IV - Other (Describe & Itemize)	4499	0	0		0	0				
205	Total Title IV		10,000	0		0	0				
206	FEDERAL - SPECIAL EDUCATION										
207	Federal Special Education - Preschool Flow-Through	4600	6,382	0		0	0				
208	Federal Special Education - Preschool Discretionary	4605	0	0		0	0				
209	Federal Special Education - IDEA Flow Through	4620	69,347	0		0	0				
210	Federal Special Education - IDEA Room & Board	4625	0	0		0	0				
211	Federal Special Education - IDEA Discretionary	4630	0	0		0	0				
212	Federal Special Education - IDEA - Other (Describe & Itemize)	4699	0	0		0	0				
213	Total Federal Special Education		75,729	0		0	0				
214	CTE - PERKINS										
215	CTE - Perkins-Title IIIIE Tech Prep	4770	0	0			0				
216	CTE - Other (Describe & Itemize)	4799	0	0			0				
217	Total CTE - Perkins		0	0			0				
218	Federal - Adult Education	4810	0	0			0				
219	Qualified Zone Academy Bond Tax Credits	4866	0	0	0	0	0	0		0	0
220	Qualified School Construction Bond Credits	4867	0	0	0	0	0	0		0	0
221	Build America Bond Tax Credits	4868	0	0	0	0	0	0		0	0
222	Build America Bond Interest Reimbursement	4869	0	0	0	0	0	0		0	0
223	Total Stimulus Programs		0	0	0	0	0	0		0	0
224	Race to the Top Program	4901	0								

	A	B	C	D	E	F	G	H	I	J	K
1											
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
225	Race to the Top - Preschool Expansion Grant	4902	0	0		0	0				
226	Title III - Instruction for English Learners & Immigrant Students	4905	0			0	0				
227	Title III - English Language Acquisition	4909	0			0	0				
228	McKinney Education for Homeless Children	4920	0	0		0	0				
229	Title II - Eisenhower - Professional Development Formula	4930	8,312	0		0	0				
230	Title II - Teacher Quality	4932	0	0		0	0				
231	Title II - Part A - Supporting Effective Instruction - State Grants	4935	0	0		0	0				
232	Federal Charter Schools	4960	0	0		0	0				
233	State Assessment Grants	4981	0	0		0	0				
234	Grant for State Assessments and Related Activities	4982	15,834	0		0	0				
235	Medicaid Matching Funds - Administrative Outreach	4991	0	0		0	0				
236	Medicaid Matching Funds - Fee-For-Service Program	4992	0	0		0	0				
237	Other Restricted Grants Received from Fed. Govt. thru State (Describe & Itemize)	4998	0	0		0	0	0			0
238	Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State		408,135	0	0	0	0	0		0	0
239	TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES	4000	408,135	0	0	0	0	0	0	0	0
240	TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)		2,542,503	161,807	241,380	165,238	93,312	358,589	62,234	81,295	32,605
241	TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)		2,542,503								

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
2											
3	10 - EDUCATIONAL FUND (ED)										
4	INSTRUCTION (ED)	1000									
5	Regular Programs	1100	856,693	164,799	37,353	12,800	18,475	0	0	0	1,090,120
6	Tuition Payment to Charter Schools	1115			0						0
7	Pre-K Programs	1125	0	0	0	0	0	0	0	0	0
8	Special Education Programs (Functions 1200 - 1220)	1200	204,390	11,738	0	0	0	0	0	0	216,127
9	Special Education Programs Pre-K	1225	0	0	0	0	0	0	0	0	0
10	Remedial and Supplemental Programs K-12	1250	167,501	1,429	40,623	200	0	0	0	0	209,753
11	Remedial and Supplemental Programs Pre-K	1275	0	0	0	0	0	0	0	0	0
12	Adult/Continuing Education Programs	1300	0	0	0	0	0	0	0	0	0
13	CTE Programs	1400	0	0	0	0	0	0	0	0	0
14	Interscholastic Programs	1500	41,716	1,750	4,200	150	0	1,175	0	0	48,991
15	Summer School Programs	1600	0	0	0	0	0	0	0	0	0
16	Gifted Programs	1650	0	0	0	0	0	0	0	0	0
17	Driver's Education Programs	1700	0	0	0	0	0	0	0	0	0
18	Bilingual Programs	1800	0	0	0	0	0	0	0	0	0
19	Truant Alternative & Optional Programs	1900	0	0	0	0	0	0	0	0	0
20	Pre-K Programs - Private Tuition	1910						0			0
21	Regular K-12 Programs - Private Tuition	1911						0			0
22	Special Education Programs K-12 Private Tuition	1912						0			0
23	Special Education Programs Pre-K Tuition	1913						0			0
24	Remedial/Supplemental Programs K-12 Private Tuition	1914						0			0
25	Remedial/Supplemental Programs Pre-K Private Tuition	1915						0			0
26	Adult/Continuing Education Programs Private Tuition	1916						0			0
27	CTE Programs Private Tuition	1917						0			0
28	Interscholastic Programs Private Tuition	1918						0			0
29	Summer School Programs Private Tuition	1919						0			0
30	Gifted Programs Private Tuition	1920						0			0
31	Bilingual Programs Private Tuition	1921						0			0
32	Truants Alternative/Opt Ed Programs Private Tuition	1922						0			0
33	Student Activity Fund Expenditures	1999						0			0
34	Total Instruction¹⁴ (Without Student Activity Funds 1999)	1000	1,270,299	179,717	82,176	13,150	18,475	1,175	0	0	1,564,992
35	Total Instruction (With Student Activity Funds 1999)	1000	1,270,299	179,717	82,176	13,150	18,475	1,175	0	0	1,564,992
36	SUPPORT SERVICES (ED)	2000									
37	Support Services - Pupil	2100									
38	Attendance & Social Work Services	2110	0	0	0	0	0	0	0	0	0
39	Guidance Services	2120	0	0	0	0	0	0	0	0	0
40	Health Services	2130	0	0	0	0	0	0	0	0	0
41	Psychological Services	2140	0	0	0	0	0	0	0	0	0
42	Speech Pathology & Audiology Services	2150	0	0	0	0	0	0	0	0	0
43	Other Support Services - Pupils (<i>Describe & Itemize</i>)	2190	0	0	0	0	0	0	0	0	0
44	Total Support Services - Pupil	2100	0	0	0	0	0	0	0	0	0
45	Support Services - Instructional Staff	2200									
46	Improvement of Instruction Services	2210	0	8,347	2,000	0	0	0	0	0	10,347
47	Educational Media Services	2220	19,732	0	0	1,850	0	0	0	0	21,582
48	Assessment & Testing	2230	0	0	0	0	0	0	0	0	0
49	Total Support Services - Instructional Staff	2200	19,732	8,347	2,000	1,850	0	0	0	0	31,929
50	Support Services - General Administration	2300									
51	Board of Education Services	2310	600	0	12,747	0	0	5,500	0	0	18,847
52	Executive Administration Services	2320	81,770	2,000	35	300	4,000	427	0	0	88,532
53	Special Area Administration Services	2330	0	0	0	0	0	0	0	0	0
54	Tort Immunity Services	2361, 2365	0	0	0	0	0	0	0	0	0
55	Total Support Services - General Administration	2300	82,370	2,000	12,782	300	4,000	5,927	0	0	107,378
56	Support Services - School Administration	2400									
57	Office of the Principal Services	2410	136,382	40,000	35	10,000	0	450	0	0	186,867
58	Other Support Services - School Administration (<i>Describe & Itemize</i>)	2490	0	0	0	0	0	0	0	0	0
59	Total Support Services - School Administration	2400	136,382	40,000	35	10,000	0	450	0	0	186,867
60	Support Services - Business	2500									
61	Direction of Business Support Services	2510	0	0	0	0	0	0	0	0	0
62	Fiscal Services	2520	4,154	3,500	5,753	8,050	500	138	0	0	22,095

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
63	Operation & Maintenance of Plant Services	2540	0	0	0	0	0	0	0	0	0
64	Pupil Transportation Services	2550	0	0	0	0	0	0	0	0	0
65	Food Services	2560	45,000	0	500	105,000	1,000	350	0	0	151,850
66	Internal Services	2570	0	0	0	0	0	0	0	0	0
67	Total Support Services - Business	2500	49,154	3,500	6,253	113,050	1,500	488	0	0	173,945
68	Support Services - Central	2600									
69	Direction of Central Support Services	2610	0	0	0	0	0	0	0	0	0
70	Planning, Research, Development & Evaluation Services	2620	0	0	0	0	0	0	0	0	0
71	Information Services	2630	0	0	1,250	0	0	0	0	0	1,250
72	Staff Services	2640	0	0	614	0	0	0	0	0	614
73	Data Processing Services	2660	0	0	0	0	0	0	0	0	0
74	Total Support Services - Central	2600	0	0	1,864	0	0	0	0	0	1,864
75	Other Support Services - Misc. (Describe & Itemize)	2900	0	0	0	0	0	0	0	0	0
76	Total Support Services	2000	287,638	53,847	22,934	125,200	5,500	6,865	0	0	501,983
77	COMMUNITY SERVICES (ED)	3000	0	0	0	0	0	0	0	0	0
78	PAYMENTS TO OTHER DIST & GOVT UNITS (ED)	4000									
79	Payments to Other Dist & Govt Units (In-State)	4100									
80	Payments for Regular Programs	4110			0			0			0
81	Payments for Special Education Programs	4120			273,128			329,452			602,580
82	Payments for Adult/Continuing Education Programs	4130			0			0			0
83	Payments for CTE Programs	4140			0			0			0
84	Payments for Community College Programs	4170			0			0			0
85	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190			0			0			0
86	Total Payments to Other Dist & Govt Units (In-State)	4100			273,128			329,452			602,580
87	Payments for Regular Programs - Tuition	4210						0			0
88	Payments for Special Education Programs - Tuition	4220						0			0
89	Payments for Adult/Continuing Education Programs - Tuition	4230						0			0
90	Payments for CTE Programs - Tuition	4240						0			0
91	Payments for Community College Programs - Tuition	4270						0			0
92	Payments for Other Programs - Tuition	4280						0			0
93	Other Payments to In-State Govt Units - Tuition (Describe & Itemize)	4290						0			0
94	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
95	Payments for Regular Programs - Transfers	4310						0			0
96	Payments for Special Education Programs - Transfers	4320						0			0
97	Payments for Adult/Continuing Ed Programs - Transfers	4330						0			0
98	Payments for CTE Programs - Transfers	4340						0			0
99	Payments for Community College Program - Transfers	4370						0			0
100	Payments for Other Programs - Transfers	4380						0			0
101	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390			0			0			0
102	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
103	Payments to Other Dist & Govt Units (Out of State)	4400			0			0			0
104	Total Payments to Other Dist & Govt Units	4000			273,128			329,452			602,580
105	DEBT SERVICE (ED)	5000									
106	Debt Service - Interest on Short-Term Debt	5100									
107	Tax Anticipation Warrants	5110						0			0
108	Tax Anticipation Notes	5120						0			0
109	Corporate Personal Property Repl Tax Anticipated Notes	5130						0			0
110	State Aid Anticipation Certificates	5140						0			0
111	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
112	Total Debt Service - Interest on Short-Term Debt	5100						0			0
113	Debt Service - Interest on Long-Term Debt	5200						0			0
114	Total Debt Service	5000						0			0
115	PROVISION FOR CONTINGENCIES (ED)	6000						0			0
116	Total Direct Disbursements/Expenditures (without Student Activity Funds (1999))		1,557,937	233,564	378,238	138,350	23,975	337,492	0	0	2,669,555
117	Total Direct Disbursements/Expenditures (with Student Activity Funds (1999))		1,557,937	233,564	378,238	138,350	23,975	337,492	0	0	2,669,555
118	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds 1999)										(127,052)
119	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds 1999)										(127,052)
120											
121	20 - OPERATIONS AND MAINTENANCE FUND (O&M)										

	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
122	SUPPORT SERVICES (O&M)	2000									
123	Support Services - Pupil	2100									
124	Other Support Services - Pupils <i>(Describe & Itemize)</i>	2190	0	0	0	0	0	0	0	0	0
125	Support Services - Business	2500									
126	Direction of Business Support Services	2510	0	0	0	0	0	0	0	0	0
127	Facilities Acquisition & Construction Services	2530	0	0	0	0	0	0	0	0	0
128	Operation & Maintenance of Plant Services	2540	110,080	8,194	42,206	57,300	0	0	0	0	217,779
129	Pupil Transportation Services	2550	0	0	0	0	0	0	0	0	0
130	Food Services	2560					0		0		0
131	Total Support Services - Business	2500	110,080	8,194	42,206	57,300	0	0	0	0	217,779
132	Other Support Services - Misc. <i>(Describe & Itemize)</i>	2900	0	0	0	0	0	0	0	0	0
133	Total Support Services	2000	110,080	8,194	42,206	57,300	0	0	0	0	217,779
134	COMMUNITY SERVICES (O&M)	3000	0	0	0	0	0	0	0	0	0
135	PAYMENTS TO OTHER DIST & GOVT UNITS (O&M)	4000									
136	Payments to Other Dist & Govt Units (In-State)	4100									
137	Payments for Regular Programs	4110			0			0			0
138	Payments for Special Education Programs	4120			0			0			0
139	Payments for CTE Program	4140			0			0			0
140	Other Payments to In-State Govt Units - Programs <i>(Describe & Itemize)</i>	4190			0			0			0
141	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
142	Payments to Other Dist & Govt Units (Out of State) ¹⁴	4400			0			0			0
143	Total Payments to Other Dist & Govt Unit	4000			0			0			0
144	DEBT SERVICE (O&M)	5000									
145	Debt Service - Interest on Short-Term Debt	5100									
146	Tax Anticipation Warrants	5110						0			0
147	Tax Anticipation Notes	5120						0			0
148	Corporate Personal Prop Repl Tax Anticipated Notes	5130						0			0
149	State Aid Anticipation Certificates	5140						0			0
150	Other Interest on Short-Term Debt <i>(Describe & Itemize)</i>	5150						0			0
151	Total Debt Service - Interest on Short-Term Debt	5100						0			0
152	Debt Service - Interest on Long-Term Debt	5200						0			0
153	Total Debt Service	5000						0			0
154	PROVISION FOR CONTINGENCIES (O&M)	6000						0			0
155	Total Direct Disbursements/Expenditures		110,080	8,194	42,206	57,300	0	0	0	0	217,779
156	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(55,972)
157											
158	30 - DEBT SERVICE FUND (DS)										
159	PAYMENTS TO OTHER DIST & GOVT UNITS (DS)	4000									
160	Payments to Other Dist & Govt Units (In-State)	4100									
161	Payments for Regular Programs	4110						0			0
162	Payments for Special Education Programs	4120						0			0
163	Other Payments to In-State Govt Units - Programs <i>(Describe & Itemize)</i>	4190						0			0
164	Total Payments to Other Dist & Govt Units (In-State)	4000						0			0
165	DEBT SERVICE (DS)	5000									
166	Debt Service - Interest on Short-Term Debt	5100									
167	Tax Anticipation Warrants	5110						0			0
168	Tax Anticipation Notes	5120						0			0
169	Corporate Personal Prop Repl Tax Anticipation Notes	5130						0			0
170	State Aid Anticipation Certificates	5140						0			0
171	Other Interest on Short-Term Debt <i>(Describe & Itemize)</i>	5150						0			0
172	Total Debt Service - Interest On Short-Term Debt	5100						0			0
173	Debt Service - Interest on Long-Term Debt	5200						43,200			43,200
174	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) <i>(Describe & Itemize)</i>	5300						195,000			195,000
175	Debt Service - Other <i>(Describe & Itemize)</i>	5400			0			0			0
176	Total Debt Service	5000			0			238,200			238,200
177	PROVISION FOR CONTINGENCIES (DS)	6000						0			0
178	Total Direct Disbursements/Expenditures				0			238,200			238,200
179	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										3,180
180											

	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
181	40 - TRANSPORTATION FUND (TR)										
182	SUPPORT SERVICES (TR)	2000									
183	Support Services - Pupils	2100									
184	Other Support Services - Pupils <i>(Describe & Itemize)</i>	2190	0	0	0	0	0	0	0	0	0
185	Support Services - Business										
186	Pupil Transportation Services	2550	91,902	0	33,384	23,734	0	0	0	0	149,020
187	Other Support Services - Business <i>(Describe & Itemize)</i>	2900	0	0	0	0	0	0	0	0	0
188	Total Support Services	2000	91,902	0	33,384	23,734	0	0	0	0	149,020
189	COMMUNITY SERVICES (TR)	3000	0	0	0	0	0	0	0	0	0
190	PAYMENTS TO OTHER DIST & GOVT UNITS (TR)	4000									
191	Payments to Other Dist & Govt Units (In-State)	4100									
192	Payments for Regular Program	4110			0			0			0
193	Payments for Special Education Programs	4120			0			0			0
194	Payments for Adult/Continuing Education Programs	4130			0			0			0
195	Payments for CTE Programs	4140			0			0			0
196	Payments for Community College Programs	4170			0			0			0
197	Other Payments to In-State Govt Units - Programs <i>(Describe & Itemize)</i>	4190			0			0			0
198	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
199	Payments to Other Dist & Govt Units (Out-of-State) <i>(Describe & Itemize)</i>	4400			0			0			0
200	Total Payments to Other Dist & Govt Units	4000			0			0			0
201	DEBT SERVICE (TR)	5000									
202	Debt Service - Interest on Short-Term Debt	5100									
203	Tax Anticipation Warrants	5110						0			0
204	Tax Anticipation Notes	5120						0			0
205	Corporate Personal Prop Repl Tax Anticipation Notes	5130						0			0
206	State Aid Anticipation Certificates	5140						0			0
207	Other Interest on Short-Term Debt <i>(Describe & Itemize)</i>	5150						0			0
208	Total Debt Service - Interest On Short-Term Debt	5100						0			0
209	Debt Service - Interest on Long-Term Debt	5200						0			0
210	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) <i>(Describe & Itemize)</i>	5300						0			0
211	Debt Service - Other <i>(Describe & Itemize)</i>	5400						0			0
212	Total Debt Service	5000						0			0
213	PROVISION FOR CONTINGENCIES (TR)	6000						0			0
214	Total Direct Disbursements/Expenditures		91,902	0	33,384	23,734	0	0	0	0	149,020
215	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										16,218
216											
217	50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)										
218	INSTRUCTION (MR/SS)	1000									
219	Regular Program	1100		11,431							11,431
220	Pre-K Programs	1125		0							0
221	Special Education Programs (Functions 1200-1220)	1200		2,494							2,494
222	Special Education Programs Pre-K	1225		0							0
223	Remedial and Supplemental Programs K-12	1250		9,465							9,465
224	Remedial and Supplemental Programs Pre-K	1275		0							0
225	Adult/Continuing Education Programs	1300		0							0
226	CTE Programs	1400		0							0
227	Interscholastic Programs	1500		2,255							2,255
228	Summer School Programs	1600		0							0
229	Gifted Programs	1650		0							0
230	Driver's Education Programs	1700		0							0
231	Bilingual Programs	1800		0							0
232	Truant Alternative & Optional Programs	1900		0							0
233	Total Instruction	1000		25,645							25,645
234	SUPPORT SERVICES (MR/SS)	2000									
235	Support Services - Pupil	2100									
236	Attendance & Social Work Services	2110		0							0
237	Guidance Services	2120		0							0
238	Health Services	2130		0							0
239	Psychological Services	2140		0							0
240	Speech Pathology & Audiology Services	2150		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
241	Other Support Services - Pupils (<i>Describe & Itemize</i>)	2190		0							0
242	Total Support Services - Pupil	2100		0							0
243	Support Services - Instructional Staff	2200									
244	Improvement of Instruction Services	2210		25							25
245	Educational Media Services	2220		2,555							2,555
246	Assessment & Testing	2230		0							0
247	Total Support Services - Instructional Staff	2200		2,580							2,580
248	Support Services - General Administration	2300									
249	Board of Education Services	2310		0							0
250	Executive Administration Services	2320		4,676							4,676
251	Special Area Administrative Services	2330		0							0
252	Claims Paid from Self Insurance Fund	2361		0							0
253	Risk Management and Claims Services Payments	2365		0							0
254	Total Support Services - General Administration	2300		4,676							4,676
255	Support Services - School Administration	2400									
256	Office of the Principal Services	2410		9,114							9,114
257	Other Support Services - School Administration (<i>Describe & Itemize</i>)	2490		0							0
258	Total Support Services - School Administration	2400		9,114							9,114
259	Support Services - Business	2500									
260	Direction of Business Support Services	2510		0							0
261	Fiscal Services	2520		5,339							5,339
262	Facilities Acquisition & Construction Services	2530		0							0
263	Operation & Maintenance of Plant Service	2540		13,887							13,887
264	Pupil Transportation Services	2550		10,180							10,180
265	Food Services	2560		5,569							5,569
266	Internal Services	2570		0							0
267	Total Support Services - Business	2500		34,974							34,974
268	Support Services - Central	2600									
269	Direction of Central Support Services	2610		0							0
270	Planning, Research, Development & Evaluation Services	2620		0							0
271	Information Services	2630		0							0
272	Staff Services	2640		0							0
273	Data Processing Services	2660		0							0
274	Total Support Services - Central	2600		0							0
275	Other Support Services - Misc. (<i>Describe & Itemize</i>)	2900		0							0
276	Total Support Services	2000		51,344							51,344
277	COMMUNITY SERVICES (MR/SS)	3000		0							0
278	PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)	4000									
279	Payments for Regular Programs	4110		0							0
280	Payments for Special Education Programs	4120		0							0
281	Payments for CTE Programs	4140		0							0
282	Total Payments to Other Dist & Govt Units	4000		0							0
283	DEBT SERVICE (MR/SS)	5000									
284	Debt Service - Interest on Short-Term Debt	5100									
285	Tax Anticipation Warrants	5110						0			0
286	Tax Anticipation Notes	5120						0			0
287	Corporate Personal Prop Repl Tax Anticipation Notes	5130						0			0
288	State Aid Anticipation Certificates	5140						0			0
289	Other Interest on Short-Term Debt (<i>Describe & Itemize</i>)	5150						0			0
290	Total Debt Service	5000						0			0
291	PROVISION FOR CONTINGENCIES (MR/SS)	6000						0			0
292	Total Direct Disbursements/Expenditures			76,988				0			76,988
293	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										16,324
294											
295	60 - CAPITAL PROJECTS (CP)										
296	SUPPORT SERVICES (CP)	2000									
297	Support Services - Business										
298	Facilities Acquisition & Construction Services	2530	0	0	877	0	100,000	0	0		100,877
299	Other Support Services - Business (<i>Describe & Itemize</i>)	2900	0	0	0	0	0	0	0		0
300	Total Support Services	2000	0	0	877	0	100,000	0	0		100,877
301	PAYMENTS TO OTHER DIST & GOVT UNITS (CP)	4000									

	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
302	Payments to Other Dist & Govt Units (In-State)	4100									
303	Payments to Regular Programs	4110			0			0			0
304	Payment for Special Education Programs	4120			0			0			0
305	Payment for CTE Programs	4140			0			0			0
306	Payments to Other Govt Units - Programs (In-State) (Describe & Itemize)	4190			0			0			0
307	Total Payments to Other Districts & Govt Units	4000			0			0			0
308	PROVISION FOR CONTINGENCIES (CP)	6000						0			0
309	Total Direct Disbursements/Expenditures		0	0	877	0	100,000	0	0		100,877
310	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										257,712
311											
312	70 WORKING CASH FUND (WC)										
313											
314	80 - TORT FUND (TF)										
315	INSTRUCTION (TF)	1000									
316	Regular Programs	1100	0	0	0	0	0	0	0	0	0
317	Tuition Payment to Charter Schools	1115			0						0
318	Pre-K Programs	1125	0	0	0	0	0	0	0	0	0
319	Special Education Programs (Functions 1200 - 1220)	1200	0	0	0	0	0	0	0	0	0
320	Special Education Programs Pre-K	1225	0	0	0	0	0	0	0	0	0
321	Remedial and Supplemental Programs K-12	1250	0	0	0	0	0	0	0	0	0
322	Remedial and Supplemental Programs Pre-K	1275	0	0	0	0	0	0	0	0	0
323	Adult/Continuing Education Programs	1300	0	0	0	0	0	0	0	0	0
324	CTE Programs	1400	0	0	0	0	0	0	0	0	0
325	Interscholastic Programs	1500	0	0	0	0	0	0	0	0	0
326	Summer School Programs	1600	0	0	0	0	0	0	0	0	0
327	Gifted Programs	1650	0	0	0	0	0	0	0	0	0
328	Driver's Education Programs	1700	0	0	0	0	0	0	0	0	0
329	Bilingual Programs	1800	0	0	0	0	0	0	0	0	0
330	Truant Alternative & Optional Programs	1900	0	0	0	0	0	0	0	0	0
331	Pre-K Programs - Private Tuition	1910						0			0
332	Regular K-12 Programs Private Tuition	1911						0			0
333	Special Education Programs K-12 Private Tuition	1912						0			0
334	Special Education Programs Pre-K Tuition	1913						0			0
335	Remedial/Supplemental Programs K-12 Private Tuition	1914						0			0
336	Remedial/Supplemental Programs Pre-K Private Tuition	1915						0			0
337	Adult/Continuing Education Programs Private Tuition	1916						0			0
338	CTE Programs Private Tuition	1917						0			0
339	Interscholastic Programs Private Tuition	1918						0			0
340	Summer School Programs Private Tuition	1919						0			0
341	Gifted Programs Private Tuition	1920						0			0
342	Bilingual Programs Private Tuition	1921						0			0
343	Truants Alternative/Opt Ed Programs Private Tuition	1922						0			0
344	Total Instruction ¹⁴	1000	0	0	0	0	0	0	0	0	0
345	SUPPORT SERVICES (TF)	2000									
346	Support Services - Pupil	2100									
347	Attendance & Social Work Services	2110	0	0	0	0	0	0	0	0	0
348	Guidance Services	2120	0	0	0	0	0	0	0	0	0
349	Health Services	2130	0	0	0	0	0	0	0	0	0
350	Psychological Services	2140	0	0	0	0	0	0	0	0	0
351	Speech Pathology & Audiology Services	2150	0	0	0	0	0	0	0	0	0
352	Other Support Services - Pupils (Describe & Itemize)	2190	0	0	0	0	0	0	0	0	0
353	Total Support Services - Pupil	2100	0	0	0	0	0	0	0	0	0
354	Support Services - Instructional Staff	2200									
355	Improvement of Instruction Services	2210	0	0	0	0	0	0	0	0	0
356	Educational Media Services	2220	0	0	0	0	0	0	0	0	0
357	Assessment & Testing	2230	0	0	0	0	0	0	0	0	0
358	Total Support Services - Instructional Staff	2200	0	0	0	0	0	0	0	0	0
359	Support Services - General Administration	2300									
360	Board of Education Services	2310	0	0	2,000	0	0	0	0	0	2,000
361	Executive Administration Services	2320	0	0	0	0	0	0	0	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
2											
362	Special Area Administration Services	2330	0	0	0	0	0	0	0	0	0
363	Claims Paid from Self Insurance Fund	2361	0	0	0	0	0	0	0	0	0
364	Risk Management and Claims Services Payments	2365	0	0	69,502	0	0	0	0	0	69,502
365	Total Support Services - General Administration	2300	0	0	71,502	0	0	0	0	0	71,502
366	Support Services - School Administration	2400									
367	Office of the Principal Services	2410	0	0	0	0	0	0	0	0	0
368	Other Support Services - School Administration <i>(Describe & Itemize)</i>	2490	0	0	0	0	0	0	0	0	0
369	Total Support Services - School Administration	2400	0	0	0	0	0	0	0	0	0
370	Support Services - Business	2500									
371	Direction of Business Support Services	2510	0	0	0	0	0	0	0	0	0
372	Fiscal Services	2520	0	0	0	0	0	0	0	0	0
373	Facilities Acquisition & Construction Services	2530	0	0	0	0	0	0	0	0	0
374	Operation & Maintenance of Plant Services	2540	0	0	0	0	0	0	0	0	0
375	Pupil Transportation Services	2550	0	0	0	0	0	0	0	0	0
376	Food Services	2560	0	0	0	0	0	0	0	0	0
377	Internal Services	2570	0	0	0	0	0	0	0	0	0
378	Total Support Services - Business	2500	0	0	0	0	0	0	0	0	0
379	Support Services - Central	2600									
380	Direction of Central Support Services	2610	0	0	0	0	0	0	0	0	0
381	Planning, Research, Development & Evaluation Services	2620	0	0	0	0	0	0	0	0	0
382	Information Services	2630	0	0	0	0	0	0	0	0	0
383	Staff Services	2640	0	0	0	0	0	0	0	0	0
384	Data Processing Services	2660	0	0	0	0	0	0	0	0	0
385	Total Support Services - Central	2600	0	0	0	0	0	0	0	0	0
386	Other Support Services - Misc. <i>(Describe & Itemize)</i>	2900	0	0	0	0	0	0	0	0	0
387	Total Support Services	2000	0	0	71,502	0	0	0	0	0	71,502
388	COMMUNITY SERVICES (TF)	3000									
389	PAYMENTS TO OTHER DIST & GOVT UNITS (TF)	4000									
390	Payments to Other Dist & Govt Units (In-State)	4100									
391	Payments for Regular Programs	4110			0			0			0
392	Payments for Special Education Programs	4120			0			0			0
393	Payments for Adult/Continuing Education Programs	4130			0			0			0
394	Payments for CTE Programs	4140			0			0			0
395	Payments for Community College Programs	4170			0			0			0
396	Other Payments to In-State Govt Units - Programs <i>(Describe & Itemize)</i>	4190			0			0			0
397	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
398	Payments for Regular Programs - Tuition	4210						0			0
399	Payments for Special Education Programs - Tuition	4220						0			0
400	Payments for Adult/Continuing Education Programs - Tuition	4230						0			0
401	Payments for CTE Programs - Tuition	4240						0			0
402	Payments for Community College Programs - Tuition	4270						0			0
403	Payments for Other Programs - Tuition	4280						0			0
404	Other Payments to In-State Govt Units - Tuition <i>(Describe & Itemize)</i>	4290						0			0
405	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
406	Payments for Regular Programs - Transfers	4310						0			0
407	Payments for Special Education Programs - Transfers	4320						0			0
408	Payments for Adult/Continuing Ed Programs - Transfers	4330						0			0
409	Payments for CTE Programs - Transfers	4340						0			0
410	Payments for Community College Program - Transfers	4370						0			0
411	Payments for Other Programs - Transfers	4380						0			0
412	Other Payments to In-State Govt Units - Transfers <i>(Describe & Itemize)</i>	4390			0			0			0
413	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
414	Payments to Other Dist & Govt Units (Out of State)	4400			0			0			0
415	Total Payments to Other Dist & Govt Units	4000			0			0			0
416	DEBT SERVICE (TF)	5000									
417	Debt Service - Interest on Short-Term Debt										
418	Tax Anticipation Warrants	5110						0			0
419	Tax Anticipation Notes	5120						0			0
420	Corporate Personal Property Replacement Tax Anticipation Notes	5130						0			0
421	State Aid Anticipation Certificates	5140						0			0
422	Other Interest or Short-Term Debt <i>(Describe & Itemize)</i>	5150						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
423	Debt Service - Interest on Long-Term Debt	5200						0			0
424	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300						0			0
425	Debt Service - Other (Describe & Itemize)	5400			0			0			0
426	Total Debt Service	5000			0			0			0
427	PROVISION FOR CONTINGENCIES (TF)	6000						0			0
428	Total Direct Disbursements/Expenditures		0	0	71,502	0	0	0	0	0	71,502
429	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										9,793
430											
431	90 - FIRE PREVENTION & SAFETY FUND (FP&S)										
432	SUPPORT SERVICES (FP&S)	2000									
433	Support Services - Business	2500									
434	Facilities Acquisition & Construction Services	2530	0	0	0	0	0	0	0		0
435	Operation & Maintenance of Plant Service	2540	0	0	0	0	40,641	0	0		40,641
436	Total Support Services - Business	2500	0	0	0	0	40,641	0	0		40,641
437	Other Support Services - Misc. (Describe & Itemize)	2900	0	0	0	0	0	0	0		0
438	Total Support Services	2000	0	0	0	0	40,641	0	0		40,641
439	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (FP&S)	4000									
440	Payments to Regular Programs	4110						0			0
441	Payments to Special Education Programs	4120						0			0
442	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190						0			0
443	Total Payments to Other Districts & Govt Units (FPS)	4000						0			0
444	DEBT SERVICE (FP&S)	5000									
445	Debt Service - Interest on Short-Term Debt	5100									
446	Tax Anticipation Warrants	5110						0			0
447	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
448	Total Debt Service - Interest on Short-Term Debt	5100						0			0
449	Debt Service - Interest on Long-Term Debt	5200						0			0
450	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300						0			0
451	Total Debt Service	5000						0			0
452	PROVISIONS FOR CONTINGENCIES (FP&S)	6000						0			0
453	Total Direct Disbursements/Expenditures		0	0	0	0	40,641	0	0		40,641
454	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(8,036)

	B	C	D	E	F	G	H
1	If there is an amount in column C or column G, please describe the type of revenue or expenditure in column D or column H.						
2	Revenue Check:	OK					
3	Expenditure Check:	OK					
4	Revenues Acct. (EstRev tab)	Amount	Describe Revenue	Expenditures Fund-Function (EstExp tab)	Amount	Describe Expenditures	
5	1190			10-2190			
6	1290			10-2490			
7	1614			10-2900			
8	1690			10-4190			
9	1790			10-4290			
10	1819			10-4390			
11	1829			10-4400			
12	1890	\$ 20	Library Books	10-5150			
13	1993	\$ 9,824	Latchkey	20-2190			
14	1999	\$ 15,000	TRS, IMRF Credits, Reclaim Resale Donation	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	\$ 195,000	Bond Principal	
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			50-2190			
30	4998			50-2490			
31				50-2900			
32				50-5150			
33				60-2900			
34				60-4190			
35				80-2190			
36				80-2490			
37				80-2900			
38				80-4190			
39				80-4290			
40				80-4390			
41				80-4400			
42				80-5150			
43				80-5300			
44				80-5400			
45				90-2900			
46				90-4190			
47				90-5150			
48				90-5300			

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

Description	EDUCATIONAL FUND (10)	OPERATIONS & MAINTENANCE FUND (20)	TRANSPORTATION FUND (40)	WORKING CASH FUND (70)	TOTAL
Direct Revenues	2,542,503	161,807	165,238	62,234	2,931,782
Direct Expenditures	2,669,555	217,779	149,020		3,036,354
Difference	(127,052)	(55,972)	16,218	62,234	(104,572)
Estimated Fund Balance - June 30, 2027	155,476	17,805	106,888	389,232	669,401

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

A deficit reduction plan is required if the local board of education adopts (or amends) the 2026-2027 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 2025-2026 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 22-26) 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	<i>*School Districts Only</i>			DEFICIT REDUCTION PLAN ESTIMATED BUDGET FY2026-2027					
2									
3									53102002004
4									District Number
5	Riverview CCSD 2								
	District Name			Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total	
6									
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)			282,528	23,777	90,670	376,998	773,973	
8	RECEIPTS/REVENUES		Acct #						
9	LOCAL SOURCES		1000	1,328,653	161,807	78,351	62,234	1,631,045	
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT		2000	0	0	0		0	
11	STATE SOURCES		3000	805,715	0	86,887	0	892,602	
12	FEDERAL SOURCES		4000	408,135	0	0	0	408,135	
13	Total Receipts/Revenues			2,542,503	161,807	165,238	62,234	2,931,782	
14	DISBURSEMENTS/EXPENDITURES		Funct #						
15	INSTRUCTION		1000	1,564,992				1,564,992	
16	SUPPORT SERVICES		2000	501,983	217,779	149,020		868,782	
17	COMMUNITY SERVICES		3000	0	0	0		0	
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS		4000	602,580	0	0		602,580	
19	DEBT SERVICES		5000	0	0	0		0	
20	PROVISION FOR CONTINGENCIES		6000	0	0	0		0	
21	Total Disbursements/Expenditures			2,669,555	217,779	149,020		3,036,354	
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures			(127,052)	(55,972)	16,218	62,234	(104,572)	
23	OTHER SOURCES/USES OF FUNDS								
24	OTHER SOURCES OF FUNDS (7000)			0	50,000	0	0	50,000	
25	OTHER USES OF FUNDS (8000)			0	0	0	50,000	50,000	
26	TOTAL OTHER SOURCES/USES OF FUNDS			0	50,000	0	(50,000)	0	
27	ESTIMATED ENDING FUND BALANCE			155,476	17,805	106,888	389,232	669,401	

	A		B	H	I	J	K	L
1	*School Districts Only 53102002004 <i>District Number</i> Riverview CCSD 2 <i>District Name</i>			ESTIMATED BUDGET FY2027-2028				
2								
3								
4								
5								
6				Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i>			155,476	17,805	106,888	389,232	669,401
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		155,476	17,805	106,888	389,232		669,401

	A		B	M	N	O	P	Q
1	*School Districts Only 53102002004 <i>District Number</i> Riverview CCSD 2 <i>District Name</i>			ESTIMATED BUDGET FY2028-2029				
2								
3								
4								
5								
6				Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i>			155,476	17,805	106,888	389,232	669,401
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			155,476	17,805	106,888	389,232	669,401

	A		B	R	S	T	U	V
1	*School Districts Only 53102002004 <i>District Number</i> Riverview CCSD 2 <i>District Name</i>			ESTIMATED BUDGET FY2029-2030				
2								
3								
4								
5								
6				Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i>			155,476	17,805	106,888	389,232	669,401
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	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	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	0
27	ESTIMATED ENDING FUND BALANCE		155,476	17,805	106,888	389,232	669,401	

	A	B	W	X	Y	Z
1	*School Districts Only 53102002004 <i>District Number</i> Riverview CCSD 2 <i>District Name</i>		SUMMARY BUDGET ADDENDUM - DEFICIT REDUCTION PLAN ESTIMATED BUDGET <i>Date of Adoption:</i> <i>(Enter as MM/DD/YY)</i>			
2						
3						
4						
5			FY2026-2027	FY2027-2028	FY2028-2029	FY2029-2030
6						
7	ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i>		773,973	669,401	669,401	669,401
8	RECEIPTS/REVENUES	Acct #				
9	LOCAL SOURCES	1000	1,631,045	0	0	0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0	0
11	STATE SOURCES	3000	892,602	0	0	0
12	FEDERAL SOURCES	4000	408,135	0	0	0
13	Total Receipts/Revenues		2,931,782	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #				
15	INSTRUCTION	1000	1,564,992	0	0	0
16	SUPPORT SERVICES	2000	868,782	0	0	0
17	COMMUNITY SERVICES	3000	0	0	0	0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	602,580	0	0	0
19	DEBT SERVICES	5000	0	0	0	0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0	0
21	Total Disbursements/Expenditures		3,036,354	0	0	0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		(104,572)	0	0	0
23	OTHER SOURCES/USES OF FUNDS					
24	OTHER SOURCES OF FUNDS (7000)		50,000	0	0	0
25	OTHER USES OF FUNDS (8000)		50,000	0	0	0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		669,401	669,401	669,401	669,401

Deficit Reduction Plan-Background/Assumptions (School Districts Only)**Fiscal Year 2026-2027
through Fiscal Year 2029-2030**

Riverview CCSD 2 53102002004

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

1. Background and Narrative of Budget Reductions:**2. Assumptions Used in the Deficit Reduction Plan:**

- EBF and Estimated New Tier Funding:

- Equal Assessed Valuation and Tax Rates:

- Employee Salaries and Benefits:

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

Fiscal Year 2026-2027

through Fiscal Year 2029-2030

- 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 2027 Spending Plan RIVERVIEW C C SCHOOL DISTRICT 2

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 2026-27 school year? What measures will be used to evaluate progress? (No more than 2000 characters, including spaces.)
	Riverview CCSD #2 will use additional EBF funds to continue to provide our staff with appropriate PD and time to work on our new ELA and math curricula. Lastly, Riverview has experienced a marked increase in the needs of several special education students, several requiring out sourcing to various day programs we cannot support internally. In house, we have needed to add a special education teacher to the staff to meet the needs of students not going to alternate programs. Additional EBF money will go toward their (students requiring day programs) tuition and transportation to facilities better equipped to meet their special needs.

	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.)	Increase number and/or quality of professional development opportunities	Maintain or decrease class sizes	Increase the number of high-quality educators dedicated to special student groups
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 2027 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 2026)	Final Resources / Adequacy Target = Percent of Adequacy	Average Student Enrollment	201.81	Adequacy Target	\$2,796,772
		Final Resources	\$2,082,409	Percent of Adequacy	74%
	Base Funding Minimum + Tier Funding = Gross State Contribution	Tier Assignment	1	Gross State Contribution	\$747,839
		FY26 Base Funding Minimum	\$722,031	FY 2026 Tier Funding	\$25,809
	Within FY 2026 Gross State Contribution, Resources Attributable to Specific Populations	Low-Income Students	\$110,251		
		English Learners (ELs)	\$484		
		Special Education	\$82,909		

	FY 2027 Tier Funding	Funding Type (Select)	<i>*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.</i>
1) FY 2027 Tier Funding Allocation*: Enter the dollar amount of Tier Funding (e.g., NEW MONEY only) allocated to the Organizational Unit for FY 2027. Select whether the amount is estimated or actual funding.	\$13,936	Actual	

		Data Source 1	Data Source 2	Data Source 3	
2)	Select the top three sources of data used to inform the Organizational Unit's planned allocation of EBF dollars. (Select three different responses.)	Climate and culture survey data (e.g., Five Essentials Survey)	Attendance data (e.g., chronic absenteeism, graduation or dropout rates)	Student growth and achievement data, disaggregated by student groups	
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)	Yes	School Improvement Teams	Other Parent Group(s)
		Other Program Leaders		Teacher or Support Staff Unions	Community Focus Group(s)
		School Board Members	Yes	Other School Staff	Other
[Optional] Provide a brief description of the Organizational Unit's process for consulting with internal and external stakeholders in determining the allocation of EBF dollars. (No more than 1000 characters, including spaces.)					
		Priority Investment 1	Priority Investment 2	Priority Investment 3	
4)	Given the data analyzed, the stakeholders consulted, and the priorities identified in Part I, indicate the top three priority investments the Organizational Unit will make with its FY 2027 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.)	Core Teachers	Specialist Teachers	School Site Staff	
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 2026 Adequacy Target for each of the 34 cost factors in the Evidence-Based Funding model (Column F). Column G is required for all Organizational Units that receive at least \$5,000 in Tier Funding, while column H is optional. Organizational Units may choose to provide additional narrative context in Columns I-M to elaborate on the figures included in the table. ISBE has produced guidance for populating the cost factor table. The guidance includes a definition for each cost factor, along with suggestions for using Employee Information System position codes and common expenditure accounts to support a determination of expenditures. This guidance is available at https://www.isbe.net/ebfspendingplan. Column G: If the Organizational Unit will receive at least \$5,000 in FY 2027 Tier Funding (as entered in Q2.1/cell G31), column G is required. Please indicate the Organizational Unit's planned expenditures in FY 2027 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 2027 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 2026 Adjusted Adequacy Target	Budgeted FY 2027 Investments with New Tier Funding [Required]	Budgeted FY 2027 Expenditures (All Resources) [Optional]	Optional District Narratives
	Core Teachers	\$646,133	\$6,968		Enter optional context for core investment decisions.
	Specialist Teachers	\$129,227	\$6,968		
	Instructional Facilitator	\$65,865			
	Core Intervention Teacher	\$28,980			
	Substitute Teachers	\$22,289			

Core Investments	Guidance Counselor	\$38,253			
	Nurse	\$15,056			
	Supervisory Aide	\$25,517			
	Librarian	\$33,313			
	Librarian Aide	\$19,137			
	Principal	\$48,838			
	Assistant Principal	\$42,285			
	School Site Staff	\$30,619			
	Subtotal	\$1,145,511	\$13,936		
Per Student Investments	Gifted	\$17,938			Enter optional context for per student investment decisions.
	Professional Development	\$25,226			
	Instructional Materials	\$68,817			
	Assessments	\$6,862			
	Computer & Tech Equipment	\$115,234			
	Student Activities	\$38,211			
	Maintenance & Operations	\$319,465			
	Central Office	\$202			
Employee Benefits	\$545,776				
	Subtotal*	\$1,332,198			
Additional Investments	Low-Income Intervention Teacher	\$38,914			Enter optional context for additional investment decisions.
	Low-Income Pupil Support Staff	\$38,914			
	Low-Income Extended Day Teacher	\$40,304			
	Low-Income Summer School Teacher	\$40,304			
	EL Intervention Teacher	\$695			
	EL Pupil Support Staff	\$695			
	EL Extended Day Teacher	\$695			
	EL Summer School Teacher	\$695			
	EL Core Teacher	\$1,390			
	Sp Ed Teacher	\$99,371			
	Sp Ed Instructional Assistant	\$41,465			
Sp Ed Psychologist	\$15,622				
	Subtotal	\$319,063			
	Other Investments				
	Total**	\$2,796,772	\$13,936	Tier Funding Check (Cell G90)	Complete, G90=G31
*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 2026 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 2027 Student Population Allocations*: Enter the dollar amount of resources attributable to Specific Populations within the FY27 Gross State Contribution. Enter "0" if no funds are allocated for a student group. Select whether amounts are estimated or actual.	Low-Income Students	\$112,750	Actual	*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	\$504	Actual	
		Special Education	\$83,877	Actual	
		Organizational Unit investment of EBF dollars for low-income students: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.)		Low-Income Intervention Teacher	Yes
				Other Investments	

2)	Response Required	[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 2027. (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 2027. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)								
4)	Organizational Units investment of EBF dollars for Special Education: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Required	Special Education Teacher	Yes	Special Education Psychologist				
		[Optional - Enter \$]		[Optional - Enter \$]				
		Special Education Instructional Assistant		Other Investments				
		[Optional - Enter \$]		[Optional - Enter \$]				
Additional context for the Organizational Unit's planned use of dollars attributable to Special Education students in FY 2027. (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." Required Yes 2). "My school district has at least one attendance center with 20 or more English learners (including parental refusals) who speak the same home language other than English in grades K-12. Alternatively and/or additionally, my school district has at least one attendance center with 20 or more English learners (including parent refusals) who speak the same home language other than English in pre-K." Required No 3). "I hereby affirm that the school district's BPAC will review this EBF Spending Plan by or before October 31, 2026."								

N/A

4). Enter the anticipated date on which the BPAC review will take place and the name of the BPAC chair for SY 2026-27.

N/A

BPAC Meeting (MM/DD/YYYY)

Name of Chair

Spending Plan Completion Tracker

Use the information below to confirm completion of all required questions. Note that the "status" column adjusts to responses, so the tracker is most helpful to consult after you have completed the spending plan.

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

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

The worksheet is intended for use during the budgeting process to estimate the district's percent increase of FY2027 budgeted expenditures over actual FY2026 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: **Riverview CCSD 2**RCDT Number: **53102002004**

		Estimated Actual Expenditures, Fiscal Year 2026				Budgeted Expenditures, Fiscal Year 2027			
		(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	197,120			197,120	88,532		0	88,532
2. Special Area Administration Services	2330				0	0		0	0
3. Other Support Services - School Administration	2490				0	0		0	0
4. Direction of Business Support Services	2510				0	0	0	0	0
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		197,120	0	0	197,120	88,532	0	0	88,532
9. Estimated Percent Increase (Decrease) for FY2027 (Budgeted) over (Actual) FY 2026									-55%

REPORTING OF PUBLIC VENDOR CONTRACTS OF \$1,000 OR MORE (School Districts Only)

*In accordance with the School Code, Section 10-20.21, all **school districts** are required to file a report listing 'vendor contracts' as an attachment to their budget. In this context, the term "vendor contracts" refers to "all contracts and agreements that pertain to goods and services that were intended to generate additional revenue and other remunerations for the school district in excess of \$1,000, including without limitation vending machine contracts, sports and other attire, class rings, and photographic services. **The report is to list information regarding such contracts for the fiscal year immediately preceding the fiscal year of the budget.** All such contracts executed on or after July 1, 2007 must be approved by the school board.*

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

CHECK FOR ERRORS

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

Please fix errors below before submitting to ISBE.

Budget Item References	Message
1. Deficit Reduction Plan (DefReductPlan 23-27 tab)	
Is Deficit Reduction Plan Required? (Joint Agreements do not complete Deficit Reduction Plan.)	Deficit Reduction Plan is not required
If required, is Deficit Reduction Plan completed? (DefReductPlan 22-26 tab)	
2. Cover Page (Cover tab)	
District Name must be selected from drop-down. (Cell J13)	ERROR -Choose district from drop-down list.
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 2026 for all Funds (Cells C3 - K3) (Line must have a number or zero. Do not leave blank.)	OK
Estimated Activity Fund Beginning Fund Balance July, 1 2026 (Cell C83) (Cell must have a number or zero. Do not leave blank.)	OK
Transfer Among Funds (Funds 10, 20, 40 - Acct 7130 - Cells C29, D29, F29), must equal (Funds 10, 20 & 40 - Acct 8130 - Cells C52, D52, F52).	OK
Transfer of Interest (Funds 10 thru 90 - Acct 7140 - Cells C30:K30), must equal (Funds 10 thru 60, & 80 - Acct 8140 - Cells C53:H53, J53).	OK
Transfer to Debt Service to Pay Principal on GASB 87 Leases (Fund 30 - Acct 7400 - Cell E39) must equal (Funds 10, 20 & 60 - Acct 8400 Cells C57:H60).	OK
Transfer to Debt Service to Pay Interest on GASB 87 Leases (Fund 30 - Acct 7500 - Cell E40) must equal (Funds 10, 20 & 60 - Acct 8500 - Cells C61:H64).	OK
Transfer to Debt Service Fund to Pay Principal on Revenue Bonds (Fund 30 - Acct 7600 - Cell E41) must equal (Funds 10 & 20 - Acct 8600 - Cells C65:D68).	OK
Transfer to Debt Service to Pay Interest on Revenue Bonds (Fund 30 - Acct 7700 - Cell E42) must equal (Funds 10 & 20 - Acct 8700 - Cells C69:D72).	OK
Transfer to Capital Projects Fund (Fund 60 - Acct 7800 - Cell H43) must equal (Fund 10 & 20, Acct 8800 - Cells C73:D76).	OK
4. Summary of Cash Transactions: Beginning Cash Balance on Hand July 1, 2026 (CashSum 5 tab, All Funds) cannot be negative.	
Educational (Fund 10 - Cell C3)	OK
Operations & Maintenance (Fund 20 - Cell D3)	OK
Debt Service (Fund 30 - Cell E3)	OK
Transportation (Fund 40 - Cell F3)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G3)	OK
Capital Projects (Fund 60 - Cell H3)	OK
Working Cash (Fund 70 - Cell I3)	OK
Tort (Fund 80 - Cell J3)	OK
Fire Prevention & Safety (Fund 90 - Cell K3)	OK
Activity Funds (Cell C23)	OK
5. Summary of Cash Transactions: Ending Cash Balance on Hand June 30, 2026 (CashSum 5 tab - All Funds) cannot be negative.	
Educational (Fund 10 - Cell C21)	OK
Operations & Maintenance (Fund 20 - Cell D21)	OK
Debt Service (Fund 30 - Cell E21)	OK
Transportation (Fund 40 - Cell F21)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G21)	OK
Capital Projects (Fund 60 - Cell H21)	OK
Working Cash (Fund 70 - Cell I21)	OK
Tort (Fund 80 - Cell J21)	OK
Fire Prevention & Safety (Fund 90 - Cell K21)	OK
6. Summary of Cash Transactions: Other Receipts (CashSum 5 tab) must equal Other Disbursements (CashSum 5 tab).	
Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C6:H6, J6:K6) must equal Interfund Loans Receivable (Funds 10:20, 40, 70 - Acct 141 - Cells C15:D15, F15, I15).	OK
Interfund Loans Receivable (Funds 10, 20, 40, 70 - Acct 141 - Cells C7:D7, F7, I7) must equal Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C16:H16, J16, K16).	OK
7. Estimated Revenue (EstRev 6-10 tab)	
Amounts must be input for revenue.	OK
8. Estimated Expenditures (EstExp 11-19 tab)	
Amounts must be input for expenditures.	OK
9. Itemization Notes: Revenues/Expenditures reported that require note on Itemize 21 tab.	
Include brief note(s) describing revenue source.	OK
Include brief note(s) describing expenditure use.	OK
10. EBF Spending Plan	
All required questions have been answered.	OK

End of Balancing



Riverview Grade School, CCSD #2

1421 Spring Bay Road, East Peoria, Illinois 61611

Phone: 309-822-8550 Fax: (309) 822-8414

www.rgsting.org

Dr. John Bute, Superintendent
Mr. Brandon Dempsey, Principal

TO: Board of Education
From: Dr. Bute, Superintendent
RE: Monthly Board Report
Date: September 2026

OPERATIONS & MAINTENANCE

The school bus sale has been posted and we have received multiple inquiries regarding their condition. Bids were due in August. We received zero bids. The remaining options for the district include:

- **Public Sale Altered Terms:** Attempt to sell the buses “as-is” without the parameters of the previous sale.
- **Public Online Auction:** Attempt to sell the buses "as-is" through online public surplus auction platforms like **GovDeals** or specialized fleet auctioneers.
- **Trade-in:** District can trade the old vehicle in to a commercial bus dealer when purchasing a replacement bus.
- **Scrap:** Sell it directly to a licensed metal scrap yard if the vehicle is no longer operable.
 - Before disposal, the district must remove all school-specific identifiers and safety equipment. This includes taking off the stop arm, crossing gate, district/operator name, emergency equipment, and any video systems.

FINANCE

Separate agenda item this month for the annual budget.

TECHNOLOGY

None

BOARD DEVELOPMENT

1. CIV fall meeting info is in the packet. If you are interested in attending please let Jody or me know so we can add your registration by the deadline of September 30, 2026.
2. Board members need to make a decision about going to the Joint Annual Conference. The Joint Annual Conference is the premier training event for school board members, administrators, and business officials. The professional development opportunity allows district leaders the chance to build relationships with fellow public education advocates and create a lasting network to share new strategies for success. Registration is \$560. After October 15 the conference rate is \$660. Three of the hotels are already sold out (Hyatt Regency, Fairmont, and Swissotel).
 - Early-bird Registration Discount Ends – October 15
 - Registration Cancellation, Refund Request Deadline – October 16
 - Final Day to Register Online – November 16
 - Joint Annual Conference – November 20-22

3. School board candidates can start circulating nominating petitions for signatures for the April 6, 2027, Consolidated Election on Tuesday, August 25. The first day petitions can be filed is Monday, November 16, and the last day of filing is Monday, November 23, 2026. Also posted on the School Board Elections webpage <https://www.iasb.com/memberships-and-divisions/school-board-elections> are the 2027 Candidates Guide (including information about petitions and statement of economic interest), the 2027 Election and Campaign Finance Calendar, and other resources to help candidates. **Current board members whose term is expiring includes: John Anderson, Alesia Haley, Pete Schultz, and AJ Walters.**
4. Based on the discussions held during the special meeting on 9/9/2026, how does the board desire to proceed with goal setting?

FOIA

1. Commercial FOIA Request – Riverview CCSD #2 Teacher Agreement and 2026-27 Benefit Records
 - a. The fully executed current three-year collective bargaining agreement between the District and the teacher bargaining unit/association, including all salary schedules and appendices. **(Documents were Provided)**
 - b. Any record showing the final District/union approval, ratification, or execution date for that agreement if the signed agreement itself does not make that clear. **(Documents were Provided)**
 - c. Current 2026-27 employee medical/health plan records for the teacher unit, including carrier/plan name, SBC or benefit summary, deductible/out-of-pocket information, premium/rate sheet, employee/employer contribution information, and any HSA/HRA/FSA employer funding record that exists. **(Documents were Provided)**
 - d. An existing record showing the current number of employees/FTEs in the teacher bargaining unit, if maintained. **(Documents were Provided)**
 - e. Any executed MOU, side letter, or other amendment affecting wages, insurance, or compensation under the current teacher agreement. **(No Documents were Available)**



Bute, John <jbute@rgsting.org>

Central Illinois Valley Division Meeting - October 7

1 message

kbulava@iasb.com <kbulava@iasb.com>
Reply-To: Christine Lockwood <clockwood@iasb.com>
To: jbute@rgsting.org

Wed, Aug 26, 2026 at 10:07 AM

Click [here](#) for a mobile/web version

Central Illinois Valley Division Meeting

Elmwood CUSD 322
Elmwood High School

Wednesday, October 7

[301 W. Butternut Street](#)

Elmwood



The "Pawsitive" Impact of a Therapy Dog starring Blu

Hear how a small K-8 school, Robein SD 85, brought a therapy dog into their program, and what impact it's had on students and staff. Superintendent/Principal Brad Bennett and Blu, will share the reasoning behind the initiative, how it came together, and the results so far.

[Register Now](#)



Registration Information

Registration cost is **\$30**. Please register by September 30.

Agenda

Check-In & Networking — 5:30 p.m.

Call to Order & Dinner — 6 p.m.

**Business Meeting, Awards
Recognition, Featured
Presentation** — 7 p.m.

Adjourn — 8 p.m.



School Board Member Awards

At this Division Meeting: School Board Governance Recognition and Board Leader Recognition.



Additional Details

The meeting will be held in the Elmwood High School Commons area. Parking is available in front of the building. Enter through the front door.

[Register Now](#)

Katie Bulava
Director, Outreach & Training
kbulava@iasb.com

Christine Lockwood
Administrative Assistant
clockwood@iasb.com

Mark Your Calendar!

Board members are encouraged to attend the meeting in their home division; members are also welcome to attend meetings outside their division if a different date, site, or topic is better suited to their calendar, location, or interests.

[View Division Events](#)

Lighting the Way to Excellence in School Governance

Illinois Association of School Boards

2921 Baker Drive, Springfield, Illinois 62703-5929

One Imperial Place, 1 East 22nd Street, Suite 310, Lombard, Illinois 60148-6159

Springfield: (217) 528-9688 | Lombard: (630) 629-3776

You are receiving this email because jbute@rgsting.org is enrolled as a member or associate of an IASB member board of education.

[Unsubscribe](#)



2921 Baker Drive, Springfield, IL 62703-5929



Riverview Grade School, CCSD #2

1421 Spring Bay Road, East Peoria, Illinois 61611

Phone: 309-822-8550 Fax: (309) 822-8414

www.rgsting.org

Dr. John Bute, Superintendent
Mr. Brandon Dempsey, Principal

To: Board of Education

From: Brandon Dempsey, Principal

RE: Principal Report

Date: September 2026

Teaching and Learning

- Riverview's Kindergarten through 5th grade held a back to school curriculum night on August 24th. The teachers took time meeting with parents to discuss what the curriculum looks like at each grade level, expectations for each grade level, and took time to get parents connected to Google Classroom/Class Dojo.

Professional Development

- Our Special Education Administrator led a professional development session with our special education team focused on data collection and student support. Staff members collaborated with our administrator to clarify essential data-tracking practices to ensure high-quality service delivery. Additionally, the team engaged in targeted discussions around individual student needs to refine accommodations and strategies.

Student Services

- The students of Riverview spent time the week of September 11th setting up the tribute to the attacks that took place on September 11th, 2001. Each classroom placed flags in their respective holders throughout the week. Each flag holds a label with a person who lost their life on that fateful day.



Athletics/Extracurricular

-

Other

- The first group of 8th grade students went to the Food Pantry on August 28th. Mr. Helms left Mr. Dempsey a voicemail stating that this is one of the best groups of students he has ever worked with at the Pantry. The students are invited to be at the Board Meeting to discuss volunteering and what it means to them to be able to help. I have attached the voicemail below.
- [Student Spotlight- Food Pantry](#)
 - Avalynn C.
 - Charlotte B.
 - Kahlil T.
 - Sophia E.
 - Jiana A.

**Riverview CCSD #2
Board Of Education
August 18th, 2026
Regular Meeting**

Regular Meeting Notes

Tuesday, August 18th 2026

Riverview Board of Education Meeting called to Order at 6:00 pm by President Pete Schultz at Riverview Grade School, 1421 Spring Bay Road, East Peoria, in the Library.

Pledge of Allegiance

Roll Call Taken: John Anderson, Clarence Grebner, Alesia Haley, Casey Nigswonger, Pete Schultz, Stacey Seals and AJ Walters

Absent: None

Motion by Clarence Grebner, 2nd by John Anderson to approve the agenda as **presented** or amended.

Roll Call Vote:

Ayes: Clarence Grebner, Alesia Haley, Casey Nigswonger, Pete Schultz, Stacey Seals, AJ Walters, and John Anderson

Absent: None

Nays: None

Motion: Passed

Recognition of Guests and Visitors: Mindy Webster, Jody Coffey, John Bute, and Brandon Dempsey

Superintendent's Report/Items for Discussion:

- a. Operations and Maintenance
- b. Finance
- c. Technology
- d. Board Development
- e. FOIA
- f. Other

Principals Report:

- a. Teaching and Learning
- b. Professional Development
- c. Student Services
- d. Athletics/Extracurricular
- e. Other

Motion by John Anderson, 2nd by Clarence Grebner to approve the July 21st 2026 Regular Open and Closed Session Board Meeting Minutes.

Roll Call Vote:

Ayes: Alesia Haley, Casey Nigswonger, Pete Schultz, Stacey Seals, AJ Walters, John Anderson, and Clarence Grebner

Absent: None

Nays: None

Motion: Passed

**Riverview CCSD #2
Board Of Education
August 18th, 2026
Regular Meeting**

Motion by John Anderson, 2nd by Clarence Grebner to approve August bills.

Roll Call Vote:

Ayes: Casey Nigswonger, Pete Schultz, Stacey Seals, AJ Walters, John Anderson, Clarence Grebner and Alesia Haley

Absent: None

Nays: None

Motion: Passed

Motion by John Anderson, 2nd by AJ Walters to approve Financial Reports.

Roll Call Vote:

Ayes: Pete Schultz, Stacey Seals, AJ Walters, John Anderson, Clarence Grebner, Alesia Haley and Casey Nigswonger

Absent: None

Nays: None

Motion: Passed

Motion by Clarence Grebner, 2nd by AJ Walters to approve the August 2026 Personnel Action Report

Roll Call Vote:

Ayes: Stacey Seals, AJ Walters, John Anderson, Clarence Grebner, Alesia Haley, Casey Nigswonger, and Pete Schultz

Absent: None

Nays: None

Motion: Passed

Motion by John Anderson, 2nd by Clarence Grebner to approve an IASB BoardBook Premier Subscription Agreement.

Roll Call Vote:

Ayes: AJ Walters, John Anderson, Clarence Grebner, Alesia Haley, Casey Nigswonger, Pete Schultz, and Stacey Seals

Absent: None

Nays: None

Motion: Passed

Motion by John Anderson, 2nd by AJ Walters to approve the Threat Assessment Protocol Update for SY 2026-2027.

Roll Call Vote:

Ayes: John Anderson, Clarence Grebner, Alesia Haley, Casey Nigswonger, Pete Schultz, Stacey Seals, and AJ Walters

Absent: None

Nays: None

Motion: Passed

Motion by John Anderson, 2nd by Clarence Grebner to approve the Student-Parent Handbook Changes for SY 2026-2027.

Roll Call Vote:

**Riverview CCSD #2
Board Of Education
August 18th, 2026
Regular Meeting**

Ayes: Clarence Grebner, Alesia Haley, Casey Nigswonger, Pete Schultz, Stacey Seals, AJ Walters, and John Anderson

Absent: None

Nays: None

Motion: Passed

Motion by John Anderson, 2nd by Clarence Grebner to table the Risk Management Plan for SY 2026-2027.

Roll Call Vote:

Ayes: Alesia Haley, Casey Nigswonger, Pete Schultz, Stacey Seals, AJ Walters, John Anderson and Clarence Grebner

Absent: None

Nays: None

Motion: Passed

Motion by John Anderson, 2nd by Clarence Grebner to approve the Consolidated District Plan for SY 2026-2027.

Roll Call Vote:

Ayes: Pete Schultz, Stacey Seals, AJ Walters, John Anderson, Clarence Grebner Alesia Haley, and Casey Nigswonger

Absent: None

Nays: None

Motion: Passed

Motion by John Anderson, 2nd by Clarence Grebner to set a Special Meeting for the purpose of a Board Self-Evaluation with IASB.

Roll Call Vote:

Ayes: Casey Nigswonger, Pete Schultz, Stacey Seals, AJ Walters, John Anderson, Clarence Grebner and Alesia Haley

Absent: None

Nays: None

Motion: Passed

Motion by John Anderson, 2nd by Clarence Grebner to adjourn the August 18th, 2026 Board of Education Meeting at 6:49 PM.

Roll Call Vote:

Ayes: Stacey Seals, AJ Walters, John Anderson, Clarence Grebner Alesia Haley, Casey Nigswonger, and Pete Schultz

Absent: None

Nays: None

Motion: Passed

Sept. 15th School Board

Bills Payable

Checked By:

General Acct.

Flex Acct.

Act. Acct.

Check #

257-258, and 19462-19498

Check #

Check #

5109

Total:

~~49~~ 49. 713.27

Total:

Total:	
--------	--

#1242.98

Bills Payable List

Printed: 09/09/2026 4:21:38PM
RIVERVIEW GRADE SCHOOL # 2
Expense on Date: 9/1/2026 to 9/30/2026

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
AEP ENERGY						
		ELECTRICITY - 7.21.26-8.19.26		9	7,397.38	20-2540-466
					<u>\$7,397.38</u>	✓
AMEREN - CILCO						
		NATURAL GAS		9	214.19	20-2540-465
					<u>\$214.19</u>	✓
AMERICAN PEST CONTROL						
		SANITION SERVICES-Aug. 20th		9	55.00	20-2540-321
					<u>\$55.00</u>	✓
ATLAS SUPPLY COMPANY						
		Dishwasher Rinse		9	121.93	20-2540-410
					<u>\$121.93</u>	✓
AUTO GAS OF SPRING BAY						
		FUEL-21.339-SW		9	90.88	40-2550-464
		FUEL-23.963-SW		9	102.06	40-2550-464
		FUEL-24.281-SW		9	103.41	40-2550-464
		FUEL-25.430-SW		9	101.44	40-2550-464
					<u>\$397.79</u>	✓
BECKS FORIST INC						
		Sympathy flowers		9	75.00	10-2410-410
					<u>\$75.00</u>	✓
BUSHUE BACKGROUND SCREENING						
		FINGERPRINTING SERVICES-Kolditz		9	62.00	10-2642-316
					<u>\$62.00</u>	✓
CONNOR CO						
		MAINTENANCE SUPPLY-AERATOR KITS		9	507.70	20-2540-410
					<u>\$507.70</u>	✓
DAVIS, TOM						
		MOWING SERVICE		9	180.00	20-2540-329
		MOWING SERVICE		9	180.00	20-2540-329
		MOWING SERVICE		9	180.00	20-2540-329
		MOWING SERVICE		9	180.00	20-2540-329
		RoundUp		9	50.00	20-2540-329
		RoundUp		9	180.00	20-2540-329
		RoundUp		9	180.00	20-2540-329
					<u>\$1,130.00</u>	✓
DIGITAL COPY SYSTEMS LLC						
		RENTAL COPIER-Oct.		9	761.75	10-1110-325
					<u>\$761.75</u>	✓
EB ACADEMIC CAMPS, LLC						
		All-Access Suite (2) teachers		9	1,994.00	10-1110-420
					<u>\$1,994.00</u>	✓
FIRST OPTION CARPET						
		GYM FLOOR REPAIRS		9	650.00	20-2540-323
					<u>\$650.00</u>	✓
GORDON FOOD SERVICE STORE						

Bills Payable List

Printed: 09/09/2026 4:21:38PM
 RIVERVIEW GRADE SCHOOL # 2
 Expense on Date: 9/1/2026 to 9/30/2026

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
		FOOD		9	97.78	10-2560-410
					<u>\$97.78</u>	✓
IASB		BOARDBOOK		9	3,665.00	10-2310-410
					<u>\$3,665.00</u>	✓
IGSMA		ILLINOIS GRADE SCHOOL MUSIC ASSOCIATI		9	90.00	10-1110-412
					<u>\$90.00</u>	✓
KCM TRUCK & EQUIPMENT REPAIR		BUS 2		9	6,141.85	40-2550-323
					<u>\$6,141.85</u>	✓
KELLY GLASS INC.		3M FILM		9	4,320.00	20-2540-323
					<u>\$4,320.00</u>	✓
KENYON & ASSOCIATES		CAPITAL PROJECTS-PROF. SVC		9	278.00	60-2540-300
					<u>\$278.00</u>	✓
KIDDER MUSIC		TRUMPET REPAIR		9	135.03	10-1110-326
					<u>\$135.03</u>	✓
KOHL WHOLESALE		FOOD		9	1,582.77	10-2560-410
		FOOD		9	(77.61)	10-2560-410
		FOOD		9	1,803.01	10-2560-410
		FOOD		9	1,739.53	10-2560-410
					<u>\$5,047.70</u>	✓
LANTER DISTRIBUTING		FOOD-LANTER		9	316.42	10-2560-410
					<u>\$316.42</u>	✓
MCGRAW-HILL INC		REVEAL MATH TEACHER EDITION		9	148.95	10-1110-410
					<u>\$148.95</u>	✓
MIDWEST TRANSIT EQUIP INC		BUS LIGHTS		9	175.68	40-2550-323
					<u>\$175.68</u>	✓
MORTON COMMUNITY BANK CC		SNAP CAP REPLACEMENT CHAIRS		9	168.40	20-2540-410
		Monthly Subscription		9	21.69	10-2520-410
		DOOR STOPPERS		9	85.32	20-2540-410
		B. DEAN		9	5.00	40-2550-319
		STAMP		9	9.99	10-2222-410
		PAINT FOR PARKING LOT		9	296.00	20-2540-410
		PAINT FOR PARKING LOT		9	185.04	20-2540-410
		PRINCIPAL OFFICE SUPPLIES		9	173.09	10-2410-410
		NAME PLATES LE, BRICKNER, NAUMAN		9	35.97	10-1110-410
		NAME PLATE		9	11.99	10-2410-410

Bills Payable List

Printed: 09/09/2026 4:21:38PM
 RIVERVIEW GRADE SCHOOL # 2
 Expense on Date: 9/1/2026 to 9/30/2026

Vendor Name					
P.O. Number	Description	Override	Batch #	Amount	State Account Number
	NAME PLATE		9	11.99	10-2320-410
	OFFICE AND TEACHER SUPPLIES		9	298.61	10-1110-410
	MEMBERSHIP		9	55.00	10-1110-410
	FILE CABINET		9	1,324.34	10-2410-410
	FILE CABINET		9	1,324.34	10-2320-410
	TV		9	149.99	10-2410-410
	WATER SOFTENER SALT		9	56.84	20-2540-410
	WATER SOFTENER SALT		9	56.84	20-2540-410
	WATER SOFTENER SALT		9	56.84	20-2540-410
	APPLE MAC BOOK		9	864.92	10-2320-410
	TEACHER LUNCH		9	1,177.00	10-2410-410
	TV MOUNT		9	17.83	10-2410-410
	FILTERS		9	284.50	20-2540-410
	TRUELOVE CABLES		9	45.98	10-1110-410
	SNACKS FOR TI DAYS		9	269.80	10-2410-410
	BLACK FOLDERS		9	135.00	10-1110-410
	CONSTRUCTION PAPER		9	36.80	10-1110-410
	NAME PLATES AND BINDER CLIPS		9	30.29	10-2520-410
	TEACHER LUNCH		9	265.14	10-2410-410
	BINDER CLIPS		9	6.70	10-2520-410
	TRAVEL COAT LOCKERS		9	769.99	10-1110-410
	APPLE MAC BOOK		9	864.92	10-2410-410
	DOCK STATION FOR NOLL		9	114.00	10-1110-410
	COVER FOR MAC BOOK		9	17.95	10-2410-410
	TELEPHONE-AUG		9	810.34	20-2540-340
	GLOVES BOX DISPENSER		9	18.99	10-2520-410
	HILLER AND GORSUCH 6.99 SPLITTER		9	13.98	10-1110-410
	NAME PLATE KOLDITZ		9	11.99	10-1110-410
	BULLETIN BOARD SET		9	30.89	10-2222-410
	OG		9	125.00	10-1110-420
	SHOP TOWELS		9	22.64	40-2550-410
	WATER SOFTENER SALT		9	32.48	20-2540-410
	PE SUPPLIES		9	28.55	10-1110-410
	PE SUPPLIES		9	134.98	10-1110-410
	SUPPLIES FOR HOMELESS		9	21.60	10-1250-411-11-400100
	PE SUPPLIES		9	72.41	10-1110-410
	PE SUPPLIES		9	50.97	10-1110-410
	PE SUPPLIES		9	12.99	10-1110-410
	BATTERIES		9	143.96	10-1110-410
	BATHROOM PASSES		9	35.38	10-1110-410
				<u>\$10,795.25</u>	
NENA ACE HARDWARE					
	MAINTENANCE SUPPLY		9	9.19	20-2540-410
	TRANSPORTATION SUPPLIES		9	82.59	40-2550-410
				<u>\$91.78</u>	
PRAIRE FARMS DAIRY					
	MILK 1/2 PINTS		9	420.88	10-2560-411
	MILK 1/2 PINTS		9	315.66	10-2560-411

Bills Payable List

Printed: 09/09/2026 4:21:38PM
 RIVERVIEW GRADE SCHOOL # 2
 Expense on Date: 9/1/2026 to 9/30/2026

Vendor Name P.O. Number	Description	Override	Batch #	Amount	State Account Number
	MILK 1/2 PINTS		9	(55.48)	10-2560-411
	MILK 1/2 PINTS		9	442.17	10-2560-411
				<u>\$1,123.23</u>	✓
PURSELL AMY					
	GEN LIBRARY SUPPLY		9	67.34	10-2222-410
				<u>\$67.34</u>	✓
READ NATURALLY					
	SY 26-27 READ NATURALLY		9	780.00	10-1110-420
				<u>\$780.00</u>	✓
ROE #53					
	BACKGRND-PERMITS-DRUG TEST-TRAINING		9	40.00	40-2550-319
				<u>\$40.00</u>	✓
SCHOLASTIC BOOK FAIRS					
	SCHOLASTIC NEWS		9	776.89	10-1110-420
				<u>\$776.89</u>	✓
SHIELDS, CARLY					
	STAFF SHIRTS		9	64.00	10-2410-410
				<u>\$64.00</u>	✓
STAPLES, TIFFANY					
	PARENT TRANSPORTATION. BRANDY		9	183.23	40-2550-331
				<u>\$183.23</u>	✓
TASC					
	HRA - ADMIN FEES		9	420.42	10-2310-640
				<u>\$420.42</u>	✓
THOMPSON ELECTRIC CO					
	FIRE ALARM INSPECTION		9	424.00	20-2540-323
				<u>\$424.00</u>	✓
TRINITY HEATING AND COOLING					
	2026 Contract		9	266.00	20-2540-323
				<u>\$266.00</u>	✓
WESTERN ILLINOIS UNIVERSITY					
	ADMINISTRATORS' ROUNDTABLE		9	50.00	10-2410-640
				<u>\$50.00</u>	✓
WM CORPORATE SERVICES, INC					
	SANITION SERVICES		9	547.98	20-2540-321
				<u>\$547.98</u>	✓
ZENITH MATERIAL SERVICES LLC					
	JUNK REMOVAL		9	300.00	20-2540-321
				<u>\$300.00</u>	✓
				<u>\$49,713.27</u>	
			Report Total		



A/P Check Register

Printed: 09/09/2026 4:21:55PM
RIVERVIEW GRADE SCHOOL # 2
Check Date: 9/1/2026 to 9/30/2026

Vendor #	Vendor Name	Batch #	Check Date	Check #	Checks	Direct Deposit	Total
01435	AEP ENERGY	9	09/15/2026	257	7,397.38	0.00	7,397.38
01698	WM CORPORATE SERVICES, INC	9	09/15/2026	258	547.98	0.00	547.98
00044	AMEREN - CILCO	9	09/15/2026	19462	214.19	0.00	214.19
01725	AMERICAN PEST CONTROL	9	09/15/2026	19463	55.00	0.00	55.00
01784	ATLAS SUPPLY COMPANY	9	09/15/2026	19464	121.93	0.00	121.93
01693	AUTO GAS OF SPRING BAY	9	09/15/2026	19465	397.79	0.00	397.79
00430	BECKS FORIST INC	9	09/15/2026	19466	75.00	0.00	75.00
01641	BUSHUE BACKGROUND SCREENING	9	09/15/2026	19467	62.00	0.00	62.00
01733	CONNOR CO	9	09/15/2026	19468	507.70	0.00	507.70
01476	DAVIS, TOM	9	09/15/2026	19469	1,130.00	0.00	1,130.00
01322	DIGITAL COPY SYSTEMS LLC	9	09/15/2026	19470	761.75	0.00	761.75
01801	EB ACADEMIC CAMPS, LLC	9	09/15/2026	19471	1,994.00	0.00	1,994.00
01820	FIRST OPTION CARPET	9	09/15/2026	19472	650.00	0.00	650.00
01576	GORDON FOOD SERVICE STORE	9	09/15/2026	19473	97.78	0.00	97.78
00880	IASB	9	09/15/2026	19474	3,665.00	0.00	3,665.00
01816	IGSMA	9	09/15/2026	19475	90.00	0.00	90.00
01728	KCM TRUCK & EQUIPMENT REPAIR	9	09/15/2026	19476	6,141.85	0.00	6,141.85
01678	KELLY GLASS INC.	9	09/15/2026	19477	4,320.00	0.00	4,320.00
00613	KENYON & ASSOCIATES	9	09/15/2026	19478	278.00	0.00	278.00
00086	KIDDER MUSIC	9	09/15/2026	19479	135.03	0.00	135.03
01573	KOHL WHOLESALE	9	09/15/2026	19480	5,047.70	0.00	5,047.70
01766	LANTER DISTRIBUTING	9	09/15/2026	19481	316.42	0.00	316.42
00093	MCGRAW-HILL INC	9	09/15/2026	19482	148.95	0.00	148.95
00355	MIDWEST TRANSIT EQUIP INC	9	09/15/2026	19483	175.68	0.00	175.68
00321	MORTON COMMUNITY BANK CC	9	09/15/2026	19484	10,795.25	0.00	10,795.25
01574	NENA ACE HARDWARE	9	09/15/2026	19486	91.78	0.00	91.78
01716	PRAIRE FARMS DAIRY	9	09/15/2026	19487	1,123.23	0.00	1,123.23
01817	PURSELL AMY	9	09/15/2026	19488	67.34	0.00	67.34
01241	READ NATURALLY	9	09/15/2026	19489	780.00	0.00	780.00
01149	ROE #53	9	09/15/2026	19490	40.00	0.00	40.00
00904	SCHOLASTIC BOOK FAIRS	9	09/15/2026	19491	776.89	0.00	776.89
01647	SHIELDS, CARLY	9	09/15/2026	19492	64.00	0.00	64.00
01796	STAPLES, TIFFANY	9	09/15/2026	19493	183.23	0.00	183.23
01503	TASC	9	09/15/2026	19494	420.42	0.00	420.42
00258	THOMPSON ELECTRIC CO	9	09/15/2026	19495	424.00	0.00	424.00
01564	TRINITY HEATING AND COOLING	9	09/15/2026	19496	266.00	0.00	266.00
01818	WESTERN ILLINOIS UNIVERSITY	9	09/15/2026	19497	50.00	0.00	50.00
01819	ZENITH MATERIAL SERVICES LLC	9	09/15/2026	19498	300.00	0.00	300.00

Report Totals \$49,713.27 \$0.00 \$49,713.27

Project Year	Voucher Number	Revenue Code	Voucher Date	Net Disbursed	Processed By	Comptroller	Program
2027	00001480	3001-00	8/6/2026	\$34,626.00		8/10/2026	Evidence-Based Funding
2027	00003135	3001-00	8/17/2026	\$34,626.00		8/20/2026	Evidence-Based Funding
2026	00132375	4240-26	8/4/2026	\$534.48		8/6/2026	Fresh Fruits and Vegetables
Total				\$69,786.48			

Cash Receipt Register

Printed: 09/03/2026 3:21:00PM
RIVERVIEW GRADE SCHOOL # 2
Receipt Date: 8/1/2026 to 8/31/2026

Deposit	Date	Number	Account Number (ASN)	Description	Amount	Type	Received From	Cash Override
00003135	08/21/2026	2026831	10.1230.0	CPP REP TAX	1,740.57	CA	Cash	
00003135	08/28/2026	2026831	10.1620.0	ADULT LUNCH	16.00	CA	Cash	
00003135	08/28/2026	2026831	10.1720.0	ACTIVITY FEES	125.00	CA	Cash	
00003135	08/28/2026	2026831	10.1993.0	LATCHKEY	235.00	CA	Cash	
00003135	08/24/2026	2026831	10.3001.0	EBF-GEN STATE AID	69,252.00	CA	Cash	
00132375	08/10/2026	2026831	10.4240.0 (1)	FF&V	534.48	CA	Cash	
00003135	08/21/2026	2026831	10.4992	MEDICAID MATCHING FEE FOR SERVICE	1,867.80	CA	Cash	
00003135	08/21/2026	2026831	20.1230.0	CPP REP TAX	464.17	CA	Cash	
00003135	08/21/2026	2026831	30.1230.0	CPP REPL TAX	116.03	CA	Cash	
00132375	08/11/2026	2026831	60.1983	FACILITIES TAX	14,647.04	CA	Cash	
362181250	08/31/2026	202693	10.1510.0	INTEREST ON INVESTMENTS	166.73	CA	Cash	
362181250	08/31/2026	202693	20.1510.0	INTEREST ON INVEST	47.63	CA	Cash	
362181250	08/31/2026	202693	30.1510.0	INTEREST ON INVEST	11.91	CA	Cash	
362181250	08/31/2026	202693	40.1510.0	INTEREST ON INVEST	35.73	CA	Cash	
362181250	08/31/2026	202693	50.1510.0	INTEREST ON INVEST	17.86	CA	Cash	
362181250	08/31/2026	202693	60.1510.0	INTEREST ON INVEST	35.73	CA	Cash	
362181250	08/31/2026	202693	70.1510.0	INTEREST ON INVEST	226.27	CA	Cash	
362181250	08/31/2026	202693	80.1510.0	INTEREST ON INVESTMENT	17.86	CA	Cash	
362181250	08/31/2026	202693	90.1510.0	INTEREST	35.73	CA	Cash	
Total Receipts					\$89,593.54			

TREASURER REPORT

		August		2026		
	BEGINNING BALANCE	REVENUE	EXPEND	ENDING BALANCE	INVEST	CASH + INVEST
ED-FUND 10	702,986.29	73,937.58	148,462.76	628,461.11	0.00	628,461.11
abate from wc		0.00			0.00	
AUDIT ADJ						
BLD-FUND 20	82,644.72	511.80	30,297.09	52,859.43	0.00	52,859.43
RCVD TAXES EARLY					0.00	
TFER FROM/TO W/C					0.00	
BOND/INT FUND 30	137,513.57	127.94	0.00	137,641.51	0.00	137,641.51
RCVD TAXES EARLY					0.00	
TRANS-FUND 40	151,554.88	35.73	10,106.15	141,484.46	0.00	141,484.46
AUDIT ADJ					0.00	
TFER FRM/TO WC					0.00	
IMRF-FUND 50	62,920.83	17.86	5,043.35	57,895.34	0.00	57,895.34
RCVD TAXES EARLY					0.00	
MONEY MKT-T-FER						
FACILITIES FUND 60	158,397.46	14,682.77	11,263.79	161,816.44		161,816.44
RCVD TAXES EARLY						
W.C.-FUND 70	394,161.02	226.27	0.00	394,387.29	0.00	394,387.29
TFER FROM/TO W/C			0.00			
TORT FUND 80	26,602.69	17.86	3,365.00	23,255.55	0.00	23,255.55
					0.00	
LIFE/SAFE FUND 90	163,794.51	35.73	0.00	163,830.24	0.00	163,830.24
RCVD TAXES EARLY	0.00				0.00	
MONEY MKT-T-FER					0.00	
TOTAL -ALPHA	1,880,575.97	89,593.54	208,538.14	1,761,631.37	0.00	1,761,631.37
TTL TAXES RCVD					0.00	
		0.00				
ABATE W/C TO ED						

Branne Kenser 9/9/26

FY 26 ACTIVITY ACCOUNT DETAIL

August 2026

	BEGINNING BALANCE	REVENUE	EXPEND	ENDING BALANCE
MISC	9,149.19	1.52	0.00	9,150.71
Interest		1.52		
FIELD DAY	518.30	0.00	0.00	518.30
PE	1,012.51			784.92
CC Chargers			227.59	
CHEER	210.55			210.55
CHES	901.62			901.62
8TH GRADE	252.07			252.07
STEM GRANT	381.39			381.39
SPEECH	(85.00)			(85.00)
MUSIC	0.00			0.00
STUDENT COUNCIL	3,754.81	0.00	0.00	3,754.81
SCHOOL IMPROVEMENT	10,078.33	0.00	0.00	10,078.33
RECLAIM RESALE	6,476.02	0.00		6,476.02
LIBRARY FUND	1,043.50	0.00	0.00	1,043.50
Art Fund	166.00			166.00
Musical Fund	1,599.47	0.00		1,599.47
Volleyball Fund	78.00			78.00
BECKY'S CLOSET	292.78			292.78
	35,829.54			35,603.47

2026
August
ACTIVITY ACCOUNT/PETTY CASH

August		2026																			
	MISC	FIELD DAY	PE	CHEER	CHESS	8TH	STEM	SPEECH	MUSIC	SCHL		SCHL		RECLAIM		LIBRARY	Art	Musical	Volleyball	BECKY'S	
		DONATIONS								STUDENT	IMPRP	RESALE	DONATION	FUND	Fund					Fund	Fund
OLD																					
BALANCE	9,149.19	518.30	1,012.51	210.55	901.62	252.07	381.39	-85.00	0.00	3,754.81	10,078.33	6,476.02	1,043.50	166.00	1,599.47	78.00					35,829.54
REVENUE	1.52	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.52
EXPENDITURE	0.00	0.00	227.59	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	227.59
NEW																					
BALANCE	9,150.71	518.30	784.92	210.55	901.62	252.07	381.39	-85.00	0.00	3,754.81	10,078.33	6,476.02	1,043.50	166.00	1,599.47	78.00					35,603.47

PETTY CASH	
BEG BAL	201.32
RECEIPTS	0.00
EXPENDITURES	0.00
CASH ON HAND	201.32
Cash added	
END BAL	201.32

Petty Cash Reconciliation - August 2026			
Bill	Count	Coins	Count
\$100.00	1.00	\$0.25	0.00
\$50.00	2.00	\$0.10	3.00
\$20.00	0.00	\$0.05	0.00
\$10.00	0.00	\$0.01	2.00
\$5.00	0.00		
\$1.00	1.00		

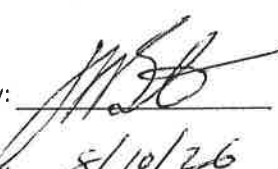
Name: 9/4/26
 Name: 9/4/26
 Date: 9/4/26
 Date: 9/4/26
 Total Cash: \$201.32

WOODFORD COUNTY
JUNE 2026 SALES TAX REVENUE

Monthly payment received \$ 392,658.45
Divided by total number of students = 65.38858451

School District	Students Residing in Woodford County	Payment Breakdown
Metamora CCSD #1	817	\$ 53,422.47
Riverview CCSD #2	224	14,647.04
Fieldcrest CUSD #6	284	18,570.36
El Paso Gridley CUSD #11	757	49,499.16
Lowpoint-Washburn District #21	265	17,327.97
Roanoke-Benson CUSD #60	445	29,097.92
Germantown Hills SD #69	811	53,030.14
Metamora Twp HSD #122	919	60,092.11
Eureka CUSD #140	1457	95,271.17
Dee-Mack CUSD #701	26	1,700.11
TOTALS	6005	\$ 392,658.45

Please sign/date and return to: lva

Received by: 

Date: 8/10/26

Regional Superintendent: 

Date: 8/10/2026

Enrollment updated 12/04/25 JS

Payroll Check Register by Check Date

Page 1 of 1

Printed: 07/08/2026 12:28:35PM

RIVERVIEW GRADE SCHOOL # 2

For payroll dates from 08/14/2026 to 08/14/2026

Check #	Employee #	Employee Name	Dir. Dep Y/N	Checks	Direct Deposit	Total
0	01109	CARPENTER, THOMAS	Y		1,222.64	\$1,222.64
0	01024	DAVIS, HEAVEN	Y		1,044.03	\$1,044.03
0	00504	DEGENHART, ANNE	Y		1,637.17	\$1,637.17
0	00730	GORSUCH, DALTON	Y		1,350.33	\$1,350.33
0	01046	HESSING, JENNIFER	Y		1,776.35	\$1,776.35
0	00154	HILLER, TAMMY S.	Y		1,845.13	\$1,845.13
0	01044	KELCH, JANET L	Y		1,669.32	\$1,669.32
0	01047	KIESEWETTER, STEPHANIE	Y		1,296.02	\$1,296.02
0	01048	LEWIS, DENA	Y		1,451.92	\$1,451.92
0	00660	LIESEN, KIRSTEN	Y		1,478.58	\$1,478.58
0	00140	LOWRY-EMERY, JOANN M.	Y		2,211.49	\$2,211.49
0	00534	NOLL, BENJAMIN	Y		1,742.83	\$1,742.83
0	01108	OTEY, TIFFANI	Y		1,244.15	\$1,244.15
0	01030	PORTER, ANNA	Y		963.35	\$963.35
0	01071	SADOWSKI, KATIE	Y		1,362.01	\$1,362.01
0	01018	SHIELDS, CARLY	Y		1,526.45	\$1,526.45
0	01093	THELERITIS, OLIVIA	Y		1,261.75	\$1,261.75
0	01051	TRAVER, MEGAN	Y		1,372.88	\$1,372.88
0	01068	TRUELOVE, CHRISTINA	Y		1,372.75	\$1,372.75
0	01092	WILLIS, JAMIE	Y		1,277.99	\$1,277.99
Total Checks, Direct Deposit, Net Pay				\$0.00	\$29,107.14	\$29,107.14

Payroll Check Register by Check Date

Page 1 of 1

Printed: 08/10/2026 3:54:42PM
RIVERVIEW GRADE SCHOOL # 2

For payroll dates from 08/13/2026 to 08/13/2026

Check #	Employee #	Employee Name	Dir. Dep Y/N	Checks	Direct Deposit	Total
0	01121	BUTE, JOHN	Y		1,980.00	\$1,980.00
0	00653	COFFEY, JODY	Y		1,779.86	\$1,779.86
0	00701	DAVIS, REBECCA	Y		366.56	\$366.56
0	00603	DEAN, BETTY	Y		195.77	\$195.77
0	01120	DEMPSEY, BRANDON	Y		2,380.75	\$2,380.75
0	00459	GALE, JEFF	Y		162.92	\$162.92
0	00620	JOHNSTONE, KEVIN SCOTT	Y		61.17	\$61.17
0	01089	PURSELL, AMY	Y		462.50	\$462.50
0	01016	RAY, STACY	Y		345.58	\$345.58
0	00654	RUBEL II, CHARLES	Y		1,121.00	\$1,121.00
0	01122	SADDORIS, JAMIE	Y		93.10	\$93.10
0	01083	SPIHLMANN, TIFFANY	Y		902.24	\$902.24
0	00700	WEBSTER, MINDY	Y		1,730.69	\$1,730.69
0	01086	WEBSTER, RICK	Y		1,846.83	\$1,846.83
0	00621	WHITLEY, SHANNON	Y		46.55	\$46.55
Total Checks, Direct Deposit, Net Pay				<u>\$0.00</u>	<u>\$13,475.52</u>	<u>\$13,475.52</u>

Payroll Check Register by Check Date

Page 1 of 1

Printed: 08/24/2026 3:10:13PM

RIVERVIEW GRADE SCHOOL # 2

For payroll dates from 08/28/2026 to 08/28/2026

Check #	Employee #	Employee Name	Dir. Dep Y/N	Checks	Direct Deposit	Total
0	01119	BRICKNER, KARRIE	Y		912.03	\$912.03
0	01058	BUSH, AMANDA	Y		1,222.73	\$1,222.73
0	01121	BUTE, JOHN	Y		1,980.01	\$1,980.01
0	01109	CARPENTER, THOMAS	Y		1,226.97	\$1,226.97
0	00653	COFFEY, JODY	Y		1,764.94	\$1,764.94
0	01024	DAVIS, HEAVEN	Y		983.64	\$983.64
0	00701	DAVIS, REBECCA	Y		440.76	\$440.76
0	00603	DEAN, BETTY	Y		385.43	\$385.43
0	00504	DEGENHART, ANNE	Y		1,652.14	\$1,652.14
0	01120	DEMPSEY, BRANDON	Y		2,376.80	\$2,376.80
0	00459	GALE, JEFF	Y		332.71	\$332.71
0	00730	GORSUCH, DALTON	Y		1,356.72	\$1,356.72
0	01116	HASSLER, AMY	Y		106.55	\$106.55
0	01046	HESSING, JENNIFER	Y		1,790.04	\$1,790.04
0	00154	HILLER, TAMMY S.	Y		2,049.73	\$2,049.73
0	00620	JOHNSTONE, KEVIN SCOTT	Y		746.06	\$746.06
0	01044	KELCH, JANET L	Y		1,798.85	\$1,798.85
0	01047	KIESEWETTER, STEPHANIE	Y		1,344.84	\$1,344.84
0	01124	KOLDITZ, KORI	Y		1,276.74	\$1,276.74
0	01048	LEWIS, DENA	Y		1,449.90	\$1,449.90
0	00660	LIESEN, KIRSTEN	Y		1,485.11	\$1,485.11
0	00140	LOWRY-EMERY, JOANN M.	Y		2,293.38	\$2,293.38
0	01055	MEYER, JANET	Y		117.99	\$117.99
0	00534	NOLL, BENJAMIN	Y		1,749.85	\$1,749.85
0	01108	OTEY, TIFFANI	Y		1,285.37	\$1,285.37
0	01030	PORTER, ANNA	Y		986.58	\$986.58
0	01089	PURSELL, AMY	Y		890.42	\$890.42
0	01016	RAY, STACY	Y		1,011.06	\$1,011.06
0	00654	RUBEL II, CHARLES	Y		1,113.83	\$1,113.83
0	01122	SADDORIS, JAMIE	Y		1,301.69	\$1,301.69
0	01071	SADOWSKI, KATIE	Y		1,368.17	\$1,368.17
0	01018	SHIELDS, CARLY	Y		1,589.72	\$1,589.72
0	01082	SIMMONS, DAWN	Y		202.40	\$202.40
0	01083	SPIHLMANN, TIFFANY	Y		903.64	\$903.64
0	00671	STAPLES, TIFFANY	Y		52.44	\$52.44
0	01051	TRAVER, MEGAN	Y		1,454.54	\$1,454.54
0	01068	TRUELOVE, CHRISTINA	Y		1,401.93	\$1,401.93
0	00700	WEBSTER, MINDY	Y		1,710.46	\$1,710.46
0	01086	WEBSTER, RICK	Y		1,821.18	\$1,821.18
0	00621	WHITLEY, SHANNON	Y		1,202.94	\$1,202.94
0	01092	WILLIS, JAMIE	Y		1,294.60	\$1,294.60
Total Checks, Direct Deposit, Net Pay				\$0.00	\$50,434.89	\$50,434.89

LUNCH REPORT

August 2026

REVENUE		BEGINNING BALANCE	196,945.71
10.1613	ALA CARTE OFFER	0.00	
10.1620	ADULT PAYMENTS	16.00	
10.3360	STATE LUNCH/BREAK	0.00	
10.4210	REG/RED/FREE LUNCH	0.00	
10.4220	REG/RED/FREE BREAK	0.00	
10.4240.0	FRESH FRUIT & VEGTABLES	534.48	
TOTAL			550.48
2560 EXPENDITURES			
10.2560.119	SALARIES	3,138.75	
10.2560.323	KITCHEN REPAIRS	0.00	
10.2560.325	CONTRACT SERVICE	0.00	
10.2560.332	KITCHEN TRAVEL	0.00	
10.2560.410	FOOD	1,680.88	
10.2560.411	MILK 1/2 PINTS	0.00	
10.2560.490	SUPPLIES	0.00	
10.2560.540	EQUIPMENT	0.00	
50.2560.212	IMRF/FICA/INSURANCE	154.09	
TOTAL			4,973.72
INCREASE (DECREASE) OF			(4,423.24)
INCOME OVER EXPENDITURES			
ENDING BALANCE			192,522.47

LATCHKEY REPORT

August 2026

BEGINNING BALANCE

3898.77

REVENUE

10.1993.0

PAYMENTS

235.00

TOTAL

235.00

EXPENDITURES

10.1110.112.29

SALARIES

350.00

10.1110.410.29

EXPENSE:

0.00

50.1110.213.0

FICA/MEDICARE-.0765

26.78

TOTAL

376.78

INCREASE(DECREASE) OF
INCOME OVER EXPENDITURES

(141.78)

ENDING BALANCE

3756.99

PERSONNEL REPORT

The approval of the Personnel Report will authorize the treasurer to pay all salaries, benefits, retirement, and other payments due or becoming due to each employee, and will authorize the execution of any and all documents related to their employment, transfer, resignation, termination, retirement, or leave of absence.

Approved for Employment

Name	Position	Start Date
Taylor Long	2nd grade teacher	9/14/2026
Kristina Bencher	Girls basketball assistant coach	9/14/2026

Resignations

Name	Position	Effective Date
None		

Transfers and Reassignments

Name	Position	Effective Date
None		

Retirement Notices

Name	Position	Effective Date
None		

Leave Requests

Name	Position	Effective Date
None		

District Type:
☐ School District
☒ Joint Agreement

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM *
July 1, 2026 - June 30, 2027

Accounting Basis:
☒ Cash
☐ Accrual

Is this an amended budget? _____

Date of Amended Budget: _____
(MM/DD/YY)

District Name:

Woodford Cty Special Ed Assoc

District RCDT No:

53102801060

Deficit Reduction Plan is not required

Budget of Woodford Cty Special Ed Assoc, County of Woodford,
State of Illinois, for the Fiscal Year beginning July 1, 2026 and ending June 30, 2027.

WHEREAS the Board of Education of Woodford Cty Special Ed Assoc,
County of Woodford, 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 24 day of August, 20 26,
notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

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

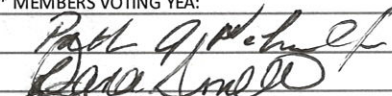
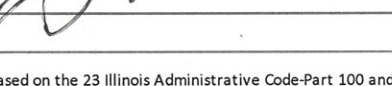
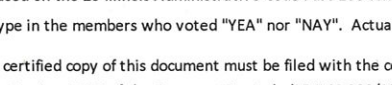
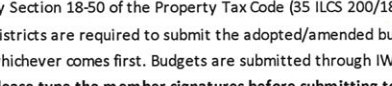
Section 1: That the fiscal year of this school district be and the same hereby is fixed and declared to be
beginning July 1, 2026 and ending June 30, 2027.

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 24 day of August, 20 26
by a roll call vote of _____ Yeas, and _____ Nays, to wit:

Governing Board

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

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

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

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

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

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

X

School District
Joint Agreement

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM *
July 1, 2026 - June 30, 2027

Accounting Basis:

X

Cash
Accrual

Is this an amended budget?

Date of Amended Budget:

(MM/DD/YY)

District Name:

Woodford Cty Special Ed Assoc

District RCDT No:

53102801060

Deficit Reduction Plan is not required

Budget of	Woodford Cty Special Ed Assoc	, County of	Woodford
State of Illinois, for the Fiscal Year beginning	July 1, 2026	and ending	June 30, 2027

WHEREAS the Board of Education of Woodford Cty Special Ed Assoc
County of Woodford, 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 5 day of August, 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, 2026 and ending June 30, 2027

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 _____ 5 _____ day of _____ August _____, 20 _____ 26

by a roll call vote of _____ 8 _____ Yeas, and _____ 0 _____ Nays, to wit: _____

Executive Committee

** MEMBERS VOTING YEA:	** MEMBERS VOTING NAY:
Auburn BLA Robert J. Baydwell John V. Mark W. Johnson J. M. H. O. T. H. B. L. D. and J. L.	

* 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?is=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
Begin entering data on EstRev 6-10 and EstExp 11-19 tabs.		Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
2	Description: Enter Whole Numbers Only										
3	ESTIMATED BEGINNING FUND BALANCE (without Student Activity Funds)1 as of July 1, 2026		2,272,619	0	0	0	0	0	0	0	0
4	RECEIPTS/REVENUES (without Student Activity Funds)										
5	LOCAL SOURCES	1000	8,708,116	100,000	0	0	0	0	0	0	0
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0					
7	STATE SOURCES	3000	835,033	0	0	0	0	0	0	0	0
8	FEDERAL SOURCES	4000	394,808	50,000	0	0	0	0	0	0	0
9	Total Direct Receipts/Revenues *		9,937,957	150,000	0	0	0	0	0	0	0
10	Receipts/Revenues for "On Behalf" Payments ²	3998									
11	Total Receipts/Revenues		9,937,957	150,000	0	0	0	0	0	0	0
12	DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)										
13	INSTRUCTION	1000	3,385,406				0			0	
14	SUPPORT SERVICES	2000	5,709,982	150,000		0	0	0		0	0
15	COMMUNITY SERVICES	3000	117,103	0		0	0			0	
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	626,790	0	0	0	0	0		0	0
17	DEBT SERVICES	5000	0	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		9,840,281	150,000	0	0	0	0		0	0
20	Disbursements/Expenditures for "On Behalf" Payments ²	4180	0	0	0	0	0	0		0	0
21	Total Disbursements/Expenditures		9,840,281	150,000	0	0	0	0		0	0
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		97,676	0	0	0	0	0	0	0	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									
30	Transfer of Interest	7140									
31	Transfer from Capital Projects Fund to O&M Fund	7150		0							
32	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	7160		0							
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int ^{3a} Proceeds to Debt Service Fund	7170			0						
34	SALE OF BONDS (7200)										
35	Principal on Bonds Sold ⁴	7210									
36	Premium on Bonds Sold	7220									
37	Accrued Interest on Bonds Sold	7230									
38	Sale or Compensation for Fixed Assets ⁵	7300									
39	Transfer to Debt Service to Pay Principal on 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
47	OTHER USES OF FUNDS (8000)										
49	TRANSFER TO VARIOUS OTHER FUNDS (8100)										

	A	B	C	D	E	F	G	H	I	J	K
	Begin entering data on EstRev 6-10 and EstExp 11-19 tabs. 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
1											
2											
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									
55	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	8160									
56	Transfer of Excess Accumulated Fire Prev & Safety Bond ^{3a} and Int	8170									
57	Proceeds to Debt Service Fund										
58	Taxes Pledged to Pay Principal on Leases	8410									
59	Grants/Reimbursements Pledged to Pay Principal on Leases	8420									
60	Other Revenues Pledged to Pay Principal on Leases	8430									
61	Fund Balance Transfers Pledged to Pay Principal on Leases	8440									
62	Taxes Pledged to Pay Interest on Leases	8510									
63	Grants/Reimbursements Pledged to Pay Interest on Leases	8520									
64	Other Revenues Pledged to Pay Interest on Leases	8530									
65	Fund Balance Transfers Pledged to Pay Interest on Leases	8540									
66	Taxes Pledged to Pay Principal on Revenue Bonds	8610									
67	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620									
68	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630									
69	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640									
70	Taxes Pledged to Pay Interest on Revenue Bonds	8710									
71	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720									
72	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730									
73	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740									
74	Taxes Transferred to Pay for Capital Projects	8810									
75	Grants/Reimbursements Pledged to Pay for Capital Projects	8820									
76	Other Revenues Pledged to Pay for Capital Projects	8830									
77	Fund Balance Transfers Pledged to Pay for Capital Projects	8840									
78	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910									
79	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, 2027		2,370,295	0	0	0	0	0	0	0	0
82	Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2026		0								
83	RECEIPTS/REVENUES (For Student Activity Funds)										
84	Total Student Activity Direct Receipts/Revenues (Local Sources)	1799	0								
85	DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)										
86	Total Student Activity Direct Disbursements/Expenditures	1999	0								
87	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		0								
88	Student Activity ESTIMATED ENDING FUND BALANCE as of June 30, 2027		0								
89											
90											

A		B	C	D	E	F	G	H	I	J	K	L
Begin entering data on EstRev 6-10 and EstExp 11-19 tabs.		Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	
2	Description: Enter Whole Numbers Only											
91	Total ESTIMATED BEGINNING FUND BALANCE (All Sources Including Student Activity Funds) as of July 1, 2026		2,272,619	0	0	0	0	0	0	0	0	
92	RECEIPTS/REVENUES (All Sources with Student Activity Funds)											
93	LOCAL SOURCES	1000	8,708,116	100,000	0	0	0	0	0	0	0	
94	DISTRICT	2000										
95	STATE SOURCES	3000	835,033	0	0	0	0	0	0	0	0	
96	FEDERAL SOURCES	4000	394,808	50,000	0	0	0	0	0	0	0	
97	Total Direct Receipts/Revenues *		9,937,957	150,000	0	0	0	0	0	0	0	
98	Receipts/Revenues for "On Behalf" Payments ²	3998	0	0	0	0	0	0	0	0	0	
99	Total Receipts/Revenues		9,937,957	150,000	0	0	0	0	0	0	0	
100	DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)											
101	INSTRUCTION	1000	3,386,406				0			0		
102	SUPPORT SERVICES	2000	5,709,982	150,000		0				0		
103	COMMUNITY SERVICES	3000	117,103	0		0				0		
104	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	626,790	0	0	0				0		
105	DEBT SERVICES	5000	0	0	0	0				0		
106	PROVISION FOR CONTINGENCIES	6000	0	0	0	0				0		
107	Total Direct Disbursements/Expenditures ⁹		9,840,281	150,000	0	0	0	0		0	0	
108	Disbursements/Expenditures for "On Behalf" Payments ²	4180	0	0	0	0				0	0	
109	Total Disbursements/Expenditures		9,840,281	150,000	0	0	0	0		0	0	
110	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		97,676	0	0	0	0	0	0	0	0	
111	OTHER SOURCES/USES OF FUNDS											
112	OTHER SOURCES OF FUNDS (7000)		0	0	0	0	0	0	0	0	0	
113	Total Other Sources of Funds ⁸											
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, 2027		2,370,295	0	0	0	0	0	0	0	0	
119												
120												
121												
122												
123	Object Name											
124	Salaries	100	6,713,882	0		0		0		0	0	6,713,882
125	Employee Benefits	200	1,779,483	0		0	0	0		0	0	1,779,483
126	Purchased Services	300	478,018	0	0	0		0		0	0	478,018
127	Supplies & Materials	400	223,708	0		0		0		0	0	223,708
128	Capital Outlay	500	6,500	150,000		0		0		0	0	156,500
129	Other Objects	600	638,690	0	0	0		0		0	0	638,690
130	Non-Capitalized Equipment	700	0	0		0		0		0	0	0
131	Termination Benefits	800	0	0		0		0		0	0	0
132	Total Expenditures		9,840,281	150,000	0	0	0	0		0	0	9,990,281
133												
134												

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Acct #	(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
			Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
1											
2	BEGINNING CASH BALANCE ON HAND (without Student Activity Funds)7 as of July 1, 2026		2,272,619	0	0	0	0	0	0	0	0
3	4 Total Direct Receipts & Other Sources ⁸		9,937,957	150,000	0	0	0	0	0	0	0
4	OTHER RECEIPTS										
5	6 Interfund Loans Payable (Loans from Other Funds)	411									
6	7 Interfund Loans Receivable (Repayment of Loans)	141									
7	8 Notes and Warrants Payable	433									
8	9 Other Current Assets	199									
9	10 Total Other Receipts		0	0	0	0	0	0	0	0	0
10	11 Total Direct Receipts, Other Sources, & Other Receipts		9,937,957	150,000	0	0	0	0	0	0	0
11	12 Total Amount Available		12,210,576	150,000	0	0	0	0	0	0	0
12	13 Total Direct Disbursements & Other Uses ⁹		9,840,281	150,000	0	0	0	0	0	0	0
13	14 OTHER DISBURSEMENTS										
14	15 Interfund Loans Receivable (Loans to Other Funds) ¹⁰	141									
15	16 Interfund Loans Payable (Repayment of Loans)	411									
16	17 Notes and Warrants Payable	433									
17	18 Other Current Liabilities	499									
18	19 Total Other Disbursements		0	0	0	0	0	0	0	0	0
19	20 Total Direct Disbursements, Other Uses, & Other Disbursements		9,840,281	150,000	0	0	0	0	0	0	0
20	21 ENDING CASH BALANCE ON HAND (without Student Activity Funds) as of June 30, 2027		2,370,295	0	0	0	0	0	0	0	0
21	22										
22	Activity Funds BEGINNING CASH BALANCE ON HAND7 as of July 1, 2026		0								
23	24 Total Direct Receipts & Other Sources ⁸		0								
24	25 Total Amount Available		0								
25	26 Total Direct Disbursements & Other Uses ⁹		0								
26	27 Activity funds ENDING CASH BALANCE ON HAND7 as of June 30, 2027		0								
27	28										
28	Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds)7 as of July 1, 2026		2,272,619	0	0	0	0	0	0	0	0
29	30 Total Direct Receipts & Other Sources ⁸		9,937,957	150,000	0	0	0	0	0	0	0
30	31 Total Other Receipts		0	0	0	0	0	0	0	0	0
31	32 Total Direct Receipts, Other Sources, & Other Receipts		9,937,957	150,000	0	0	0	0	0	0	0
32	33 Total Amount Available		12,210,576	150,000	0	0	0	0	0	0	0
33	34 Total Direct Disbursements & Other Uses ⁹		9,840,281	150,000	0	0	0	0	0	0	0
34	35 Total Other Disbursements		0	0	0	0	0	0	0	0	0
35	36 Total Direct Disbursements, Other Uses, & Other Disbursements		9,840,281	150,000	0	0	0	0	0	0	0
36	Total ENDING CASH BALANCE ON HAND (with Student Activity Funds)7 as of June 30, 2027		2,370,295	0	0	0	0	0	0	0	0
37											

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Preventive Safety
2											
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	Leasing Purposes Levy ¹²	1130									
7	Special Education Purposes Levy	1140									
8	FICA and Medicare Only Levies	1150									
9	Area Vocational Construction Purposes Levy	1160									
10	Summer School Purposes Levy	1170									
11	Other Tax Levies (Describe & Itemize)	1190									
12	Total Ad Valorem Taxes Levied by District		0	0	0	0	0	0	0	0	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									
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290									
18	Total Payments in Lieu of Taxes		0	0	0	0	0	0	0	0	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									
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	8,561,712								
34	Special Education Tuition from Other Sources (In State)	1343									
35	Special Education Tuition from Other Sources (Out of State)	1344	24,013								
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		8,585,725								
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									
44	Regular Transportation Fees from Other Sources (In State)	1413									
45	Regular Transportation Fees from Co-curricular Activities (In State)	1415									
46	Regular Transportation Fees from Other Sources (Out of State)	1416									
47	Summer School Transportation Fees from Pupils or Parents (In State)	1421									
48	Summer School Transportation Fees from Other Districts (In State)	1422									
49	Summer School Transportation Fees from Other Sources (In State)	1423									
50	Summer School Transportation Fees from Other Sources (Out of State)	1424									
51	CTE Transportation Fees from Pupils or Parents (In State)	1431									
52	CTE Transportation Fees from Other Districts (In State)	1432									
53	CTE Transportation Fees from Other Sources (In State)	1433									
54	CTE Transportation Fees from Other Sources (Out of State)	1434									
55	Special Education Transportation Fees from Pupils or Parents (In State)	1441									
56	Special Education Transportation Fees from Other Districts (In State)	1442									
57	Special Education Transportation Fees from Other Sources (In State)	1443									
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									

	A	B	C (10) Educational	D (20) Operations & Maintenance	E (30) Debt Service	F (40) Transportation	G (50) Municipal Retirement/ Social Security	H (60) Capital Projects	I (70) Working Cash	J (80) Tort	K (90) Fire Prevention & Safety
1	Description: Enter Whole Numbers Only	Acct #									
2											
61	Adult Transportation Fees from Other Sources (In State)	1453									
62	Adult Transportation Fees from Other Sources (Out of State)	1454									
63	Total Transportation Fees					0					
64	EARNINGS ON INVESTMENTS	1500									
65	Interest on Investments										
66	Gain or Loss on Sale of Investments	1510	70,000								
67	Unrealized Gain or Loss on Investments	1520									
68	Total Earnings on Investments	1530									
69	FOOD SERVICE	1600	70,000	0	0	0	0	0	0	0	0
70	Sales to Pupils - Lunch	1611									
71	Sales to Pupils - Breakfast	1612	16,957								
72	Sales to Pupils - A la Carte	1613									
73	Sales to Pupils - Other (Describe & Itemize)	1614									
74	Sales to Adults	1620	16,957								
75	Other Food Service (Describe & Itemize)	1690	1,520								
76	Total Food Service		35,434								
77	DISTRICT/SCHOOL ACTIVITY INCOME	1700									
78	Admissions - Athletic	1711									
79	Admissions - Other	1719									
80	Fees	1720									
81	Book Store Sales	1730									
82	Other District/School Activity Revenue (Describe & Itemize)	1790									
83	Student Activity Fund Revenues	1799									
84	Total District/School Activity Income (without Student Activity Funds 1799)		0	0							
85	Total District/School Activity Income (with Student Activity Funds 1799)		0								
86	TEXTBOOK INCOME	1800									
87	Textbook Rentals - Regular Textbooks	1811									
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		0								
97	OTHER REVENUE FROM LOCAL SOURCES	1900									
98	Rentals	1910									
99	Contributions and Donations from Private Sources	1920									
100	Impact Fees from Municipal or County Governments	1930									
101	Services Provided Other Districts	1940	16,957								
102	Refund of Prior Years' Expenditures	1950									
103	Payments of Surplus Moneys from TIF Districts	1960									
104	Drivers' Education Fees	1970									
105	Proceeds from Vendors' Contracts	1980									
106	School Facility Occupation Tax Proceeds	1983									
107	Payment from Other Districts	1991		100,000							
108	Sale of Vocational Projects	1992									
109	Other Local Fees (Describe & Itemize)	1993									
110	Other Local Revenues (Describe & Itemize)	1999									
111	Total Other Revenue from Local Sources		16,957	100,000	0	0	0	0	0	0	0
112	Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)	1000	8,708,116	100,000	0	0	0	0	0	0	0
113	Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)		8,708,116								
114	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)										
115	Flow-Through Revenue from State Sources	2100									

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
2											
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	495,000								
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		495,000	0	0	0	0	0		0	0
125	RESTRICTED GRANTS-IN-AID (3100-3900)										
126	SPECIAL EDUCATION										
127	Special Education - Private/Public Facility Tuition	3100									
128	Special Education - Orphanage - Individual	3120									
129	Special Education - Orphanage - Summer Individual	3130									
130	Special Education - Other (Describe & Itemize)	3199									
131	Total Special Education		0	0		0					
132	CAREER AND TECHNICAL EDUCATION (CTE)										
133	CTE - Technical Education - Tech Prep	3200									
134	CTE - Secondary Program Improvement (CTEI)	3220									
135	CTE - WECEP	3225									
136	CTE - Agriculture Education	3235									
137	CTE - Instructor Practicum	3240									
138	CTE - Student Organizations	3270									
139	CTE - Other (Describe & Itemize)	3299									
140	Total Career and Technical Education		0	0			0				
141	State Free Lunch & Breakfast	3360									
142	School Breakfast Initiative	3365	5,848								
143	Driver Education	3370									
144	Adult Education (from ICCB)	3410									
145	Adult Education - Other (Describe & Itemize)	3499									
146	TRANSPORTATION										
147	Transportation - Regular and Vocational	3500									
148	Transportation - Special Education	3510									
149	Transportation - Other (Describe & Itemize)	3599									
150	Total Transportation		0	0		0	0				
151	Learning Improvement - Change Grants	3610									
152	Scientific Literacy	3660									
153	Truant Alternative/Optional Education	3695									
154	Early Childhood - Block Grant	3705	334,185								
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									
163	Other Restricted Revenue from State Sources (Describe & Itemize)	3999									
164	Total Restricted Grants-In-Aid		340,033	0	0	0	0	0	0	0	0
165	Total Receipts/Revenues from State Sources	3000	835,033	0	0	0	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

	A	B	C	D	E	F	G	H	I	J	K
	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
1											
2											
171	RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT										
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										
178	GOVT. THRU THE STATE (4100-4999)										
179	TITLE V										
180	Title V - Flexibility and Accountability	4100									
181	Title V - SEA Projects	4105									
182	Title V - Rural Education Initiative (REI)	4107									
183	Title V - Other (Describe & Itemize)	4199									
184	Total Title V		0	0		0	0	0			
185	FOOD SERVICE										
186	Breakfast Start-Up Expansion	4200									
187	National School Lunch Program	4210	16,960								
188	Special Milk Program	4215									
189	School Breakfast Program	4220	5,848								
190	Summer Food Service Admin/Program	4225									
191	Child and Adult Care Food Program	4226									
192	Fresh Fruit and Vegetables	4240									
193	Food Service - Other (Describe & Itemize)	4299									
194	Total Food Service		22,808				0				
195	TITLE I										
196	Title I - Low Income	4300									
197	Title I - Low Income - Neglected, Private	4305									
198	Title I - Migrant Education	4340									
199	Title I - Other (Describe & Itemize)	4399									
200	Total Title I		0	0		0	0				
201	TITLE IV										
202	Title IV - Student Support & Academic Enrichment Grant	4400									
203	Title IV - Part A - Student Support & Academic Enrichment Grants Safe and Drug Free	4415									
204	Schools	4421									
205	Title IV - 21st Century	4499									
206	Total Title IV		0	0		0	0				
207	FEDERAL - SPECIAL EDUCATION										
208	Federal Special Education - Preschool Flow-Through	4600									
209	Federal Special Education - Preschool Discretionary	4605									
210	Federal Special Education - IDEA Flow Through	4620									
211	Federal Special Education - IDEA Room & Board	4625									
212	Federal Special Education - IDEA Discretionary	4630									
213	Federal Special Education - IDEA - Other (Describe & Itemize)	4699									
214	Total Federal Special Education		0	0		0	0				
215	CTE - PERKINS										
216	CTE - Perkins Title III Tech Prep	4770									
217	CTE - Other (Describe & Itemize)	4799									
218	Total CTE - Perkins		0	0		0	0				
219	Federal - Adult Education	4810									
220	Qualified Zone Academy Bond Tax Credits	4866									
221	Qualified School Construction Bond Credits	4867									
222	Build America Bond Tax Credits	4868									
223	Build America Bond Interest Reimbursement	4869									
224	Total Stimulus Programs		0	0		0	0	0		0	0
225	Race to the Top Program	4901									
226	Race to the Top - Preschool Expansion Grant	4902									

	A	B	C (10) Educational	D (20) Operations & Maintenance	E (30) Debt Service	F (40) Transportation	G (50) Municipal Retirement/ Social Security	H (60) Capital Projects	I (70) Working Cash	J (80) Tort	K (90) Fire Prevention & Safety
1	Description: Enter Whole Numbers Only	Acct #									
2											
226	Title II - 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									
231	Title II - Part A - Supporting Effective Instruction - State Grants	4935									
232	Federal Charter Schools	4960									
233	State Assessment Grants	4981		50,000							
234	Grant for State Assessments and Related Activities	4982									
235	Medicaid Matching Funds - Administrative Outreach	4991	72,000								
236	Medicaid Matching Funds - Fee-For-Service Program	4992	300,000								
237	Other Restricted Grants Received from Fed. Govt. thru State (Describe & Itemize)	4998									
238	Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State		394,808	50,000	0	0	0	0		0	0
239	TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES	4000	394,808	50,000	0	0	0	0	0	0	0
240	TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)		9,937,957	150,000	0	0	0	0	0	0	0
241	TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)		9,937,957								

A		B	C	D	E	F	G	H	I	J	K
Description: Enter Whole Numbers Only		Funct #	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
3	10 - EDUCATIONAL FUND (ED)										
4	INSTRUCTION (ED)	1000									
5	Regular Programs	1100	247,001	44,835	4,261	5,257					301,354
6	Tuition Payment to Charter Schools	1115									0
7	Pre-K Programs	1125									0
8	Special Education Programs (Functions 1200 - 1220)	1200	2,394,198	599,004	56,850	35,000					3,085,052
9	Special Education Programs Pre-K	1225									0
10	Remedial and Supplemental Programs K-12	1250									0
11	Remedial and Supplemental Programs Pre-K	1275									0
12	Adult/Continuing Education Programs	1300									0
13	CTE Programs	1400									0
14	Interscholastic Programs	1500									0
15	Summer School Programs	1600									0
16	Gifted Programs	1650									0
17	Driver's Education Programs	1700									0
18	Bilingual Programs	1800									0
19	Tuant 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									0
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	Tuants Alternative/Opt Ed Programs Private Tuition	1922									0
33	Student Activity Fund Expenditures	1999									0
34	Total Instruction ⁴ (Without Student Activity Funds 1999)	1000	2,641,199	643,839	61,111	40,257	0	0	0	0	3,386,406
35	Total Instruction (With Student Activity Funds 1999)	1000	2,641,199	643,839	61,111	40,257	0	0	0	0	3,386,406
36	SUPPORT SERVICES (ED)	2000									
37	Support Services - Pupil	2100									
38	Attendance & Social Work Services	2110	750,238	133,891	13,433	2,500					900,062
39	Guidance Services	2120									0
40	Health Services	2130	600,405	131,865	86,146	6,500	2,500				827,416
41	Psychological Services	2140	598,574	51,491	14,752	10,000					674,817
42	Speech Pathology & Audiology Services	2150	726,746	85,756	16,412	2,400					831,314
43	Other Support Services - Pupils (Describe & Itemize)	2190									0
44	Total Support Services - Pupil	2100	2,675,963	403,003	130,743	21,400	2,500	0	0	0	3,233,609
45	Support Services - Instructional Staff	2200									
46	Improvement of Instruction Services	2210	180,279	144,956	22,366	5,500					353,101
47	Educational Media Services	2220									0
48	Assessment & Testing	2230	1,023,495	503,234	167,303	38,151	3,000	11,900			1,747,083
49	Total Support Services - Instructional Staff	2200	1,203,774	648,190	189,669	43,651	3,000	11,900	0	0	2,100,184
50	Support Services - General Administration	2300									
51	Board of Education Services	2310									0
52	Executive Administration Services	2320									0
53	Special Area Administration Services	2330									0
54	Tort Immunity Services	2365									0
55	Total Support Services - General Administration	2300	0	0	0	0	0	0	0	0	0
56	Support Services - School Administration	2400									
57	Office of the Principal Services	2410									0
58	Other Support Services - School Administration (Describe & Itemize)	2490									0
59	Total Support Services - School Administration	2400	0	0	0	0	0	0	0	0	0
60	Support Services - Business	2500									
61	Direction of Business Support Services	2510									0
62	Fiscal Services	2520			14,400						14,400

1	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Func#	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
63	Operation & Maintenance of Plant Services	2540	87,255	38,388	79,419	74,200	1,000				280,262
64	Pupil Transportation Services	2550									0
65	Food Services	2560	24,013	14,858	656	42,000					81,527
66	Internal Services	2570									0
67	Total Support Services - Business	2500	111,268	53,246	94,475	116,200	1,000	0	0	0	376,189
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
72	Staff Services	2640									0
73	Data Processing Services	2650									0
74	Total Support Services - Central	2600	0	0	0	0	0	0	0	0	0
75	Other Support Services - Misc. (Describe & Itemize)	2900									0
76	Total Support Services	2000	3,991,005	1,104,439	414,887	181,251	6,500	11,900	0	0	5,709,982
77	COMMUNITY SERVICES (ED)	3000	81,678	31,205	2,020	2,200					117,103
78	PAYMENTS TO OTHER DIST & GOVT UNITS (ED)	4000									
79	Payments to Other Dist & Govt Units (In-State)	4100									0
80	Payments for Regular Programs	4110									0
81	Payments for Special Education Programs	4120									0
82	Payments for Adult/Continuing Education Programs	4130									0
83	Payments for CTE Programs	4140									0
84	Payments for Community College Programs	4170									0
85	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
86	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
87	Payments for Regular Programs - Tuition	4210									0
88	Payments for Special Education Programs - Tuition	4220									0
89	Payments for Adult/Continuing Education Programs - Tuition	4230									0
90	Payments for CTE Programs - Tuition	4240									0
91	Payments for Community College Programs - Tuition	4270									0
92	Payments for Other Programs - Tuition	4280									0
93	Other Payments to In-State Govt Units - Tuition (Describe & Itemize)	4290									0
94	Total Payments to Other Dist & Govt Units (In-State)	4200			0			0			0
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						626,790			626,790
98	Payments for CTE Programs - Transfers	4340									0
99	Payments for Community College Program - Transfers	4370									0
100	Payments for Other Programs - Transfers	4380									0
101	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390									0
102	Total Payments to Other Dist & Govt Units-Transfers (In-State)	4300			0			626,790			626,790
103	Payments to Other Dist & Govt Units (Out of State)	4400									0
104	Total Payments to Other Dist & Govt Units	4000			0			626,790			626,790
105	DEBT SERVICE (ED)	5000									
106	Debt Service - Interest on Short-Term Debt	5100									0
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)		6,713,882	1,779,483	478,018	223,708	6,500	638,690	0	0	9,840,281
117	Total Direct Disbursements/Expenditures (With Student Activity Funds 1999)		6,713,882	1,779,483	478,018	223,708	6,500	638,690	0	0	9,840,281
118	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (Without Student Activity Funds 1999)										97,676
119	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (With Student Activity Funds 1999)										97,676

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Func #	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
1			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
2											
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									
125	Support Services - Business	2500									
126	Direction of Business Support Services	2510									
127	Facilities Acquisition & Construction Services	2530									
128	Operation & Maintenance of Plant Services	2540					150,000				150,000
129	Pupil Transportation Services	2550									
130	Food Services	2560									
131	Total Support Services - Business	2500	0	0	0	0	150,000	0	0	0	150,000
132	Other Support Services - Misc. (Describe & Itemize)	2900									
133	Total Support Services	2000	0	0	0	0	150,000	0	0	0	150,000
134	COMMUNITY SERVICES (O&M)	3000									
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									
138	Payments for Special Education Programs	4120									
139	Payments for CTE Program	4140									
140	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									
141	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			
142	Payments to Other Dist & Govt Units (Out of State) ¹⁴	4400									
143	Total Payments to Other Dist & Govt Unit	4000			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									
148	Corporate Personal Prop Repl Tax Anticipated Notes	5130									
149	State Aid Anticipation Certificates	5140									
150	Other Interest on Short-Term Debt (Describe & Itemize)	5150									
151	Total Debt Service - Interest on Short-Term Debt	5100						0			
152	Debt Service - Interest on Long-Term Debt	5200									
153	Total Debt Service	5000						0			
154	PROVISION FOR CONTINGENCIES (O&M)	6000									
155	Total Direct Disbursements/Expenditures		0	0	0	0	150,000	0	0	0	150,000
156	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										
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									
162	Payments for Special Education Programs	4120									
163	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									
164	Total Payments to Other Dist & Govt Units (In-State)	4000						0			
165	DEBT SERVICE (DS)	5000									
166	Debt Service - Interest on Short-Term Debt	5100									
167	Tax Anticipation Warrants	5110									
168	Tax Anticipation Notes	5120									
169	Corporate Personal Prop Repl Tax Anticipation Notes	5130									
170	State Aid Anticipation Certificates	5140									
171	Other Interest on Short-Term Debt (Describe & Itemize)	5150									
172	Total Debt Service - Interest on Short-Term Debt	5100						0			
173	Debt Service - Interest on Long-Term Debt	5200									
174	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300									
175	Debt Service - Other (Describe & Itemize)	5400									
176	Total Debt Service	5000			0			0			
177	PROVISION FOR CONTINGENCIES (DS)	6000									

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

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
1											
2											
236	Attendance & Social Work Services	2110									0
237	Guidance Services	2120									0
238	Health Services	2130									0
239	Psychological Services	2140									0
240	Speech Pathology & Audiology Services	2150									0
241	Other Support Services - Pupils (Describe & Itemize)	2190									0
242	Total Support Services - Pupil	2100		0							0
243	Support Services - Instructional Staff	2200									0
244	Improvement of Instruction Services	2210									0
245	Educational Media Services	2220									0
246	Assessment & Testing	2230									0
247	Total Support Services - Instructional Staff	2200		0							0
248	Support Services - General Administration	2300									0
249	Board of Education Services	2310									0
250	Executive Administration Services	2320									0
251	Special Area Administrative Services	2330									0
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		0							0
255	Support Services - School Administration	2400									0
256	Office of the Principal Services	2410									0
257	Other Support Services - School Administration (Describe & Itemize)	2490									0
258	Total Support Services - School Administration	2400		0							0
259	Support Services - Business	2500									0
260	Direction of Business Support Services	2510									0
261	Fiscal Services	2520									0
262	Facilities Acquisition & Construction Services	2530									0
263	Operation & Maintenance of Plant Service	2540									0
264	Pupil Transportation Services	2550									0
265	Food Services	2560									0
266	Internal Services	2570									0
267	Total Support Services - Business	2500		0							0
268	Support Services - Central	2600									0
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. (Describe & Itemize)	2900									0
276	Total Support Services	2000		0							0
277	COMMUNITY SERVICES (MR/SS)	3000									0
278	PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)	4000									0
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
283	DEBT SERVICE (MR/SS)	5000									0
284	Debt Service - Interest on Short-Term Debt	5100									0
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			0
290	Total Debt Service	5000						0			0
291	PROVISION FOR CONTINGENCIES (MR/SS)	6000									0
292	Total Direct Disbursements/Expenditures			0				0			0
293	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0
294											0
295	60 - CAPITAL PROJECTS (CP)										0

1	2	A Description: Enter Whole Numbers Only	B Funct #	C (100) Salaries	D (200) Employee Benefits	E (300) Purchased Services	F (400) Supplies & Materials	G (500) Capital Outlay	H (600) Other Objects	I (700) Non-Capitalized Equipment	J (800) Termination Benefits	K (900) Total
296		SUPPORT SERVICES (CP)										
297		Support Services - Business	2000									
298		Facilities Acquisition & Construction Services	2530									0
299		Other Support Services - Business (Describe & Itemize)	2900									0
300		Total Support Services	2000	0	0	0	0	0	0	0		0
301		PAYMENTS TO OTHER DIST & GOVT UNITS (CP)	4000									
302		Payments to Other Dist & Govt Units (In-State)	4100									0
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									
309		Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0		0
310		Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0
311												
312		70 WORKING CASH FUND (W/C)										
313												
314		80 - TORT FUND (TF)	1000									
315		INSTRUCTION (TF)										
316		Regular Programs	1100									0
317		Tuition Payment to Charter Schools	1115									0
318		Pre-K Programs	1125									0
319		Special Education Programs (Functions 1200 - 1220)	1200									0
320		Special Education Programs Pre-K	1225									0
321		Remedial and Supplemental Programs K-12	1250									0
322		Remedial and Supplemental Programs Pre-K	1275									0
323		Adult/Continuing Education Programs	1300									0
324		CTE Programs	1400									0
325		Interscholastic Programs	1500									0
326		Summer School Programs	1600									0
327		Gifted Programs	1650									0
328		Driver's Education Programs	1700									0
329		Bilingual Programs	1800									0
330		Truant Alternative & Optional Programs	1900									0
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
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/Optional Programs Private Tuition	1922									0
344		Total Instruction ³⁴	1000	0	0	0	0	0	0	0	0	0
345		SUPPORT SERVICES (TF)	2000									
346		Support Services - Pupil	2100									
347		Attendance & Social Work Services	2110									0
348		Guidance Services	2120									0
349		Health Services	2130									0
350		Psychological Services	2140									0
351		Speech Pathology & Audiology Services	2150									0
352		Other Support Services - Pupils (Describe & Itemize)	2190									0
353		Total Support Services - Pupil	2100	0	0	0	0	0	0	0	0	0
354		Support Services - Instructional Staff	2200									
355		Improvement of Instruction Services	2210									0

A		B	C	D	E	F	G	H	I	J	K
Description: Enter Whole Numbers Only		Func#	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
1											
2											
356	Educational Media Services	2220									0
357	Assessment & Testing	2230									0
358		2300	0	0	0	0	0	0	0	0	0
359	Total Support Services - Instructional Staff	2300									
360	Support Services - General Administration	2300									
361	Board of Education Services	2310									0
362	Executive Administration Services	2320									0
363	Special Area Administration Services	2330									0
364	Claims Paid from Self Insurance Fund	2361									0
365	Risk Management and Claims Services Payments	2365									0
366	Total Support Services - General Administration	2300	0	0	0	0	0	0	0	0	0
367	Support Services - School Administration	2400									
368	Office of the Principal Services	2410									0
369	Other Support Services - School Administration (Describe & Itemize)	2490									0
370	Total Support Services - School Administration	2400	0	0	0	0	0	0	0	0	0
371	Support Services - Business	2500									
372	Direction of Business Support Services	2510									0
373	Fiscal Services	2520									0
374	Facilities Acquisition & Construction Services	2530									0
375	Operation & Maintenance of Plant Services	2540									0
376	Pupil Transportation Services	2550									0
377	Food Services	2560									0
378	Internal Services	2570									0
379	Total Support Services - Business	2500	0	0	0	0	0	0	0	0	0
380	Support Services - Central	2600									
381	Direction of Central Support Services	2610									0
382	Planning, Research, Development & Evaluation Services	2620									0
383	Information Services	2630									0
384	Staff Services	2640									0
385	Data Processing Services	2660									0
386	Total Support Services - Central	2600	0	0	0	0	0	0	0	0	0
387	Other Support Services - Misc. (Describe & Itemize)	2900									
388	Total Support Services	2000	0	0	0	0	0	0	0	0	0
389	COMMUNITY SERVICES (TF)	3000									
390	PAYMENTS TO OTHER DIST & GOVT UNITS (TF)	4000									
391	Payments to Other Dist & Govt Units (In-State)	4100									
392	Payments for Regular Programs	4110									0
393	Payments for Special Education Programs	4120									0
394	Payments for Adult/Continuing Education Programs	4130									0
395	Payments for CTE Programs	4140									0
396	Payments for Community College Programs	4170									0
397	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
398	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
399	Payments for Regular Programs - Tuition	4210									0
400	Payments for Special Education Programs - Tuition	4220									0
401	Payments for Adult/Continuing Education Programs - Tuition	4230									0
402	Payments for CTE Programs - Tuition	4240									0
403	Payments for Community College Programs - Tuition	4270									0
404	Payments for Other Programs - Tuition	4280									0
405	Other Payments to In-State Govt Units - Tuition (Describe & Itemize)	4290									0
406	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
407	Payments for Regular Programs - Transfers	4310									0
408	Payments for Special Education Programs - Transfers	4320									0
409	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
410	Payments for CTE Programs - Transfers	4340									0
411	Payments for Community College Program - Transfers	4370									0
412	Payments for Other Programs - Transfers	4380									0
413	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390									0
414	Total Payments to Other Dist & Govt Units (In State)	4300			0			0			0
415	Payments to Other Dist & Govt Units (Out of State)	4400									0
	Total Payments to Other Dist & Govt Units	4000			0			0			0

1	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Func#	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
2											
416	DEBT SERVICE (TF)	5000									
417	Debt Service - Interest on Short-Term Debt										0
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 (Describe & Itemize)	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) (Describe & Itemize)	5300									0
425	Debt Service - Other (Describe & Itemize)	5400									0
426	Total Debt Service	5000			0			0			0
427	PROVISION FOR CONTINGENCIES (TF)	6000									0
428	Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0	0	0
429	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0
430											0
431	90 - FIRE PREVENTION & SAFETY FUND (FP&S)										
432	SUPPORT SERVICES (FP&S)	2000									
433	Support Services - Business	2500									0
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. (Describe & Itemize)	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 (Describe & Itemize)	4190									0
443	Total Payments to Other Districts & Govt Units (FP&S)	4000						0			0
444	DEBT SERVICE (FP&S)	5000									
445	Debt Service - Interest on Short-Term Debt	5100									0
446	Tax Anticipation Warrants	5110									0
447	Other Interest on Short-Term Debt (Describe & Itemize)	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) (Describe & Itemize)	5300									0
451	Total Debt Service	5000						0			0
452	PROVISIONS FOR CONTINGENCIES (FP&S)	6000									0
453	Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0	0	0
454	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0

	B	C	D	E	F	G	H
1	If there is an amount in column C or column G, please describe the type of revenue or expenditure in column D or column H.						
2	Revenue Check: OK						
3	Expenditure Check: OK						
4	Revenues Acct. (EstRev tab)	Amount	Describe Revenue	Expenditures Fund-Function (EstExp tab)	Amount	Describe Expenditures	
5	1190			10-2190			
6	1290			10-2490			
7	1614			10-2900			
8	1690	\$ 1,520	Snack for Bright Beginnings Program	10-4190			
9	1790			10-4290			
10	1819			10-4390			
11	1829			10-4400			
12	1890			10-5150			
13	1993			20-2190			
14	1999			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			50-2190			
30	4998			50-2490			
31				50-2900			
32				50-5150			
33				60-2900			
34				60-4190			
35				80-2190			
36				80-2490			
37				80-2900			
38				80-4190			
39				80-4290			
40				80-4390			
41				80-4400			
42				80-5150			
43				80-5300			
44				80-5400			
45				90-2900			
46				90-4190			
47				90-5150			
48				90-5300			

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

Description	EDUCATIONAL FUND (10)	OPERATIONS & MAINTENANCE FUND (20)	TRANSPORTATION FUND (40)	WORKING CASH FUND (70)	TOTAL
Direct Revenues	9,937,957	150,000			10,087,957
Direct Expenditures	9,840,281	150,000			9,990,281
Difference	97,676				97,676
Estimated Fund Balance - June 30, 2027	2,370,295				2,370,295

Deficit Reduction Plan is not required

A deficit reduction plan is required if the local board of education adopts (or amends) the 2026-2027 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 2025-2026 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 22-26) 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
*School Districts Only			DEFICIT REDUCTION PLAN ESTIMATED BUDGET FY2026-2027				
1							
2							
3	53102801060						
4	District Number						
5	Woodford Cty Special Ed Assoc						
6	District Name						
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		2,272,619	0	0	0	2,272,619
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000	8,708,116	100,000	0	0	8,808,116
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0		0
11	STATE SOURCES	3000	835,033	0	0	0	835,033
12	FEDERAL SOURCES	4000	394,808	50,000	0	0	444,808
13	Total Receipts/Revenues		9,937,957	150,000	0	0	10,087,957
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000	3,386,406				3,386,406
16	SUPPORT SERVICES	2000	5,709,982	150,000	0		5,859,982
17	COMMUNITY SERVICES	3000	117,103	0	0		117,103
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	626,790	0	0		626,790
19	DEBT SERVICES	5000	0	0	0		0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0		0
21	Total Disbursements/Expenditures		9,840,281	150,000	0		9,990,281
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		97,676	0	0	0	97,676
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		2,370,295	0	0	0	2,370,295

	A	B	H	I	J	K	L
1	*School Districts Only 53102801060 District Number Woodford Cty Special Ed Assoc		ESTIMATED BUDGET FY2027-2028				
2							
3							
4							
5							
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)		2,370,295	0	0	0	2,370,295
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		2,370,295	0	0	0	2,370,295

	A	B	M	N	O	P	Q
	ESTIMATED BUDGET FY2028-2029						
1	*School Districts Only						
2							
3	53102801060						
4	District Number						
5	Woodford Cty Special Ed Assoc						
6	District Name						
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		2,370,295	0	0	0	2,370,295
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	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		2,370,295	0	0	0	2,370,295

A		B	R	S	T	U	V
*School Districts Only			ESTIMATED BUDGET FY2029-2030				
1							
2							
3							
4							
53102801060							
District Number							
Woodford Cty Special Ed Assoc							
District Name							
6							
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)						
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					
11	STATE SOURCES	3000					
12	FEDERAL SOURCES	4000					
13	Total Receipts/Revenues		0	0	0	0	2,370,295
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	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		2,370,295	0	0	0	2,370,295

A			B	W	X	Y	Z
*School Districts Only				SUMMARY			
53102801060				BUDGET ADDENDUM - DEFICIT REDUCTION PLAN			
District Number				ESTIMATED BUDGET			
Woodford Cty Special Ed Assoc				Date of Adoption: (Enter as MM/DD/YY)			
District Name				FY2026-2027	FY2027-2028	FY2028-2029	FY2029-2030
1	ESTIMATED BEGINNING FUND BALANCE			2,272,619	2,370,295	2,370,295	2,370,295
2	(must equal prior Ending Fund Balance)						
3	RECEIPTS/REVENUES		Acct #				
4	LOCAL SOURCES		1000	8,808,116	0	0	0
5	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER		2000	0	0	0	0
6	DISTRICT						
7	STATE SOURCES		3000	835,033	0	0	0
8	FEDERAL SOURCES		4000	444,808	0	0	0
9	Total Receipts/Revenues			10,087,957	0	0	0
10	DISBURSEMENTS/EXPENDITURES		Funct #				
11	INSTRUCTION		1000	3,386,406	0	0	0
12	SUPPORT SERVICES		2000	5,859,982	0	0	0
13	COMMUNITY SERVICES		3000	117,103	0	0	0
14	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS		4000	626,790	0	0	0
15	DEBT SERVICES		5000	0	0	0	0
16	PROVISION FOR CONTINGENCIES		6000	0	0	0	0
17	Total Disbursements/Expenditures			9,990,281	0	0	0
18	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures			97,676	0	0	0
19	OTHER SOURCES/USES OF FUNDS						
20	OTHER SOURCES OF FUNDS (7000)			0	0	0	0
21	OTHER USES OF FUNDS (8000)			0	0	0	0
22	TOTAL OTHER SOURCES/USES OF FUNDS			0	0	0	0
23	ESTIMATED ENDING FUND BALANCE			2,370,295	2,370,295	2,370,295	2,370,295

CONTENTS

POLICY FOR BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH DISABILITIES

Woodford County School Districts

Metamora District #1

Roanoke-Benson District #60

Riverview District #2

Germantown Hills District #69

Fieldcrest District #6

Metamora High School District #122

Lowpoint-Washburn District #21

**Congerville - Eureka - Goodfield C. U.
District #140**

Prepared by:

Woodford County Special Education Association

Approved by WCSEA Executive Committee on September 9, 2026

CONTENTS

BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH DISABILITIES	3
SECTION 1: PURPOSE	3
SECTION 2: DEVELOPMENT OF POLICIES AND PROCEDURES	4
SECTION 3: DISTRICT ADVISORY COMMITTEE	
SECTION 4: USE OF DISTRICT BEHAVIORAL POLICIES/HANDBOOK	5
SECTION 5: DISTRIBUTION	5
SECTION 6 DESIGNATION OF BEHAVIORAL INTERVENTIONS BY LEVEL	6
OF RESTRICTIVENESS	
Non Restrictive Interventions	6
Preventative Non Restrictive Interventions	6
Reactive Non Restrictive Interventions	7
Restrictive Interventions	8
Highly Restrictive Interventions	10
Prohibited Interventions	10
SECTION 7: TIME OUT, ISOLATED TIME OUT, AND PHYSICAL	11
RESTRAINTS	
SECTION 8: BEHAVIOR INTERVENTION PLAN	12
Selection and Implementation of Intervention Strategies	13
Evaluation of Restrictive Interventions	13
SECTION 9: EMERGENCY USE OF RESTRICTIVE INTERVENTIONS	13
SECTION 10: PROVISIONS FOR PARENT INVOLVEMENT	14
SECTION 11: PROVISIONS FOR TRAINING AND PROFESSIONAL DEVELOPMENT	15
REFERENCES	15
APPENDIX	16

BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH DISABILITIES

It is the policy of Woodford County Special Education Association to comply with ILCS law and regulations on the use of behavioral interventions for students with disabilities who are receiving special education services.

Woodford County Special Education Association School believes that behavioral interventions should be used by teachers and administrators to identify, promote, and strengthen desirable adaptive student behaviors. A fundamental principle is that positive, non-aversive interventions designed to develop and strengthen desirable student behaviors should be used whenever possible.

Woodford County Special Education Association recognizes that while positive approaches alone will not always succeed in managing extremely inappropriate behavior, the use of more restrictive behavior interventions should be considered to be temporary and approached with utmost caution.

If any portion of this policy is invalid, it shall not affect the validity of the remainder of this policy. This policy shall be deemed to be amended by operation of law where statutory or regulatory amendments or case law necessitates change to policy.

SECTION 1: PURPOSE

It is the purpose of these procedures to establish the process for WCSEA and its member districts to comply with applicable laws with respect to the use of behavioral interventions for students with disabilities who are receiving special education services.

Behavioral interventions should be used by teachers and administrators to identify, promote, and strengthen desirable adaptive student behaviors. A fundamental principle is that positive, non-aversive interventions designed to develop and strengthen desirable student behaviors should be used whenever possible. The most effective and humane manner of reducing undesirable behavior is by developing, strengthening, or generalizing desirable behavior to compete and ultimately displace the undesirable behavior.

While positive approaches alone will not always succeed in managing extremely inappropriate behavior, the use of more restrictive behavior interventions should be considered to be temporary and approached with utmost caution. The use of restrictive interventions for students with disabilities should be based on assessment, planning, supervision, evaluation, documentation, and protective measures. *The use of restrictive interventions should maintain respect for the student's dignity and personal privacy, and adhere to professionally accepted instructional practices.*

SECTION 2: DEVELOPMENT OF POLICIES AND PROCEDURES

The WCSEA Director, Behavior Intervention Committee, and WCSEA Executive Committee, using the Illinois State Board of Education guidelines as a reference, shall develop and adopt, and review policies and procedures on the use of behavioral interventions for students with disabilities receiving special education services.

The policies and procedures will be developed and reviewed annually with the advice of the Committee. They shall consider any recommendations received from the member districts' advisory committees. The policies and procedures will promote the use of positive behavioral interventions and include, but not be limited to, the following components:

- A. Designation of behavioral interventions by level of restrictiveness.
- B. Procedures for the development of behavioral management plans for students with disabilities having significant emotional needs and for such students requiring restrictive interventions.
- C. Procedures for the documentation of emergency use of restrictive interventions.
- D. Provisions for parent involvement.
- E. Provisions for staff training and professional development.

SECTION 3: DISTRICT ADVISORY COMMITTEE

Each member school district will maintain a district advisory committee which is comprised of school administrators, special education administrators, parents of students with disabilities, and teachers within the district, and other persons with knowledge or expertise in the development and implementation of behavioral interventions.. They may review these policies and procedures and provide recommendations to the WCSEA Director for consideration by February 1 each year.

SECTION 4: USE OF DISTRICT BEHAVIORAL POLICIES/HANDBOOK

A district student handbook with student discipline guidelines will be provided to each student/family upon enrollment in the district, yearly. The behavioral section of the district handbook will be provided to all students and parents at the initial evaluation/IEP.

SECTION 5: DISTRIBUTION

As required by law, these policies and procedures will be provided to parents or guardians of students receiving special education services by each member district within 15 days after they have been adopted by the WCSEA Executive Committee, or at the time the IEP is first implemented (initialized) for the student. Parents and students will be informed annually of the policies. At the student's annual IEP, parent(s)/guardian(s) will receive a copy of the District/WCSEA Behavioral Intervention Policy and will be given an explanation of the policy and procedures. At any time, a copy of the Behavioral Intervention Procedures will be made available upon request of the parent(s)/guardian(s).

A copy of the Illinois State Board of Education's *Special Education Department Guidance Document: Behavioral Interventions in Schools—Guidelines for the Development of District Policies for Students with Disabilities* may be accessed by visiting the Illinois State Board of

Education website or by entering the following link into your web browser:

<https://www.isbe.net/Documents/BAT-Statutory-Guidance.pdf>

SECTION 6: DESIGNATION OF BEHAVIORAL INTERVENTIONS BY LEVEL OF RESTRICTIVENESS

Behavioral interventions are categorized into three levels of restrictiveness:

1. Nonrestrictive Interventions are the preferred interventions because of the low risk of negative impact and the emphasis on positive behavior change. “These interventions fall within Multi-Tiered System of Supports (MTSS) Tier 1 universal support and can be used with any student. However, if any intervention is critical to a child’s ability to safely and adequately function in the school environment, it should be included in the child’s IEP or Behavioral Intervention Plan.” (ISBE, 2024).

- a. Preventative Interventions
- b. Reactive Interventions

Preventative NonRestrictive Interventions- Positive Behavioral Supports and Interventions

• Antecedent Based Interventions	• Positive Reinforcement
• Adaptations/Modifications	• Power Card
• Behavioral Momentum	• Prompting
• Communication with Family/Guardians	• Proximity
• Exercise and Movement	• Relationship Building
• Direct Instruction	• Restorative Conferencing
• Discrete Trial Training	• Scripting
• Environmental/Activity Modification	• Structured Play Group
• Errorless Learning	• Self Management
• First,Then	• Sensory Regulation
• Functional Communication Training	• Shaping- process of reinforcing closer and closer versions of a desired behavior until the student learns the full, appropriate behavior.
• Picture Exchange Communication System	• Social Skills Training
• Incidental Teaching	• Social Narratives

• Naturalistic Intervention	• Task Analysis
• Negative Reinforcement	• Teaching Alternative Behaviors
• Parent Training	• Technology-Aided Intervention and Instruction
• Modeling	• Time Delay
• Music-Mediated Intervention	• Token Economy
• Pairing	• Verbal Feedback
• Peer-Mediated Instruction	• Video Monitoring
• Positive Practice	• Visual Schedules
	• Visual Supports

Reactive NonRestrictive Interventions:

• Allowing student to escape task	• Redirecting student physically*
• Temporary Instructional setting	• Response-cost - teacher removes something the student has earned when a target behavior occurs, with the goal of decreasing that behavior over time.
• Planned Ignoring	• Overcorrection*-student must restore the environment affected by their behavior and then go beyond simple cleanup to make it <i>better</i> than its original state.
• Redirection	• Safe place
• Differential reinforcement-teachers intentionally reward appropriate or desired behaviors while not rewarding problem behaviors, helping the student learn what to do instead.	• Planned ignoring

● Direct instruction	● Positive practice/overcorrection*
● Environmental or activity modification	● Positive reinforcement (individual or group)
● Extinction*- teacher withholds the attention, reactions, or outcomes that previously kept a problem behavior going, so the behavior eventually weakens and stops.	● Satiation - reduced effectiveness of a reinforcer after repeated or prolonged exposure, causing the student to lose interest or motivation.
● Noncontingent reinforcement-a behavior support strategy where a teacher provides a student with regular, scheduled access to the things they typically seek—such as attention, sensory input, or breaks—independent of their behavior.	

***Extensive use of these interventions that affects educational performance may lead to these interventions becoming restrictive in nature.**

2. Restrictive Interventions

“Restrictive interventions are more confining in nature and may be appropriate when less restrictive interventions have been exhausted and have failed to shape or change unwanted or problematic behaviors” (ISBE,2024). Restrictive interventions are safety strategies that schools use only when absolutely necessary to protect a student or others from harm. These interventions are applied for the shortest amount of time needed to help the student regain control and may occasionally require a brief removal from the classroom so the student can calm down. They are never the first option; schools always begin with positive behavior supports such as teaching skills, offering choices, and reinforcing appropriate behavior. Restrictive interventions may be used in an emergency, after less restrictive strategies have been tried and were not successful, or when they are outlined in the student’s behavior intervention plan or school handbook. Even when a restrictive intervention is required, it is paired with positive supports to strengthen appropriate behaviors. As soon as the student is safe and calm, staff work to transition them back to less restrictive or nonrestrictive supports as quickly as possible. The overall goal is to help the student learn healthier ways to cope—not to punish them.

Examples:

• Detention	• Time-Out-involuntary monitored separation of a student from classmates with a trained adult for part of the school day, only for a brief time, in a non lock setting. {23IAC 1.285(a)(2), 105 ILCS5/10-20.33, 105 ILCS5/34-18.20}
• Suspension in-school	• Isolated Time-Out- involuntary confinement of a student alone in a time out room or other enclosure outside the classroom without a supervising adult in the time out room or enclosure. Allowed only under limited circumstances when the adult in the time out room or enclosure is in imminent danger of serious physical harm {23.IAC 1.285 (a) (1), 105 ILCS 5/10-20.33, 105 ILCS 5/34-18.20}
• Suspension out-school	• Physical Restraint-trained school staff physically hold a student using their hands to stop the student from hurting themselves and/or hurting someone else
• Expulsion	

- In Illinois, students with IEPs can be suspended, but the law gives them extra protections. Schools may use in-school or out-of-school suspension for up to 10 total days in a school year without special procedures, as long as the student can still access their schoolwork and IEP services. Once suspensions go beyond 10 days, the school must hold a meeting to decide whether the behavior was related to the student's disability. If it was, the school cannot continue suspending the student for that behavior and must adjust the IEP instead. If it was not, the school may continue discipline but must still provide educational services. In-school suspension only "counts" toward the 10 days if the student loses access to their IEP services or curriculum.
- Documentation with functional assessment of behavior must be completed.
- An IEP meeting must be held to review documentation and functional assessment if three (3) or more restrictive interventions are utilized within a 30-calendar day period

unless district/WCSEA has received or has on file during the current school year, a written waiver from parent(s)/ guardian(s).

- A behavioral intervention plan should be written to address the behaviors at the IEP meeting.

3. Highly Restrictive Interventions

According to the ISBE 2024 Guidance Document for Behavioral Interventions, highly restrictive interventions are considered inappropriate in most situations and should be used only in emergency circumstances when there is an immediate threat to safety. These interventions include time-out, isolated time-out, and physical restraint.

Before a highly restrictive intervention is ever used, the school must have completed a Functional Behavioral Assessment (FBA), developed a Behavior Intervention Plan (BIP), and updated the student's IEP to include that plan. However, the BIP cannot list highly restrictive interventions—such as physical restraint or isolated time-out—as planned or routine strategies. These interventions are emergency-only safety measures, not behavior-teaching tools.

When an emergency does occur, highly restrictive interventions must be used only for the shortest time necessary, must follow all ISBE safety requirements, and must be followed by documentation, parent notification, and a review to prevent future crises. The goal is always to return the student to less restrictive supports as quickly as possible and to strengthen positive, appropriate behaviors.

Prohibited Interventions

Prohibited interventions cannot be used under any circumstances.

● Aversive Mist, Aromatics, Tastes	● Contingent Electric Skin Shock
● Corporal Punishment	● Prone Physical Restraint
● Denial or Restriction of Access to Regularly Used Equipment/Devices	● Mechanical Restraints

that Facilitate the Child's Educational Functioning	
• Expulsion with Cessation of Services	• Chemical Restraints

SECTION 7: HIGHLY RESTRICTIVE INTERVENTIONS: PHYSICAL RESTRAINTS

Public Act 102-0339 amended the provisions of the Illinois School Code related to isolated time out, time out, and physical restraint. Consequently, isolated time out, time out, and physical restraint may be used only if:

- A. The student's behavior presents an imminent danger of serious physical harm to the student or to others;
- B. Other less restrictive and intrusive measures have been tried and have proven to be ineffective in stopping the imminent danger of serious physical harm;
- C. There is no known medical contraindication to its use on the student; and
- D. The school staff member or members applying the use of time out, isolated time out, or physical restraint on a student have been trained in its safe application (105 ILCS 5/10-22.39).

Physical Restraints may not be used when administering discipline to students.

For this purpose, "restraint" does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and that are designed to prevent a student from completing an act that would result in potential harm to himself, herself or another or damage to property; or remove a disruptive student who is unwilling to voluntarily leave the area.

The use of physical restraints that meet the requirements above should be included in a student's individualized education plan where deemed appropriate by the student's individualized education plan team.

Whenever a physical restraint has been utilized, school personnel shall document the incident, including events that led up to the incident, the type of restraint used, the length of time the student was restrained, and the staff involved. The parent(s)/guardian(s) shall be informed/notified of the use of physical restraint/isolated time-outs. Completion of both the

Physical Restraint Form and Parent Notification Form must be completed and given to the designated school official by the end of the day on which the incident occurred. School Administrators are required to send a copy of the parent contact form to the student's parent(s)/guardian(s) within 24 hours of the occurrence of either an isolated time out or physical restraint unless the parent(s)/guardian(s) has provided the district a written waiver of this requirement. (Parent Notification Form/Physical Restraint Form are provided in Appendix.)

The evaluation should consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, use of restroom, or the need for alternate strategies. The written evaluation shall be placed in the student's temporary student record and a copy given to the designated school official.

Under Illinois law, if a student experiences three instances of isolated time-out or physical restraint within a 30-day period, the school must conduct a review of the student's behavior supports. School staff must examine whether the student's current behavior plan and alternative interventions are effective or need to be changed. Parents or guardians must receive a 10-day written notice inviting them to participate in this review meeting. The purpose of the meeting is to ensure the school is using the least restrictive, safest, and most effective interventions, and to prevent repeated use of highly restrictive procedures.

A behavioral plan for either continued use of interventions or alternative interventions shall be written and placed in the student's temporary records. A parent may provide the district with a written waiver of this requirement of notification.

SECTION 8: BEHAVIOR INTERVENTION PLAN

A written behavior intervention plan should be developed by the IEP team for students with disabilities who have significant behavioral and/or emotional needs, which are:

- related to or the result of the student's disability(ies);
- severe and/or significant over a period of time;
- not responsive to the use of positive, nonrestrictive interventions;
- not responsive to the application of standard disciplinary policy procedures, and
- require the use of restrictive or highly restrictive intervention(s).

The behavior intervention plan should be included as part of the student's IEP. Components of the plan include:

- a functional assessment of behavior(s) of concern, and
- the written behavior intervention plan itself.

A form to be used to conduct the functional assessment of behavior(s) of concern is provided in the Appendix; a form for the development of a behavior intervention plan is provided in Appendix.

Selection and Implementation of Intervention Strategies

Illinois law states that intervention strategies for a student must be based on information gathered through a Functional Behavioral Assessment (FBA). Before choosing any intervention, the team must consider a continuum of options, starting with the least restrictive strategies that are reasonably likely to produce the desired behavioral change. The goal is always to select interventions that support the student effectively while maintaining the least amount of restriction necessary.

The IEP case manager, with support from the case coordinator or a behavior specialist, is responsible for ensuring that the FBA is completed and that a Behavior Intervention Plan (BIP) is developed and implemented according to state guidelines. The BIP must focus on proactive supports, skill-building, and positive behavior strategies, and it must be reviewed and adjusted based on ongoing data.

Evaluation of Restrictive Interventions

Illinois law requires that the effectiveness of any restrictive intervention be evaluated using objective data. This evaluation must include:

- Baseline data from the Functional Behavioral Assessment (FBA), showing the frequency, duration, and/or intensity of the behavior before the intervention began.
- Progress-monitoring data collected after the intervention is implemented, documenting changes in the behavior's frequency, duration, and/or intensity.
- Observational information from teachers, parents, and other staff involved, gathered at planned intervals to understand how the intervention is working across settings.

If the data show that the intervention is not effective—or if new concerns arise—the Behavior Intervention Plan (BIP) must be revised. Any changes to the BIP require the IEP team to reconvene to review the data and update the plan accordingly.

SECTION 9: EMERGENCY USE OF RESTRICTIVE INTERVENTIONS

Under Illinois law, an emergency is a situation in which a restrictive intervention—such as time-out, isolated time-out, or physical restraint—is immediately necessary to protect a student, staff member, or others from imminent serious harm. Emergency use is allowed only when less intrusive interventions are not sufficient to keep people safe. Emergencies may involve:

- physical injury or risk of injury
- severe property destruction- Severe property damage is defined as property destruction that creates an immediate safety risk.

Examples that may qualify:

- Throwing heavy objects that could injure someone
- Breaking glass, mirrors, or windows
- Destroying furniture in a way that creates sharp edges or falling hazards
- Pulling down equipment that could fall on someone
- Setting fires or attempting to
- Destroying electrical equipment that could cause shock or fire

These situations are dangerous because they can injure people, not because the property is valuable.

- serious disruption that threatens safety
- other actions that pose immediate harm

When an emergency occurs, staff must use the least intrusive intervention necessary to safely manage the situation and must end the intervention as soon as the danger has passed.

If a restrictive intervention not included in the student's BIP is used more than twice within a 30-day period, the school must:

- convene an IEP meeting within 10 school days
- review the circumstances and data
- complete or update a Functional Behavioral Assessment (FBA)
- revise the Behavior Intervention Plan (BIP) if needed

Parents/guardians must be notified within 24 hours whenever a restrictive intervention is used in an emergency. The school must also complete the required ISBE documentation, which includes:

- a description of the incident, time, location, and staff involved
- the specific intervention used
- any injuries or property damage

- the student's response
- recommendations for preventing future incidents

These requirements ensure that restrictive interventions remain emergency-only, are closely monitored, and are replaced with less restrictive supports as quickly as possible.

SECTION 10: PROVISIONS FOR PARENT INVOLVEMENT

Illinois law emphasizes that parent(s) or guardian(s) must be actively involved in the development of any Behavior Intervention Plan (BIP) for a student receiving special education services. Parent involvement includes participating in the design, implementation, and evaluation of the interventions that are part of the student's IEP. A BIP cannot be implemented for a student with an IEP unless it has been formally developed, reviewed, and approved as part of the IEP process.

All procedural safeguards under IDEA and the Illinois School Code apply to any disputes involving the BIP or the IEP. This includes the right to mediation, state complaint procedures, and an impartial due process hearing. These protections ensure that parents remain full partners in decisions about their child's behavioral supports and that restrictive interventions are used only when legally appropriate and properly documented.

SECTION 11: PROVISIONS FOR TRAINING AND PROFESSIONAL DEVELOPMENT

Illinois law requires that all school personnel who may be involved in behavioral interventions—including special education teachers and related service providers—receive training in safe, evidence-based behavior management practices consistent with 23 Illinois Administrative Code 1.285 and the ISBE 2024 Behavioral Interventions Guidance. Training must include positive behavior supports, de-escalation strategies, crisis prevention, and the legal requirements for restrictive procedures.

Staff who may be involved in time-out, isolated time-out, or physical restraint must receive specific, state-approved training before using these interventions. New personnel must be trained annually, and current personnel must receive ongoing professional development to ensure they understand and correctly implement all required procedures.

Districts will also provide continuing professional development in areas such as Functional Behavioral Assessment (FBA), Behavior Intervention Plan (BIP) development, and positive behavioral supports. These training needs are identified through each district's annual personnel development needs assessment conducted as part of the IDEA grant process.

REFERENCES

Illinois State Board of Education. (2024). *23 Illinois Administrative Code 1.285: Requirements for behavioral interventions and discipline*. Springfield, IL: Author.

<https://www.ilga.gov/commission/jcar/admincode/023/02300128sections.html>

Illinois State Board of Education. (2024). *Statutory guidance for behavioral interventions*.

<https://www.isbe.net/Documents/BAT-Statutory-Guidance.pdf>

Illinois State Board of Education. (2021). *Permanent regulations for the use of isolated time-out, time-out, and physical restraint*. <https://www.isbe.net/Documents/23-Restraint-Time-Out.pdf>

APPENDIX

Sample Forms:

[**Functional Behavioral Assessment Form**](#)

[**Behavior Intervention Plan Example**](#)

[**ISBE Physical Restraint and Time Out Reporting Form**](#)

[**Special Education Required Notice and Consent Forms**](#)

[**ISBE IEP Instructions**](#)

Parent/Guardian Resources:

[**ISBE Parent Guide on Educational Rights and Responsibilities**](#)

[**Notice of Procedural Safeguards for Parents/Guardians with Students with Disabilities**](#)

[**DHS PUNS Brochure**](#)

**Woodford County Special Education Association
Private-Homeschool Plan for Services
IDEA Private Proportionate Share
2026-2027**

The following guidance is for the provision of services to students who are eligible for special education services under IDEA (Individual Service Plan - ISP) and are enrolled in Private Schools or are Homeschooled, and not enrolled in the public school. This guidance is applicable to the eight districts served by Woodford County Special Education Association. In general, the provision of services to students in Private Schools or Homeschool may be limited based on funding and/or provider (therapist or teacher) availability:

Definitions:

Individual Education Program (IEP) - Plan for students who are eligible for special education under IDEA and enrolled or dually enrolled in the public school.

Individual Service Plan (ISP) - Plan for students who are eligible for special education under IDEA, receive their education in a Private School or Homeschool. Services under an ISP are limited.

Tier Plan - Plan for students who are not eligible for special education but require additional intervention or therapy. These students have not been identified as having a disabling condition, but benefit from additional assistance/instruction.

Private/Proportionate Share - Funding available for the provision of special education services to students with ISPs. Funding is minimal.

Serving the following Woodford County School Districts:

Metamora C.C. District #1	Riverview C.C. District #2	Fieldcrest C.U. District #6	Lowpoint-Washburn C. U. District #21
Roanoke-Benson C.U. District #60	Germantown Hills District #69	Metamora High School District #122	Congerville-Eureka-Goodfield C.U. District #140

Speech/Language Services:

- If dually enrolled, the student may receive speech/language services in their IEP or Tier 3 plan within the public school setting.
- If not dually enrolled in the public school, students with ISPs may receive services based on the available "Proportionate Share Amount" for the year.
- Only write an ISP for the services being provided.
- Fund Code L = Private School, Fund Code P = Homeschool, Fund Code N = Not receiving services
- If no Proportionate Share funds are available, or funds run out during the year, the district has the right to limit or end services.
- The district may provide speech/language services to non-enrolled ISP or Tier students if schedules allow. However, at any time, the district reserves the right to limit or discontinue services to prioritize services for students enrolled in the school district. Limiting services may include reducing the number of sessions per week/month, shortening the amount of time for sessions, or providing consultation and a home program to private school staff and/or parents. When prioritizing the provision of speech and language services, the Speech- Language Pathologist will serve the following students from highest to lowest priority:
 1. Enrolled students with IEPs (including dually enrolled students)
 2. Non-enrolled students with ISPs when proportionate share funding is available
 3. Enrolled Tier students
 4. Non-enrolled students with ISPs when no proportionate share funding is available
 5. Non-enrolled students with Tier plans

Academic Services:

- Generally, academic services are only provided to students with IEPs who are dually enrolled within the Private School/Homeschool and the public school. To dually enroll in the public school, a student must attend at least one period per day of core academic instruction.
- Districts may choose to allow students with ISPs to not enroll, and attend an intervention block within the school. This decision is completely based on the availability of services within the teacher's schedules.
- Priority of intervention/instruction slots will always be given to students who are enrolled in the public school, so if at any time during the year or from year-to-year, schedules fill, the district reserves the right to place students with ISPs on a waitlist.

Occupational and Physical Therapy Services:

- Unless dually enrolled, OT and PT services are only provided on a consultation basis, providing recommendations for accommodations or home programs to the parents and/or private school staff.

Serving the following Woodford County School Districts:

Metamora C.C.
District #1

Riverview C.C.
District #2

Fieldcrest C.U.
District #6

Lowpoint-Washburn C. U.
District #21

Roanoke-Benson C.U.
District #60

Germantown Hills
District #69

Metamora High School
District #122

Congerville-Eureka-Goodfield C.U.
District #140

Proportionate Share for 2026-27

- Metamora #1: \$6540
- Riverview #2: \$0
- Fieldcrest #6: \$2090
- Lowpoint Washburn #21: \$0
- Roanoke Benson #60: \$0
- Germantown Hills #69: \$3049
- Metamora High #122: \$0
- Eureka #140: \$0

● **MTSS and Special Education Evaluation Guidance**

The following manual provides guidance for the implementation of Multi-Tiered System of Supports and special education evaluations for the Woodford County Special Education Association member districts. This document was created by WCSEA administrators and PPS members. The manual contains the following guidance documents:

- I. Vision Statement, Outcomes, Objectives
- II. Procedures for Implementation of Multi-Tiered System of Supports
- III. Screening and Progress Monitoring Plan
- IV. Curriculum Intervention Plan
- V. Roles and Functions of Teams within MTSS Model
- VI. Decision Making Rules
- VII. Special Education Entitlement Criteria
- VIII. Parental Involvement
- IX. Evaluation
- X. Key Components of Staff Development
- XI. Affirmation Statement
- XII. MTSS Problem Solving/Tier 3 Related Services Procedures
- XIII. Special Education Evaluation and Re-Evaluation Procedures
- Appendix A MTSS Parental Information
- Appendix B SLD Eligibility Guidelines by Role and Responsibility
- Appendix C SLD Problem Solving Form Completion Example
- Appendix D Guidance on MTSS and Special Education Services

WOODFORD COUNTY SPECIAL EDUCATION ASSOCIATION

MULTI-TIERED SYSTEM OF SUPPORTS - PROBLEM SOLVING MODEL

I. Vision Statement, Outcomes, Objectives

Vision

The Multi-Tiered System of Supports (MTSS) – Problem Solving Model is a systematic process that includes the assessment of children within their environments, identification of needs, development and implementation of support to meet need, and the monitoring and evaluation of outcomes.

Outcomes

- Interventions are evidence based, systematic, and documented
- There is a merging of general education and special education resources
- The parent has an understanding of the child's ability and realistic academic expectations
- Psychologists and Social Workers have more direct contact with students and provide services within the classroom
- Interventions are developed as a part of a teaming process
- Solutions will be developed for students in a timely manner
- A plan will be developed for all students who need assistance in the classroom

II. Procedures for Implementation of Multi-Tiered System of Supports

Tier One

1. Implement scientifically based instructional core programs.
2. Complete benchmark assessment three times per year (Fall, Winter, Spring) utilizing Measurements of Academic Progress (MAP) or other universal screening.
3. Review by grade level all agreed upon benchmark assessment data (Example – IAR, Standardized Achievement Test, MAP, Fastbridge)
 - Tier I –Instruction in the general education classroom.

Tier Two

1. Analyze data to identify students not meeting identified standards. Identify three groups of students including tier I students, tier II students, and tier III students based on the identified criteria.

Design and implement targeted interventions in the following manner:

- Tier II – Targeted small group intervention based on identified need (minimum 45 minutes weekly)
3. Complete progress monitoring using Aimsweb CBM, Fastbridge or other agreed upon progress monitoring tools in the following manner: Online toolbox will be maintained online
 - Tier II – Every other week
 - Tier III – Weekly

Grade level teams will meet every four to six weeks to review and discuss student progress. Grade level teams will include the principal, grade level teachers, reading teacher, psychologist, speech therapist and others as needed. The grade level team will review the progress monitoring data and determine one of the following:

- Discontinue intervention and return to Tier I
- Continue Tier II intervention(s)
- Change/add interventions at Tier II
- Move to Tier III to initiate individual problem solving

Compile additional data as needed, and design modified intervention plan. Repeat process.

Tier Three

1. Initiate individual problem solving based on the identified criteria and as recommended by the grade level team. The classroom teacher/local district will initiate a referral. A Problem-Solving information sheet will be sent home and consent will be obtained from the parents in writing.
2. The signed referral will be submitted to the building principal and sent to WCSEA to be assigned to a team. The team will include psychologist, social worker, classroom teacher, building principal, grade level special education teacher, and other support staff as indicated by the referral question.
3. The school psychologist will review existing data and meet with the classroom teacher. Additional data may be collected including diagnostic assessment, functional analysis, baseline of behaviors, contact with parents, etc. The problem will be identified, defined, and analyzed.
4. All problem analysis data will be shared with the problem solving team prior to the development of the individual intervention plan.
5. A team meeting will be held to develop the individual intervention plan. A task list, assignments, and time lines will be determined. A method of evaluating and monitoring the interventions will be established.
6. Targeted Tier III intervention based on individual problem solving plan (minimum 30-60' daily) Group size of 4 or fewer
7. The individual intervention plan will be implemented and monitored. Members of the team may model interventions or assist in the implementation. The case manager and/or assigned staff member will monitor progress on a weekly basis (with exception of A to Z Running Records, which will be used on a monthly basis).
8. Individual problem solving teams will meet every four to six weeks to review and discuss student progress. The individual problem solving team will review the progress monitoring data and determine one of the following:
 - Discontinue intervention and return to Tier II
 - Continue intervention
 - Change intervention
 - Add area of concern
 - Initiate evaluation for special education
9. Evaluations for special education will be completed within the 60 school day timeline, or within the agreed upon extension timeline. Data collected as a result of the individual problem solving process will be utilized for achievement assessment. Complete progress monitoring using Aimsweb CBM or other agreed upon progress monitoring tools in the following manner: Progress Monitoring toolbox will be maintained online
 - Tier II – Every other week
 - Tier III – Weekly
10. Special Education Services should include:
 - Core instruction, to the extent possible, within the general education classroom;
 - Additional intervention and supports on top of core instruction based on need;
 - Progress monitor and data collection
 - Data analysis and problem solving

III. Universal Screening and Progress Monitoring

Universal screening given to all students three times each year. Universal screening measures are aligned to general curriculum and are used to determine if students are meeting grade level curricular expectations.

Universal screening measures are administered 3 to 4 times per year. Progress monitoring are easily administered assessments that more frequently measure progress of students who are receiving intervention.

Examples of universal screening measures include:

- Measure of Academic Progress (MAP)
- STAR

- Fastbridge
- AIMSweb
- EasyCBM
- SEL Screener
- Handwriting Without Tears Print Tool

Examples of progress monitoring measures include:

- Aimsweb Curriculum-Based Measurement (CBM)
- AIMSweb
- Fastbridge
- A to Z Running Records
- Rocket Math

IV. Curriculum Intervention Plan

Each district will define core curriculum and tiered interventions based on curricular goals and resources that are available to provide interventions.

V. Roles and Functions of Teams within a MTSS Model

MTSS Team - Building Based Team

Role

- Review schoolwide universal screening data to determine if the building and/or district is meeting identified standards
- Review and analyze the MTSS-Problem Solving system at least annually
- Revise process based on analysis of the data and identified needs
- Identify professional development needs

Configuration

The Building Based Team – MTSS Team will include the principal, general education teachers, one reading teacher, one special education teacher, the school psychologist, and other staff as needed.

Logistics

The Building Based Team – MTSS Team will meet at least annually at a time that is mutually convenient.

Grade Level Team

Role

- Identify students in need of intervention
- Analyze/ Review data and identify Tier II interventions for individual students as part of the internal review process
- Monitor student progress
- Determine if additional intervention or intensity is required

Configuration

The Grade Level Tier II Team will include the principal, grade level general education teachers, special education teacher, Title I teacher, the school psychologist, speech therapist and others as needed.

Logistics

Grade level team meetings will be held monthly before, after or during school at a common time available for each teacher. The Principal or their designee will facilitate the meetings. All student progress monitoring data should be entered a minimum of 48 hours prior to monthly grade level meetings. All participants must review

student progress monitoring data prior to the meeting. If a team member is considering student tier movement, notify other team members 24-48 prior to meeting.

Tier III Individual Problem Solving Team

Role

- Utilize the problem solving process to identify individual student needs
- Develop an individual intervention plan that includes intensive intervention
- Monitor student progress
- Convene meetings to review student progress and intervention plans
- Determine if a consideration for special education is required

Configuration

Problem solving team members will include the parents or guardians, the general education teacher, the building principal, the school psychologist, and may also include the school social worker, intervention providers, the special education teachers, guidance counselors, and others as needed.

Logistics

Individual problem solving meetings will be held at a time that is mutually convenient to the general education teacher and other team members. This may include teacher preparation times, before school, or after school. All participants must review student progress monitoring data prior to the meeting.

VI. Decision-Making Rules

Tier I

Grade level learners

- Above the 50th percentile are meeting grade level expectations
- Between 25th and 50th percentile, classroom teacher will differentiate instruction to meet individual student needs

Criteria for movement to Tier II

- Criteria will vary by school and district based on student population, but generally, performance below 25th percentile on the following:
 - Classroom data
 - Progress monitoring data
 - Benchmark/universal screening data

Tier II

Criteria for participation in Tier II Group (School and district may adjust based on student population and available resources)

- Progress monitoring data indicates student performance not meeting benchmark standards and/or team agreement
- Progress monitoring data indicates at or below the 25th percentile
- Universal screening data indicates a level at or below the 25th percentile

Criteria for movement to Tier III

- Student must receive a minimum of 9 weeks of Tier II intervention
- Progress monitoring data indicates a minimum of three data points below the benchmark line
- Progress monitoring data indicates a level at or below the 20th percentile
- A minimum of one revision to the intervention plan
- The team could make the decision to place a student in Tier III

Criteria for movement to Tier I

- Progress monitoring data indicates student is meeting benchmark standards
- Progress monitoring data indicates a minimum of three data points progressing towards the benchmark

- Team agreement

Tier III

Criteria for participation in Tier III Group

- Progress monitoring data indicates three consecutive data points below the 20th percentile
- Standardized achievement or universal screening indicates a level at or below the 20th percentile
- IAR data indicates a level “below standards” or “academic warning”
- Student is currently receiving Tier II interventions
- Classroom performance
- Team agreement

Criteria for movement to Entitlement

- Student must receive a minimum of 9 weeks of Tier III individual problem solving intervention
- A minimum of one revised individual intervention
- Educational discrepancy of one-half of the expected level or 1 standard deviation below the norm
- Progress monitoring data shows progress of half the expected rate, a minimum of three data points below the aim line, or the discrepancy between student performance and expected performance is increasing over time.
- Fidelity of intervention implementation has been documented
- Interventions provided have been above and beyond the scope of the general curriculum

Criteria for movement to Tier II

- Progress monitoring data indicates progress at or above the aim line
- Progress monitoring and/or data indicates student performance at or beyond the 25th percentile
- Team agreement

VII. Special Education Entitlement Criteria

Documentation for Educational Discrepancy (Discrepancy at one point in time)

The student’s performance needs to be significantly below the performance of his or her peers. Evidence of educational discrepancy should meet at least one of the following criteria:

- 2 times discrepant (half the expected level) from the mean
- Cut scores such as 1 standard deviation below the mean (16th percentile)
- Cut score such as below the 16th or below the 10th percentile

Documentation of Discrepancy in Educational Progress (Discrepancy over time)

The student’s performance needs to be progressing at a significantly slower rate than his or her peers.

Assessments in this category need to be able to show progress and be sensitive to growth over time. Evidence of a discrepancy in educational progress should meet at least one of the following criteria:

- 2 times discrepant (half the rate of progress of peers)
- Scores remained below the cut score (e.g., 16th percentile or 10th percentile) across at least 2 points in time
- Progress is below the goal line for three (3) consecutive points or the discrepancy between student performance and the benchmark is increasing over time

Sources of data:

High School:

Diagnostic assessments (Key Math, C-TOPP, etc)

Standardized, nationally-normed achievement tests (WIAT, WJ, etc)

Informal Reading Inventories or CORE materials

Explore

PLAN

ACT
PSAE
Curriculum-Based Measures (e.g., AIMSweb, DIBELS, FASTBRIDGE)
Number of failed classes
Common Formative Assessments

Elementary and Middle School:

Diagnostic assessments (Key Math, C-TOPP, etc)
Standardized, nationally-normed achievement tests (WIAT, WJ, etc)
Informal Reading Inventories or CORE materials
AIMSweb or other CBM
ISAT
NWEA MAP
Local assessments (formative assessments, running records, Fountas and Pinnell)
Assessments tied to curriculum (unit tests, chapter tests)

Documentation of Educational Need

When documenting educational need there are three factors to consider: 1. Is additional time needed (above and beyond what is given in general education) for this student to make sufficient educational progress? 2. Does the student require a more intense intervention than what is being provided in general education? 3. Are the interventions being provided to the student needed on an ongoing basis?

- Must have tried at least one change in the intervention
- Tier 3 interventions must have been in place for a minimum of 18 weeks.
- Fidelity of intervention implementation must be documented. Show that interventions have been delivered as intended (e.g., group size, minutes per week, specialized curriculum or instructional methods which have a research-based. Evidence of intervention integrity should include observation/walk through, use of integrity checklists or peer or self-evaluation tool.
- How to define whether the interventions given are above and beyond the scope of general education:
 - What is the group size or student to teacher ratio? (is it a small group size, is it a low student to teacher ratio-no more than a 4:1 ratio is recommended at Tier III)?
 - Is the time invested more than what is given to students in Tier 1 or Tier 2?
 - Is the scope of the curriculum narrower than what is being taught in general education?

The intensity of the intervention can be changed through a lower teacher to student ratio, increasing the time given, and by narrowing the scope of the curriculum.

Examples of Integrity Data:

Principal walk-throughs

Observations of re-teaching looking for research-based practices such as explicit instruction and feedback and increased opportunities to practice and respond.

Publisher-created integrity checklists (e.g., REWARDS, Read Naturally, PALS, 6-minute Solution)

Self-created checklists documenting the steps of the intervention (e.g., repeated readings)

Other data to consider:

- Subgroups need to be analyzed to determine if there are differences in the overall performance of the various groups. If the student belongs to a minority group (e.g., ELL, low income, or Hispanic) it is essential to identify whether that minority group performs significantly differently than the aggregate. If so, does the student perform commensurately with the subgroup or does that student perform significantly lower than the subgroup? If the student performs commensurately with his or her subgroup

and that subgroup performs significantly lower than the aggregate, it is important to document why that student needs services above and beyond the other students in the subgroup.

VIII. Parent Involvement

Parents will be contacted on a regular basis throughout the MTSS – Tier III Problem Solving Process. Contact may be by phone or through active participation at meetings. Parents will be contacted at a minimum at the following times:

- To notify parents of participation in a Tier II intervention
- To initiate the Tier III Individual Problem Solving process
- As part of the data collection process
- To seek input and explain the Intervention Plan
- To review and report progress monitoring data

Contact with parents will be positive, open and honest, and stress the desire to assist the child to be successful in school.

IX. Evaluation

Data Collection

System-wide data should be collected to evaluate the effectiveness of the MTSS - Problem Solving Process:

- The number and percentage of students meeting standards at each grade level
- The number and percentage of students at each tier by grade level
- The number and percentage of referrals for individual problem solving
- The number and percentage of individual problem solving referrals which result in a case study evaluation
- The number of case studies which result in eligibility for special education services Individual performance data to measure improvement in school performance (ex. grades, progress monitoring data, pre/post test info)

School Psychologists will collect year-end data pertaining to number and percent of: 1.) students at each tier, 2.) referrals for individual problem-solving, 3.) case studies which result in eligibility for special education services, and 4.) case studies which result in eligibility for special education services. Data will be shared with the building principal.

X. Key Components of Staff Development

The following staff development activities are essential to the implementation and development of the Response to Intervention – Problem Solving Process:

- Overview of the MTSS – Problem Solving Model
- Universal Screening, Data Collection, Progress Monitoring, and Data Based Decision Making
- Evidence Based Intervention Strategies and Instructional Materials
- Differentiated Instruction
- Ongoing professional development activities as determined by the Building Based Team-SIP/MTSS Team based on information gathered by annual internal review
- New staff training in the MTSS - Problem-Solving Model.

XI. Affirmation Statement

The Problem Solving Teams will remain student focused at all times. Participants in the MTSS - Problem Solving Process will be solution focused and approach the teaming process by participating actively in a positive, open, and honest manner. Concerns will be shared, discussed, and resolved through consensus. Interventions will be implemented with integrity.

XII. MTSS for Related Services

Section 1: Related Services Included within Academic Problem Solving

Procedures for Related Services Providers for Problem Solving/Tier 3 referrals:

- 1) When a student is moving to Tier 3 for OT, PT, SW, or Speech, the therapist will first email the psychologist to see if the student is currently or will soon be Tier 3 for Academics or Behavior
- 2) If so, the therapist will work with the psychologist to incorporate their information into the Tier 3 plan. The therapist will then send their recommendation for services and goals to incorporate within the current plan.
- 3) The therapist will then be invited to the next and subsequent Tier 3 meetings as long as the child has both academic/behavioral and Tier 3 related services.

Section 2: Related Services using a Stand Alone Plan

- 1) When a student is moving to Tier 3 for OT, PT, SW, or Speech, the therapist will first email the psychologist to see if the student is currently or will soon be Tier 3 for Academics or Behavior. If not, the therapist will proceed independently as in the past, gaining Blue Form consent on their own. The blue form, once signed by all parties, should be returned directly to the provider and not routed through WCSEA.
- 2) Within two weeks, the practitioner should at a minimum do an initial consultation and contact parents to initiate a plan or make other recommendations.
- 3) Tier 3 plans can be considered for OT, PT, SW, or Speech if the student does not have an IEP or academic Tier 3 plan, if their disorder or delay is not considered severe, and if they do not have a Speech, Physical, or Social-Emotional Impairment which entitles the student for ECE services or other Special Education Services and/or educational accommodations.
- 4) Therapists can also provide services for mild disorders under Tier 2 if the therapy is estimated to be temporary. Tier 2 services can be provided weekly or intermittently in cycles.

XIII. Special Education Evaluation and Re-Evaluation Procedures

- 1) Psychologist schedules domain meeting and informs all participants. Psychologist sends out Notice of Conference to parents.
 - Psychologist consults with other services providers prior to the domain meeting to determine if any domains need to be assessed based upon progress monitoring, benchmark, case notes, classroom data, etc.
 - Psychologist and all service providers will conduct a file review for re-evaluations to prepare for the domain meeting.
 - Service providers will write into the domain paperwork prior to the domain meeting whether or not they would like to collect further assessments for the evaluation.
 - Psychologist will bring the domain paperwork and a sign-in sheet to the domain meeting.
- 2) Domain Meeting
 - Additional testing is needed.

- Psychologist obtains consent to “collect additional information” for the evaluation in the areas designated on the domain paperwork and notifies all evaluation team members that they can begin their portion of the evaluation.
- Psychologist will complete the Evaluation Tracking Form and attach it to the consent/domain paperwork. This is turned into the director. A file will be created by a WCSEA secretary for each individual that is identified for testing and will be disseminated to those individuals.
- Psychologist will coordinate with those completing assessments for the evaluation and will set up a meeting to review the results of the evaluation within 60 school days with the parents, general education teacher, special education teacher, special education administrator, and other services providers needed at the meeting.
- If the psychologist or a service provider does not collect additional information for a re-evaluation they will conduct a file review of that student’s progress over the two previous years and the current school year. This information will be documented in the Documentation or Evaluation Results or Documentation of Intervention Results (SLD) depending on the student’s eligibility.
- Psychologist and other individuals completing assessments will complete either the Documentation of Evaluation Results page or the Documentation of Interventions Results (SLD) page when their evaluations are completed. The psychologist will also complete the identified pages for the proposed eligibility (e.g.OHI, Autism, ID,etc.) and the Eligibility Determination page.
 - Speech, OT, PT, and Social Work will write their information into the “Additional Information” section of the Specific Learning Disability page if SLD is the eligibility.
- The team will discuss eligibility for services and then hold an IEP or annual review meeting.
- After the meeting, the special education administrator or psychologist will return the completed evaluation/eligibility paperwork to WCSEA Records for the secretary to file.
- No additional testing is needed.
 - Psychologist obtains consent to “collect NO additional information”.
 - A file review of progress for the previous two years and the current school year will have been completed and written into the Documentation of Evaluation results or the Documentation of Intervention Results (SLD) page depending on the student’s eligibility. The psychologist will also complete the identified pages for the proposed eligibility (e.g.OHI, Autism, ID,etc.) and the Eligibility Determination page.
 - Speech, OT, PT, and Social Work will write their information into the “Additional Information” section of the Specific Learning Disability page.
 - The team will discuss eligibility for services and then hold an IEP or annual review meeting.
 - After the meeting, the special education administrator or psychologist will return the completed evaluation/eligibility paperwork to WCSEA Records for the secretary to file.
 - The Psychologist will complete the Evaluation Tracking Form and will attach a copy of the sign-in page and the consent for “No additional information” needed. This will be turned into the director notating “No Testing & No File Needed”.
- File Review
 - A file review is completed in preparation for a re-evaluation prior to the domain meeting.
 - Review of previous evaluations.
 - Review of progress on IEP goals/objectives, progress monitoring, benchmark data, case notes, classroom data, etc.
 - Review of previous two years and the current school year.
 - Teacher interview or report

APPENDIX A

MTSS - Parent Information

Student: _____

Date: _____

Birth date: _____ Teacher: _____ Grade: _____
Parent(s): _____ Occupation(s): _____

Parent(s): _____ Occupation(s): _____

BACKGROUND INFORMATION:

Retention (x) _____ yes _____ no If yes, what grade and reason for retention?

_____ Date and agency of
previous evaluation(s) _____

Special Services received at what grade: Speech _____ OT _____ PT _____ 504
SW _____ MTSS services _____ Other _____

Pre-school and number of years attended/Concerns:

Concerns from previous teachers:

SOCIAL/EMOTIONAL INFORMATION:

Social/Emotional Concerns:

Behavioral Concerns:

MEDICAL INFORMATION:

Birth History (Any prenatal and/or postnatal problems/treatment?):

Developmental Milestones: (Any delays? If so what were they?)

Speech Milestones/Delays: (began speaking 1 word and sentences at what age)

Medication & Dosage/Diagnosis:

Hospitalizations/Surgeries/Significant Illnesses or Accidents:

Primary Physician:

Specialists:

Vision Screening/Exam: Pass _____ Fail _____ Date _____ Location _____ Glasses
_____ near/farsightedness

Hearing Screening/Exam: Pass _____ Fail _____ Date _____ Location _____

STUDENT INFORMATION:

Significant Life Events (divorce, death, etc):

Schools Attended/Dates/Grade:

Student Strengths:

Student Challenges:

Parental Concerns:

APPENDIX B

Woodford County Special Education Association SLD Eligibility Guidelines by Role and Responsibility

When a Tier 3 student is referred for a full-case study evaluation a domain review is conducted to determine what information is known and what additional information is needed to make an educational placement decision. When determining a student's special education eligibility in the category of Specific Learning

Disability, the School Psychologist or RtI Coordinator will work collaboratively with the building RtI staff to review and/or collect the following data:

Documentation for Discrepancy (Discrepancy at one point in time)

The School Psychologist and/or RtI Coordinator may conduct a file review and/or additional assessments to determine present levels of performance in any relevant academic area(s). The student's performance needs to be significantly below the performance of his or her peers. Evidence of educational discrepancy should meet at least one of the following criteria:

- 2 times discrepant (half the expected level) from the mean
- Cut scores such as 1 standard deviation below the mean (16th percentile)
- Cut score such as below the 25th percentile or below the 10th percentile

Documentation of Discrepancy in Educational Progress (Discrepancy over time)

The School Psychologist and/or RtI Coordinator also needs to review progress monitoring data within any relevant academic area(s). The student's performance needs to be progressing at a significantly slower rate than his or her peers. Assessments in this category need to be able to show progress and be sensitive to growth over time. Evidence of a discrepancy in educational progress should meet at least one of the following criteria:

- 2 times discrepant (half the rate of progress of peers)
- Scores remained below the cut score (e.g., 16th percentile or 10th percentile) across at least 2 points in time
- Progress is below the goal line for three (3) consecutive points or the discrepancy between student performance and the benchmark is increasing over time

Documentation of Instructional Need

The School Psychologist or RtI Coordinator will discuss the student's educational need with the Tier 3/RtI team by considering the following factors: 1. Is additional time needed above and beyond what is given in general education for this student to make sufficient educational progress? 2. Does the student require a more *intense* intervention than what is being provided in general education? 3. Are the interventions being provided to the student needed on an *ongoing* basis?

APPENDIX C SLD Problem Solving Form Completion Example

Problem Identification/Statement of Problem:

Using baseline data, please provide an initial performance discrepancy statement for all identified areas of concern in the relevant domains (academic performance, functional performance; cognitive functioning; communicative status (for ELL students includes an explanation of ELL status and any change in linguistic status); social/emotional status/functioning; motor abilities, health; hearing and vision) including information about the student's performance discrepancy prior to intervention. Attach evidence.

Benchmark data (AIMSweb, STAR, MAP), beginning points, pre-test

Problem Analysis/Strengths and Weaknesses:

Describe student's skill strengths and weaknesses in the identified areas of concern within the relevant domains. Attach evidence of skill versus performance deficit.

Diagnostic assessments (what data was used to choose intervention). Make a statement based on skill vs performance deficit.

Plan Development/Intervention(s):

Describe the previous and current intervention plans (core/Tier 1, supplemental/Tier 2, and intensive/Tier 3) including evidence that the intervention is scientifically based and was implemented with integrity. Attach plan/evidence.

What is currently being done—minutes per week and group size. Name of curriculum or strategy, if intervention changed, student attendance, integrity checklist from principal if applicable

Plan Evaluation/Educational Progress:

Provide documentation of student progress over time as a result of the intervention. Attach evidence/graphs.

Progress monitoring data, change in rate of improvement if intervention has been changed, 2nd benchmark point (STAR, MAP), student grades, test-retest (pre-test, post-test)

Plan Evaluation/Discrepancy:

State the current performance discrepancy after intervention, i.e., the difference between a student's level of performance compared to the performance of peers or scientifically based standards of expected performance. Attach evidence.

Progress monitoring data, grades compared to peers, average rate of improvement compared to student's rate of improvement, standardized assessment scores

Plan Evaluation/Instructional Needs:

Summarize the student's needs in the areas of curriculum, instruction, and environment. Include a statement of whether the student's needs in terms of materials, planning, and personnel required for intervention implementation are significantly different from those of general education peers. Attach evidence.

Statement about what IEP will look like in terms of services. "The materials and environment described, as well as the planning and personnel that they would require for successful implementation, are substantially different from those of general education peers. Student has a need for ongoing, additional and substantial support beyond the scope of general education."

Additional Information necessary For Decision-Making (Include As Appropriate):

Report Any educationally relevant information necessary for decision-making, including information regarding eligibility exclusionary and inclusionary criteria. Attach evidence.

All other disciplines will put information here with portions imbedded up above if related.

Teachers, administrators, and support staff all play a vital role in collaborating to implement the most effective system possible. Collaborating and continually reviewing and adjusting our system of services is even more important today in this world of dwindling resources and constant barrage of initiatives from the state and federal level. The following document may assist building teams in the review and improvement of their MTSS model.

Development of schedules: Services through the MTSS process should be based on need, not availability of services. While this is easier said than done, making these decisions should come from two directions: 1) what resources do we have available and 2) what are our typical needs from year to year. Developing a standard system makes you more proactive rather than reactive. This takes considerable work when developing schedules.

Location of services for special education students: Most students, including those eligible for special education, should receive grade level core instruction in math and reading/ELA. The best location for this instruction is the general education setting with support

Higher intensity of services for special education students: In addition to core instruction, students with higher need should receive additional re-teaching/intervention in the areas of deficit. I am observing that many times, we have a solid system for doing this prior to entitlement, but once entitled, special education students are pulled out of the core and not given any more instruction. For students to have a chance to close the gap, they must receive Core + Intervention.

Flexibility of resources and services: To best allocate services for support in the core and intervention, all resources should be made available for all students. There are a lot of commonalities of student mildly behind (both special education and general education) and students moderately or severely behind (both special education and general education). If we have a MTSS system and separate special education system, we are much less efficient in providing services. Proposals are currently being made through Illinois Vision 20/20 to allow more flexibility of funding and resources. We are already able to flexibly provide services among at-risk and special education students. WCSEA administrators can assist in writing IEP minute pages to reflect this flexibility for special education students. The IEP minutes page does not need to be a barrier to providing flexible services that we know are best for students.

Regular Schedule	Tier 2	Tier 3	Sp. Ed.
Math – 60 min	Math – 60 min	Math – 60 min	Math with support – 60 min
Reading/LA – 90 min	Reading/LA – 90 min	Reading/LA – 90 min	Reading/LA with support– 90 min
Science – 30 min	Science – 30 min	Math Intervention – 30 min	Math Intervention – 30 min
Lunch/Recess – 30 min	Lunch/Recess – 30 min	Lunch/Recess – 30 min	Lunch/Recess – 30 min

Intervention/Enrichment – 30 min	Intervention/Enrichment – 30 min	Abbreviated Science/SS – 30 min	Abbreviated Science/SS – 30 min
Social Studies – 30 min	Social Studies – 30 min	Reading Intervention – 30 min	Reading Intervention – 30 min
Specials – 30 min	Specials – 30 min	Specials – 30 min	Specials – 30 min

Roles in providing instruction and intervention for general education and special education staff: When looking at instruction in core areas, especially math, gen ed teachers are the best qualified to provide the instruction in many cases, so having special ed students in the core is critical. The special education teacher's role is to provide additional support in the core, along with additional intervention/re-teaching. This gives the special education teacher the opportunity to see the instruction and be more effective when pulling students for intervention/re-teaching in math.

Student Level	Curriculum	Instruction	Intervention	Providers	Data
At level	Grade level based on Common Core Standards	High quality instruction in the general education classroom	None	Gen. ed. teacher	Benchmark and standards based classroom data
Tier 2	Grade level based on Common Core Standards	High quality instruction in the general education classroom. Normal differentiation will meet needs	15-30 minutes in addition to core instruction	Gen. ed. Teacher and/or aides, sp. Ed. Teachers, literacy/Title 1, or any other staff	Benchmark, standards based classroom, and progress monitoring data

Tier 3	Grade level based on Common Core Standards. Focus may be narrowed in areas of deficit. Modifications may be provided if decided by problem solving team	High quality instruction in the general education classroom. Differentiated and small group instruction in gen. ed. Setting. Instruction may be supported by other staff in the gen. ed. setting	minutes in addition to core instruction	Gen. ed. Teacher and/or aides, sp. Ed. Teachers, literacy/Title 1, or any other staff	Benchmark, standards based classroom, diagnostic, and progress monitoring data
Sp. Ed.	Grade level based on Common Core Standards. Focus will be narrowed based on areas of deficit. Modifications likely provided.	High quality instruction in the general education classroom. Differentiated and small group instruction in gen. ed. Setting. Instruction may be supported by special education staff within the gen. ed. setting	minutes in addition to core instruction	Gen. ed. Teacher and/or aides, sp. Ed. Teachers, literacy/Title 1, or any other staff may provide interventions. Special Education staff should be involved with some level of instruction and interventions.	Benchmark, standards based classroom, diagnostic, and progress monitoring data

Data-based decision making: Schools must have general criteria for success, supported by data. This data could be a reference to national or local norms, or comparison to a standards based criteria. This is done for multiple reasons. The type of data and criteria should be consistently applied at the classroom level, school level, and individual student level.

1) Determining if your general instruction and interventions are successful. If a high percentage of students are not meeting criteria or benchmark, the general classroom instruction should be adjusted to meet the needs of more of the students. This data determines class/grade level/school success when implementing instruction and interventions.

2) If the student is not meeting criteria or benchmark, they are individually identified for re-teaching or intervention.

- 3) Determining if a student is entitled for special education.
- 4) Determining the success of special education programming.

Collaboration and data discussions: Schools should have a structured system of reviewing data and making educational decisions. The same data and criteria are used by all teams when making decisions:

- 1) School improvement teams look at benchmark and standards based data to determine the effectiveness of instruction and interventions, and make general adjustments to services
- 2) Grade level teams regularly look at data to determine the effectiveness of instruction and differentiated instruction to meet needs of all students
- 3) Grade level teams in collaboration with *internal MTSS coordinator* and school administration reviews benchmark and classroom based data to determine which students should receive Tier 2 services. This team also determines if a student should be referred for Tier 3 services.
- 4) Problem solving teams decide on the implementation of Tier 3 services and the need to move to special education entitlement.
- 5) Special education evaluation teams use the data collected throughout the RtI process to make decisions on entitlement.
- 6) IEP teams use the same data to regularly review the effectiveness of the instruction and interventions for special education students.

Long-term outcomes for students with disabilities: If a special education student receives their instruction in a general education setting along with additional intervention but struggles, this will still likely lead to better long term outcomes for the student than pulling them out and lessening the expectations. We see at the high school level, those students who have been pulled for most of their career, their academic skills, motivation and work ethic is much lower than those with higher expectations. The data is very poor for post-secondary outcomes for students with disabilities. We need to provide services differently in order to better prepare them for life after school. Easier in the short-term does not mean that students are better prepared in the long-term.



Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities

REVISED March 2026

Published by a Committee of the Illinois Council of School Attorneys (ICSA)¹

Editor's Note: The Illinois Council of School Attorneys' Special Education Committee prepared these "Special Education Procedures" to help school districts and special education cooperatives comply with Illinois State Board of Education requirements. The "Special Education Procedures" are designed to provide accurate and authoritative information regarding the subject matter covered. They do not contain the required components for procedures on the use of behavioral interventions for children with disabilities – behavioral interventions procedures must be developed locally. Throughout the "Special Education Procedures," words importing the male and/or female gender include all gender neutral/inclusive pronouns, and the use of "Parent(s)" or "Parents" includes any and all guardians.

The "Special Education Procedures" are distributed with the understanding that neither the Illinois Council of School Attorneys nor the Illinois Association of School Boards (nor their members, employees, or agents) is engaged in rendering legal or other professional service. If legal advice or other expert assistance is required, the service of a competent professional person should be sought.

For a child in the legal custody of the Department of Children and Family Services (DCFS), districts must provide the DCFS Office of Education and Transition Services with notice of major school-sponsored events, notice of meetings concerning the student that would otherwise involve a parent, and copies of specific student records, including but not limited to multidisciplinary conference summary reports and recommendations.

The footnotes should be removed before the material is used.

- 1 The following attorneys are members of the ICSA Special Education Committee: Kaitlin Atlas, Maryam Brotine, Jennifer Deutch, Teri Engler, Kevin B. Gordon, Laura Hemmer, Maureen Lemon, Mallory Milluzzi, Merry Rhoades, Caroline Roselli, Brian Schwartz, Jennifer Smith, Courtney Stillman, Kate Swise, Kathryn Vander Broek, Darcee Williams, and Brandon Wright.

Table of Contents

Contents

Section 1. Provision of a Free Appropriate Public Education (FAPE)	4
A. Comprehensive Program	4
B. Public Awareness	4
C. Providing Free Appropriate Public Education (FAPE)	5
D. Exceptions to Providing FAPE	7
Section 2. Child Find	8
A. Child Find Responsibility	8
Section 3. Evaluation and Determination of Eligibility	9
A. Evaluation Procedures	9
B. Evaluation Requirements	12
C. Determination of Eligibility	13
D. Additional Requirements for Identifying Children with Specific Learning Disabilities	15
E. Reevaluations	18
F. Independent Educational Evaluation	18
Section 4. Individualized Education Programs	20
A. Development of IEP	20
B. Determination of Related Services	28
C. Implementation of the IEP	28
D. Review and Revision of the IEP	29
E. Transfer Students	30
F. Children Aged Three (3) Through Five (5)	31
Section 5. Students' Participation in Assessments	32
Section 6. Serving Students in the Least Restrictive Environment (LRE)	33
A. Overview of Placement	33
B. Participation in General Education Programs	33
C. State-Operated or Nonpublic Special Education Facility	34
D. Continuum of Placement Options	34
E. Determining Educational Placement	35
F. Nonacademic and Extracurricular Services	35
Section 7. Provision of Extended School Year Services	37
A. Extended School Year Services	37
B. Eligibility and Determination of Extended School Year Services	37
C. Limit Prohibitions for Extended School Year Services	37
Section 8. Transition of Children Served Under Part C of IDEA into Preschool Programs	38
A. Children Reaching Age Three (3)	38
B. Children Reaching Age Six (6)	38
Section 9. Serving Students Who Attend Nonpublic Schools	39
A. Placements by the District in Nonpublic Special Education Programs/Facilities	39
B. Children With Disabilities Enrolled by Their Parents in Private Schools Where FAPE is at Issue	39
C. Children With Disabilities Enrolled by Their Parents in Private Schools Where FAPE is Not an Issue	40

Section 10. Procedural Safeguards	42
A. Procedural Safeguards Notice	42
B. Prior Written Notice by the District	42
C. Notice of Issuance of Diploma	43
D. Language of Notifications	43
E. Opportunity to Examine Records; Parental Participation in Meetings	44
F. Consent	46
G. Revocation of Consent for Evaluations and Reevaluations	47
H. Revocation of Consent for Special Education and Related Services	47
I. Due Process Complaints	48
J. Expedited Due Process Hearings	53
K. Mediation	53
L. Prospective Waiver of Legal Right or Claim	54
M. ISBE Complaints	54
N. Surrogate Parents	54
O. Independent Educational Evaluations	55
P. Transfer of Parental Rights	56
Section 11. Behavioral Interventions and Discipline.....	58
A. Behavioral Interventions	58
B. Discipline of Children with Disabilities	59
C. Change of Placement.....	60
D. Manifestation Determination	60
E. Special Education Suspension Procedures.....	61
F. Special Educational Expulsion Procedures	62
G. Misconduct Involving Weapons, Drugs, or Infliction of Serious Bodily Injury	62
H. Change of Placement if Maintenance of Current Placement Is Likely to Result in Injury.....	63
I. Protections for Children Not Yet Eligible Under IDEA	63
J. Referral to and Action by Law Enforcement and Judicial Authorities	64
Section 12. Establishing the Goal of Full Educational Opportunity; Performance Goals and Indicators	65
A. Establishment of the Goal	65
B. Annual Data Collection Requirements	65
C. Performance Goals and Indicators	66
Section 13. Confidentiality of Personally Identifiable Information	67
Section 14. Matching and Supplementing Funds for Special Education Programs and Services.....	68
A. The District may look to non-educational entities, such as Medicaid and insurance programs, to pay for required special education services for which such entities are otherwise responsible.	68
B. The District will use federal matching funds received under Medicaid or a children's health insurance program (e.g., State Children's Health Insurance Program, known as All Kids in Illinois) only to supplement special education programs and services.	68
C. In seeking matching funds under Medicaid or a children's health insurance program, the District:	68
Section 15.Competent Interpretation Services at IEP Meetings and Translation of Vital IEP Process Documents	70
A. Competent Interpretation Services at IEP Meetings.....	70
B. Translation of Vital IEP Process Documents	71
Section 16. Personnel Development.....	73

Section 1. Provision of a Free Appropriate Public Education (FAPE) ²

A. Comprehensive Program

The District provides and maintains appropriate and effective educational programs in order to afford every eligible child with a disability who is between the ages of three (3) and 21, inclusive (if the eligible student reaches the age of 22 during the school year, the student is eligible for such services through the end of the school year³), is enrolled in the District, and requires special education and related services to address the adverse effect of the disability on his/her education, a free appropriate public education (FAPE). The District makes available to all eligible children who are residents of the District a comprehensive program of special education that includes:⁴

1. A viable organizational and financial structure;
2. Systematic procedures for identifying and evaluating the need for special education and related services.
3. A continuum of appropriate alternative placements available to meet the needs of children for special education and related services which may include, but is not limited to, any of the following:⁵
 - a. Regular classes;
 - b. Special classes;
 - c. Special schools;
 - d. Home/hospital services; and
 - e. State operated or nonpublic programs.
4. Qualified personnel who are employed in sufficient number to provide:
 - a. Administration of the program;
 - b. Supervisory services;
 - c. Instructional and resource services;
 - d. Related services; and
 - e. Transportation services.
5. Appropriate and adequate facilities, equipment, and materials.
6. Functional relationships with public and private agencies that can supplement or enhance the special education services of the public schools.
7. Interaction with Parents and other concerned persons that facilitates the educational development of children with disabilities.
8. Procedures for internal evaluation of the special education services provided.
9. Continuous planning for program growth and improvement based on internal and external evaluation.

B. Public Awareness

The District shall create public awareness of special education and related services and advise the public of the rights of children with disabilities pursuant to District developed procedures. In so doing, the District shall comply with the following:

The footnotes should be removed before the material is used.

² Required by 23 Ill.Admin.Code §226.710(b)(1).

³ 105 ILCS 5/14-1.02; 23 Ill.Admin.Code §§ 226.50, 226.700.

⁴ 23 Ill.Admin.Code §226.700.

⁵ 23 Ill.Admin.Code §226.300, amended at 49 Ill. Reg. 6901; 34 C.F.R. §§ 300.39, 300.115.

1. Information provided to the public shall be made available in each of the major languages represented in the District and in the language that will be understandable to Parents regardless of ethnic or cultural background or hearing or visual abilities. ⁶
2. Annual notification shall be provided to all Parents in the District regarding the special education services available in or through the District. ⁷
3. Annual dissemination of information to the community served by the District regarding the special education services available in or through the District and the rights of children with disabilities.
4. The District will post on its website, if any, and incorporate into student handbooks/newsletters, notice that students with disabilities who do not qualify for special education and related services under IDEA may qualify for services under Section 504 if the student: (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a record of a physical or mental impairment; or (3) is regarded as having a physical or mental impairment. The notice will identify the location and phone number of the office or person to whom inquiries regarding the identification, assessment, and placement of such children should be directed. The notice will state that any Parent who is deaf or does not typically communicate using spoken English and who participates in a Section 504 meeting is entitled to the services of an interpreter. ⁸
5. Documentation, including examples as appropriate, of the District's public awareness efforts shall be maintained in the District's files.

C. Providing Free Appropriate Public Education (FAPE)

The District will provide FAPE to all children with disabilities between the ages of three (3) and 21, inclusive (if the eligible student reaches the age of 22 during the school year, the student is eligible for such services through the end of the school year ⁹), including children with disabilities who have been suspended or expelled from school for more than 10 consecutive school days¹⁰ during the school year, or who receive a series of removals that constitute a change in placement. To meet these requirements, the District shall:

1. Actively seek out and identify all children from birth through age 21 within the District (and those parentally-placed private school children for whom the District is responsible (See Section 9.)) who may be eligible for special education and related services. ¹¹
2. Ensure that FAPE is available to any individual child with a disability who needs special education and related services. ¹²

The footnotes should be removed before the material is used.

6 23 Ill.Admin.Code §226.500; 34 C.F.R. §§ 300.504(d), 300.503(c).

7 23 Ill.Admin.Code §226.510; 34 C.F.R. §300.504.

8 105 ILCS 5/14-6.01.

9 105 ILCS 5/14-1.02; 23 Ill.Admin.Code §§ 226.50, 226.700.

10 School day means any day, including a partial day, that children are in attendance at school for instructional purposes. 23 Ill.Admin.Code §226.75; 34 C.F.R. §300.11. Business day means Monday through Friday, except for federal and State holidays. Id. Day means a calendar day. Id. Throughout this document, all timelines will be stated in calendar days unless otherwise indicated as a business day or school day.

11 23 Ill.Admin.Code §226.100(a); 34 C.F.R. §300.11.

12 23 Ill.Admin.Code §226.50; 34 C.F.R. §300.101.

3. Provide special education and related services according to the child's individualized education program (IEP),¹³ which shall be developed in accordance with these procedures, at no cost to Parents. The IEP shall specify the special education and related services needed in order to ensure that the child receives FAPE, including any extended school year services, if appropriate.
4. Make FAPE available to all eligible children with disabilities no later than the child's third birthday.¹⁴
5. Identify the special education services and placement that constitute FAPE for a particular child based on the child's unique needs and not on the child's category of disability. These services shall address all of the child's identified needs for special education and related services.
6. Provide nonacademic and extracurricular services and activities in a manner necessary to afford children with disabilities an equal opportunity to participate in those services and activities.¹⁵
7. Not delay implementing a child's IEP,¹⁶ including any case in which the source of payment or provision of services to the child is being determined.¹⁷
8. Not permanently exclude eligible children from three (3) through 21 years of age, inclusive (if the eligible student reaches the age of 22 during the school year, the student is eligible for such services through the end of the school year¹⁸), from the public schools, either by direct action by the Board of Education, by indication of the District's inability to provide an educational program, or by informal agreement between the Parents and the District to allow the child to remain without an educational program.
9. Not be required to provide a child with services during periods in which the child has been removed from his/her current placement for 10 school days or fewer in a particular school year, if services are not provided to a child without disabilities who has been similarly removed. However, an eligible child who has been suspended or expelled from school for more than 10 school days during a particular school year shall continue to receive services necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP.¹⁹
10. Ensure that a child with a disability who is receiving special education from another school district and transfers into this District, receives FAPE.²⁰ (See Section 4E. for applicable procedures).
11. Meet the requirements set forth in Subpart E of Illinois State Board of Education (ISBE) regulations in providing FAPE to children with disabilities who have been suspended or expelled from school. Such regulations require compliance with 34 C.F.R. §§ 300.530 through 300.536, Section 10-22.6 of the School Code [105 ILCS 5/10-22.6], and 23 Ill. Admin. Code §226.400. If a student with a disability is the subject of an expulsion or a suspension which is longer than 10 cumulative days, the District shall conduct an IEP meeting to either review or develop a behavioral intervention plan for the student.²¹

The footnotes should be removed before the material is used.

13 23 Ill.Admin.Code §226.200.

14 23 Ill.Admin.Code §226.50; 34 C.F.R. §300.101(b).

15 34 C.F.R. §300.107.

16 34 C.F.R. §300.323(c)(2).

17 34 C.F.R. §300.103(c).

18 105 ILCS 5/14-1.02; 23 Ill.Admin.Code §§ 226.50, 226.700.

19 23 Ill.Admin.Code §226.400; 34 C.F.R. 300.530(b)-(d).

20 23 Ill.Admin.Code §226.50(a); 34 C.F.R. §300.323(e)-(f).

21 23 Ill.Admin.Code §226.400.

12. Not deny FAPE to any child for whom services are sought shall regardless of any jurisdictional disputes among Illinois agencies. ²²
13. Provide an eligible student who requires continued public school educational experience to facilitate his/her integration into society with services through age 21, inclusive (i.e., through the end of the school year in which the student turns 22 years old²³). ²⁴

D. Exceptions to Providing FAPE

1. The District is not required to provide FAPE to a student with a disability who has graduated with a regular high school diploma.²⁵ Students who have participated in a graduation ceremony but have not been awarded a regular high school diploma continue to be eligible to receive FAPE through age 21, inclusive. If the eligible student reaches the age of 22 during the school year, the student is eligible for such services through the end of the school year. ²⁶
2. The District is required to provide FAPE to a student with a disability who has fulfilled the minimum State graduation requirements set forth in the School Code, but whose IEP prescribes special education, transition planning, transition services, or related services beyond that point. In such cases, the issuance of the diploma shall be deferred so that the student will continue to be eligible for those services. ²⁷
3. Any child 18 through 21 (or, if applicable, 22) years of age who is incarcerated and who is not identified as eligible and did not have an IEP in his/her educational placement immediately prior to incarceration shall not be provided FAPE. ²⁸

LEGAL REF.: 20 U.S.C. §§ 1412 (State eligibility), 1413 (Local educational agency eligibility).
 34 C.F.R. §§ 300.101 (Free appropriate public education (FAPE)), 300.102 (Limitation -- exception to FAPE for certain ages), 300.103 (FAPE - methods and payments), 300.106 (Extended school year services).
 105 ILCS 5/14-1.02 (Children with disabilities).
 23 Ill. Admin. Code §§ 226.50 (Requirements for a Free Appropriate Public Education (FAPE)), 226.700 (General).

The footnotes should be removed before the material is used.

- 22 23 Ill.Admin.Code §226.50(a)(3).
- 23 105 ILCS 5/14-1.02.
- 24 23 Ill.Admin.Code §226.50(c)(1).
- 25 23 Ill.Admin.Code §226.50(c)(2); 34 C.F.R. §300.102(a)(3)(i).
- 26 105 ILCS 5/14-1.02; 23 Ill.Admin.Code §226.50(c), 226.700; 34 C.F.R. §300.102(a)(3)(ii).
- 27 23 Ill.Admin.Code §226.50(c)(3).
- 28 34 C.F.R. §300.102(a)(2); 23 Ill.Admin.Code §226.50(d).

Section 2. Child Find ²⁹

A. Child Find Responsibility

1. As noted in Section 1, the District is responsible for actively seeking out and identifying all children from birth through age 21 within the District (and those parentally-placed private school children for whom the District is responsible – see Section 9) who may be eligible for special education and related services.³⁰ This requirement relates to homeless children, children who are wards of the state, and highly mobile and migrant children.³¹ Procedures developed to fulfill the child find responsibility shall include: ³²
 - a. Annual and ongoing screenings of children under the age of five (5) for the purpose of identifying those who may need early intervention or special education and related services.
 - b. Ongoing review of each child's performance and progress by teachers and other professional personnel, in order to refer those children who exhibit problems that interfere with their educational progress or their adjustment to the educational setting, suggesting that they may be eligible for special education and related services.
 - c. Ongoing coordination with early intervention programs to identify children from birth through two (2) years of age who have or are suspected of having disabilities, in order to ensure provision of services in accordance with applicable timelines. The District shall participate in transition planning conferences arranged by the designated lead agency in order to develop a transition plan enabling the public school to implement an Individual Family Service Plan (IFSP) or IEP no later than the third birthday of each eligible child or, for a child with a birthday between May 1 and August 31 who continues to receive early intervention services past the third birthday, by the beginning of the school year following that birthday.
2. When District staff members conclude that an individual evaluation of a particular child is warranted based on factors such as a child's educational progress, interaction with others, or other functioning in the school environment, the requirements for evaluation set forth here shall apply. ³³

LEGAL REF.: 20 U.S.C. §§ 1412 (State eligibility), 1412(a)(3) (Child find), 1413 (Local educational agency eligibility), 1413(a)(1) (Consistency with State policies), 1413(a)(3) (Personnel development).
34 C.F.R. §§ 300.111 (Child find).
23 Ill. Admin. Code §226.100 (Child Find Responsibility).

The footnotes should be removed before the material is used.

29 Required by 23 Ill.Admin.Code §226.710(b)(2).

30 23 Ill.Admin.Code §226.100(a); 34 C.F.R. §300.111.

31 34 C.F.R. §300.111(c)(2).

32 23 Ill.Admin.Code §226.100(a).

33 23 Ill.Admin.Code §226.100(b).

Section 3. Evaluation and Determination of Eligibility³⁴

A. Evaluation Procedures³⁵

1. Definitions.

- a. The *date of referral* is the date the District receives a written request for an evaluation or reevaluation from Parent(s) or other person specified in 23 Ill.Admin.Code §226.110(b).
- b. Screening procedures used by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation are not considered an evaluation. (See also subsection (e)(2) below regarding screenings to determine if an evaluation is required.)
- c. *Domain* means an aspect of a child's functioning or performance that must be considered in the course of designing an evaluation. The domains to be considered are health, vision, hearing, social and emotional status, general intelligence, academic performance, communication status, and motor abilities.³⁶

2. Procedures for Requesting an Initial Evaluation.³⁷ The District shall develop and make known to all concerned persons procedures by which an evaluation may be requested. These procedures shall:

- a. Designate the steps to be taken in making a request for an evaluation;
- b. Designate the persons to whom a request may be made;
- c. Identify the information that must be provided;
- d. Provide any assistance that may be necessary to enable persons making requests to meet any related requirements established by the District; and
- e. Identify the process for providing Parents with notice of their rights with respect to procedural safeguards.

3. Persons Who Can Request an Evaluation.³⁸ A request may be made by a Parent of a child or by an employee of a State educational agency, another State agency, a local educational agency, or a community service agency.

4. Dyslexia. Each child suspected of having dyslexia or identified as dyslexic shall be referred for an evaluation.³⁹

5. District's Response to Request.⁴⁰

- a. The District is responsible for processing the request, deciding what action should be taken, and initiating the necessary procedures.
- b. To determine whether the child requires an evaluation, the District may utilize screening data and conduct preliminary procedures such as observation of the child, assessment for instructional purposes, consultation with the teacher or other individual making the request, and a conference with the child.

The footnotes should be removed before the material is used.

34 Required by 23 Ill.Admin.Code §226.710(b)(3).

35 23 Ill.Admin.Code §226.110.

36 23 Ill.Admin.Code §226.75.

37 23 Ill.Admin.Code §226.110(a).

38 23 Ill.Admin.Code §226.110(b).

39 23 Ill.Admin.Code §226.125(c).

40 23 Ill.Admin.Code §226.110(c).

- c. Within 14 school days⁴¹ after receiving a request for an evaluation, the District shall determine whether an evaluation is warranted.
 - d. If the District determines not to conduct an evaluation, it shall provide written notice to the Parents as required by State and federal law and a copy of ISBE's Notice of Procedural Safeguards for Parents/Guardians of Children with Disabilities (ISBE Form 34-57J).
 - e. If the District determines an evaluation is to be conducted, within 14 school days after receiving the request for an evaluation:
 - (1) The District shall convene a team of individuals (including the Parent(s)) having the knowledge and skills necessary to administer and interpret evaluation data. The composition of the team will vary depending upon the nature of the child's symptoms and other relevant factors.
 - (2) The team shall identify the assessments necessary to complete the evaluation as described below and shall prepare a written notification for Parent(s) that describes any evaluation procedures to be conducted. For each domain, the notification shall either describe the needed assessments or explain why none are needed. The team may identify the assessments necessary without a meeting.
 - (3) The District shall ensure that the notification of the team's conclusions is transmitted to Parent(s) within the 14-school-day timeline along with the District's request for Parent(s)' informed written consent to conduct the needed assessments and a copy of ISBE's Notice of Procedural Safeguards for Parents/Guardians of Children with Disabilities (ISBE Form 34-57J).
 - (4) Informed written consent for the initial evaluation shall be obtained from the Parent(s) of the child before conducting the evaluation.
6. Identification of Needed Assessments.
- a. An evaluation shall cover all domains that are relevant to the child's known or suspected disability(ies) under consideration.
 - b. The following procedures shall be used for designing an evaluation:
 - (1) The District shall convene a team of individuals (including the Parent(s)) having the knowledge and skills necessary to administer and interpret evaluation data. The composition of the team will vary depending upon the nature of the child's symptoms and other relevant factors.⁴²
 - (2) IEP Team members and other qualified professionals, as appropriate, shall review and evaluate existing information about the child, including the following if available:

The footnotes should be removed before the material is used.

41 23 Ill.Admin.Code §226.75; 34 C.F.R. §300.11.

42 23 Ill.Admin.Code 226.110(c)(3)(a).

- (a) Information from a variety of formal and informal sources, including information provided by the child's Parent(s); ⁴³
 - (b) Current classroom-based, local, or State assessments, and classroom-based observations; ⁴⁴
 - (c) Observations by teachers and providers of related services; ⁴⁵
 - (d) Information, if any, provided by the child; and
 - (e) Information from specialized evaluations such as those performed by independent evaluators, medical evaluators, behavioral intervention specialists, bilingual specialists, etc.
 - (3) The IEP Team may conduct its review without a meeting within the time constraints of Section 3.A.5.e.(3), above. ⁴⁶
- c. After review of the information described above, the IEP Team shall determine whether additional evaluation data is needed in any relevant domain and from what source(s) to determine: ⁴⁷
 - (1) Whether the child has, or continues to have, one or more disabling conditions;
 - (2) The present levels of performance and educational needs of the child;
 - (3) Whether the disability is adversely affecting the child's educational performance;
 - (4) Whether the child needs or continues to need, special education and related services; and
 - (5) Whether any additions or modifications to the child's special education and related services are needed to enable the child to meet the goals and objectives of his/her IEP and to participate appropriately in the general curriculum.
- 7. Eligibility Determination Timeline. Upon completion of the assessments, but no later than 60 school days following the date Parent signs the informed written consent to perform the needed assessments (or prior to the first day of student attendance in the next school year, if there are fewer than 60 school days remaining in the school year after the date of parental consent), the determination of eligibility shall be made at an IEP meeting. ⁴⁸
- 8. Failure to Evaluate. If the District fails to conduct the evaluation, the Parent(s) of the child may appeal this failure in an impartial due process hearing or using ISBE complaint procedures. ⁴⁹

The footnotes should be removed before the material is used.

43 34 C.F.R. §300.305(a)(1)(i).
 44 34 C.F.R. §300.305(a)(1)(ii).
 45 34 C.F.R. §300.305(a)(1)(iii).
 46 34 C.F.R. §300.305(b).
 47 34 C.F.R. §300.305(a)(2).
 48 23 Ill.Admin.Code §226.110(d).
 49 23 Ill.Admin.Code §226.110(k).

B. Evaluation Requirements

1. Conducting the Evaluation. In conducting the evaluation, the District must:⁵⁰
 - a. Use a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child, including information provided by the Parent(s) that may assist in determining:
 - (1) Whether the child is a child with a disability; and
 - (2) The content of the child's IEP;
 - b. Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child;
 - c. Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors;
 - d. Ensure it is nondiscriminatory with respect to language, culture, race, and gender;⁵¹
 - (1) The languages used to evaluate a child shall be consistent with the child's primary language or other mode of communication. The District will determine the child's language use pattern and general cultural identification by determining the languages spoken in the child's home and the languages used most comfortably and frequently by the child.⁵² If the language use pattern involves two or more languages or modes of communication, the child shall be evaluated by qualified specialists or, when needed, qualified bilingual specialists using each of the languages or modes of communication used by the child.
 - (2) If the child has a non-English-speaking background, a determination shall be made of his or her proficiency in English. This determination shall be conducted in accordance with the provisions of 23 Ill. Admin. Code Part 228, which specifies the assessment procedures and eligibility criteria for bilingual education programs.⁵³
 - (3) If documented efforts to locate and secure the services of a qualified bilingual specialist are unsuccessful, the District shall use an individual who possesses the professional credentials required under 23 Ill. Admin. Code §226.840 to complete the specific components of the evaluation. This qualified specialist shall be assisted by a District employee holding an educator license issued pursuant to 105 ILCS 5/21B or other individual who has demonstrated competencies in the language or modes of communication of the child.
 - (4) If documented efforts to locate and secure the services of a qualified bilingual specialist or a qualified specialist assisted by another individual are unsuccessful, the District shall conduct assessment procedures which do not depend upon language. Any special education resulting from such alternative procedures shall be reviewed annually until the student's proficiency is determined no longer to be limited pursuant to 23 Ill. Admin. Code §228.25.

The footnotes should be removed before the material is used.

50 34 C.F.R. §300.304(b).

51 23 Ill.Admin.Code §226.150; 34 C.F.R. §300.304(c)(1)(i)-(ii).

52 23 Ill.Admin.Code §226.140(a).

53 23 Ill.Admin.Code §226.140(b).

- (5) Tests given to a child whose primary language is other than English shall be relevant, to the maximum extent possible, to his/her/their culture.
 - (6) Determination of the child's mode of communication shall be made by assessing the extent to which the child uses verbal expressive language and the use he or she makes of other modes of communication (e.g., gestures, signing, unstructured sounds) as a substitute for verbal expressive language. ⁵⁴
 - (7) If the child's receptive and/or expressive communication skills are impaired due to hearing and/or language deficits, the District shall utilize test instruments and procedures that do not stress spoken language and one of the following:
 - (a) Visual communication techniques in addition to auditory techniques.
 - (b) An interpreter to assist the evaluative personnel with language and testing.
 - (8) The child's language use pattern, proficiency in English, mode of communication, and general cultural identification shall be noted in the child's temporary student record, and this information shall be used in the evaluation and in the development and implementation of the individualized education program. ⁵⁵
2. Assessments and Evaluation Materials. Assessments and their evaluation materials must be: ⁵⁶
- a. Used for the purposes for which the assessments or measures are valid and reliable;
 - b. Administered by trained and knowledgeable personnel; and
 - c. Administered in accordance with any instructions provided by the producer of the assessments.

C. Determination of Eligibility

1. No later than 60 school days following the date Parent signs the informed written consent to conduct an evaluation (or prior to the first day of student attendance in the next school year if there are less than 60 school days remaining in the school year after the date of parental consent), an IEP meeting will be held to consider the results of the evaluation and, if the child is determined to be eligible for special education and related services, to develop an IEP. ⁵⁷
2. The IEP Team shall consist of a group of qualified professionals as set forth under State and federal law, including Parent(s). ⁵⁸ See Section 4.A.2. below for a list of the individuals included on the IEP Team.
3. The IEP Team, after considering the evaluation and other information available regarding the child, shall determine whether the child is or continues to be eligible for special education and related services as a child with a disability as defined by federal and state law and the child's educational needs. In making this determination, the IEP Team shall: ⁵⁹

The footnotes should be removed before the material is used.

54 23 Ill.Admin.Code §226.140(c).

55 23 Ill.Admin.Code §226.140(d).

56 34 C.F.R. §300.304(c)(1)(iii)-(v).

57 23 Ill.Admin.Code §226.110(d); 34 C.F.R. §300.306.

58 23 Ill.Admin.Code §226.210; 34 C.F.R. §§ 300.208, 300.321.

59 34 C.F.R. §300.306(c).

- a. Draw upon information from a variety of sources, including aptitude and achievement tests, Parental input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;
 - b. Ensure that information obtained from all of these sources is documented and carefully considered; and
 - c. Ensure that a psychological evaluation has been conducted and a recommendation for eligibility has been made by a school psychologist for all children suspected of or determined to have an intellectual disability.⁶⁰
4. A child may not be determined eligible if the determinant factor for that determination is lack of instruction in reading or math or Limited English Proficiency and the child does not otherwise meet the eligibility criteria.⁶¹
5. At the conclusion of the meeting convened to consider the results of the evaluation, the team shall prepare a report describing its consideration of pre-existing information about the child, all new evaluation reports obtained, and any other information relevant to the decision about the child's eligibility. This description shall relate the information considered to the child's needs and shall further conform to the requirements relating to identifying students suspected of or having a specific learning disability, if applicable. The IEP Team's report shall also include:⁶²
 - a. The date of the meeting;
 - b. The signatures of the participants, indicating their presence at the meeting; and
 - c. Any separate written statement provided by a participant who wishes to be on record as disagreeing with the conclusions expressed in the team's report.
6. If an assessment is conducted under nonstandard conditions, a description of the extent to which the assessment varied from standard conditions shall be included in the evaluation report. This information is needed so that the team of evaluators can assess the effects of these variances on the validity and reliability of the information reported and determine whether additional assessments are needed.⁶³
7. If any needed portion of the evaluation cannot be completed due to lack of Parental involvement, religious convictions of the family, or inability of the child to participate in an evaluative procedure, the District shall note the missing portions in the child's evaluation report and state the reasons why those portions could not be completed.⁶⁴
8. In the event that the student is determined to be eligible for special education and related services, the IEP meeting shall be conducted within 30 calendar days (and no later than 60 school days from the date the District receives the informed written consent for the evaluation or reevaluation from Parent(s)) after the date of that determination.⁶⁵

The footnotes should be removed before the material is used.

60 23 Ill.Admin.Code §226.135.

61 34 C.F.R. §300.306(b).

62 23 Ill.Admin.Code §226.110(e).

63 23 Ill.Admin.Code §226.110(h).

64 23 Ill.Admin.Code §226.110(i).

65 23 Ill.Admin.Code §226.110(j).

9. A copy of the IEP Team's report, together with all documentation upon which it is based will be maintained in the child's temporary education record in accordance with confidentiality requirements.⁶⁶
10. A copy of the completed document will be provided to Parent(s) at the conclusion of the meeting, unless a later date is agreed upon by the parent and documented in the IEP. If requested, a copy of any evaluation reports will also be provided.⁶⁷
11. No later than 10 school days following the IEP meeting, Parent(s) will be provided a written notice of the determination of the team, in compliance with 23 Ill. Admin. Code §226.520. If the IEP contains a proposal or refusal to initiate or change the child's educational placement, the Conference Recommendations will be provided in writing in the preferred language of Parent(s) or other mode of communication used by Parent(s) (such as orally if Parent is illiterate).⁶⁸

D. Additional Requirements for Identifying Children with Specific Learning Disabilities⁶⁹

1. The criteria for identifying children with specific learning disabilities:
 - a. Must use a process that determines how the child responds to scientific, research-based interventions or multi-tiered systems of support as part of the evaluation procedure;⁷⁰
 - (1) The response to scientific, research-based intervention or multi-tiered system of support process should use a collaborative team approach and include the engagement of and regular communication with the child's Parent(s).
 - (2) The Parent(s) of a child shall be provided with written notice of the District's use of a scientific, research-based intervention or a multi-tiered system of support for the child and may be part of the collaborative team approach at the discretion of the District.
 - (3) The Parent(s) shall be provided all data collected and reviewed by the District regarding the child in the scientific, research-based intervention or multi-tiered system of support process.
 - b. May permit the use of other alternative research-based procedures to determine whether a child has a specific learning disability, as defined in federal law⁷¹; and
 - c. May permit the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability.⁷²
2. Additional group members required to determine specific learning disability eligibility⁷³

The determination of whether a child suspected of having a specific learning disability is a child with a disability must be made by the child's Parent(s) and a team of qualified professionals, which must include:

The footnotes should be removed before the material is used.

66 23 Ill.Admin.Code §226.110(g).

67 23 Ill.Admin.Code §226.110(f).

68 23 Ill.Admin.Code §226.520, amended at 49 Ill. Reg. 6901; 34 C.F.R. §300.503.

69 23 Ill.Admin.Code §226.130; 34 C.F.R. §§ 300.307-300.311.

70 105 ILCS 5/14-8.02h.

71 34 C.F.R. §300.307(a)(1)(3).

72 23 Ill.Admin.Code §226.130(d).

73 34 C.F.R. §300.308.

- a. The child's general education teacher; or
 - b. If the child does not have a general education teacher, a general education classroom teacher qualified to teach a child of his/her/their age; or
 - c. For a child less than school age, an individual qualified by ISBE to teach a child of his/her/their age; and
 - d. At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.
3. Determining the existence of a specific learning disability ⁷⁴
- a. The group described above may determine that a child has a specific learning disability if:
 - (1) The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards:
 - (a) Oral expression.
 - (b) Listening comprehension.
 - (c) Written expression.
 - (d) Basic reading skills.
 - (e) Reading fluency skills.
 - (f) Reading comprehension.
 - (g) Mathematics calculation.
 - (h) Mathematics problem solving.
 - (2) The child does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified above when using a process based on the child's response to scientific, researched-based intervention; or
 - (3) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments; and
 - (4) The group determines that its findings above are not primarily the result of:
 - (a) A visual, hearing, or motor disability;
 - (b) Cognitive disability;
 - (c) Emotional disability;
 - (d) Cultural factors;
 - (e) Environmental or economic disadvantage; or
 - (f) Limited English Proficiency.
 - b. To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group has considered, as part of the evaluation, and provided to the child's Parent(s):

The footnotes should be removed before the material is used.

74 34 C.F.R. §300.309.

- (1) Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
 - (2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction.
 - c. The District must promptly request parental informed written consent to evaluate the child to determine if the child needs special education and related services, and must adhere to the timeframes, unless extended by mutual written agreement of the child's Parent(s) and a group of qualified professionals:
 - (1) If, prior to a referral, a child has not made adequate progress after an appropriate period of time when provided instruction, as described above; and
 - (2) Whenever a child is referred for an evaluation.
4. Observation ⁷⁵
 - a. The District must ensure that the child is observed in the child's learning environment (including the general education classroom setting) to document the child's academic performance and behavior in the areas of difficulty.
 - b. The group meeting to determine whether a child has a specific learning disability must decide to:
 - (1) Use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation; or
 - (2) Have at least one member of the group conduct an observation of the child's academic performance in the general education classroom after the child has been referred for an evaluation and parental informed written consent is received.
 - c. In the case of a child of less than school age or out of school, a group member must observe the child in an environment appropriate for a child of that age.
5. Specific documentation for a determination of specific learning disability ⁷⁶
 - a. For a child suspected of having a specific learning disability, the documentation of the determination of eligibility must contain a statement of:
 - (1) Whether the child has a specific learning disability;
 - (2) The basis for making the determination, including assurance that the determination has been made in accordance with Section 3.C.(3). (a & b);
 - (3) The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning;
 - (4) The educationally relevant medical findings, if any;
 - (5) Whether:

The footnotes should be removed before the material is used.

75 34 C.F.R. §300.310.

76 34 C.F.R. §300.311.

- (a) The child does not achieve adequately for the child's age or to meet State-approved grade-level standards as provided above; and
 - (b) Either i. or ii.
 - i. The child does not make sufficient progress to meet age or State-approved grade-level standards as provided above; or
 - ii. The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards or intellectual development as provided above;
- (6) The determination of the group concerning the effects of a visual, hearing, or motor disability; cognitive disability; emotional disability; cultural factors; environmental or economic disadvantage; or Limited English Proficiency on the child's achievement level; and
- (7) If the child has participated in a process that assesses the child's response to scientific, research-based intervention:
 - (a) The instructional strategies used and the student-centered data collected; and
 - (b) The documentation that the child's Parent(s) were notified about:
 - i. The State's policies regarding the amount and nature of student performance data that would be collected and the regular education services that would be provided;
 - ii. Strategies for increasing the child's rate of learning; and
 - iii. The Parent(s)' right to request an evaluation.
- b. Each group member must certify in writing whether the report reflects the member's conclusion. If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions.

E. Reevaluations ⁷⁷

- 1. The District must ensure that a reevaluation of each child with a disability is conducted in accordance with the procedures for an evaluation in accordance with Section 3.A.(1).(a), (d), (e), (f) and Section 3.B:
 - a. If the District determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or
 - b. If the child's Parent(s) or teacher requests a reevaluation.
- 2. A reevaluation conducted as described above:
 - a. May occur not more than once a year, unless Parent(s) and the District agree otherwise; and
 - b. Must occur at least once every three (3) years, unless Parent(s) and the District agree that a reevaluation is unnecessary.

F. Independent Educational Evaluation ⁷⁸

See Section 10.O.

The footnotes should be removed before the material is used.

⁷⁷ 23 Ill.Admin.Code §226.120; 34 C.F.R. §300.303.

⁷⁸ 23 Ill.Admin.Code §226.180; 34 C.F.R. §300.502.

LEGAL REF.: 20 U.S.C. §§ 1412 (State eligibility), 1412(a)(3) (Child find), 1413 (Local educational agency eligibility), 1413(a)(1) (Consistency with State policies), 1413(a)(3) (Personnel development).

34 C.F.R. §§ 300.8 (Child with a disability), 300.122 (Evaluation), 300.201 (Consistency with State policies), 300.301- 300.306 (Evaluations and Reevaluation), 300-307-300.311 (Additional Procedures for Identifying Children with Specific Learning Disabilities).

105 ILCS 5/14-8.02 (Identification, evaluation, and placement of children), 5/14-8.02h (Response to scientific, research-based intervention).

23 Ill.Admin.Code §§ 226.110 (Evaluation Procedures), 226.120 (Reevaluations), 226.130 (Additional Procedures for Students Suspected of or Having a Specific Learning Disability), 226.135 (Additional Procedures for Students Suspected of or Having an Intellectual Disability), 226.140 (Modes of Communication and Cultural Identification), 226.150 (Evaluation to be Nondiscriminatory), 226.180 (Independent Educational Evaluation).

Section 4. Individualized Education Programs ⁷⁹

A. Development of IEP

1. IEP Meeting Timeline. Upon completion of an evaluation or reevaluation but no later than 60 school days after the date the parent signs written consent for the evaluation or reevaluation, an eligibility determination must be made, and the IEP meeting shall be completed. If fewer than 60 school days remain in a school year after the date of parent consent, the eligibility determination must be made, and the IEP meeting shall be completed before the first day of the following school year. If the student is determined to be eligible for special education and related services, the IEP meeting shall be conducted within 30 days after that determination.⁸⁰ The child receiving special education and related services must have an IEP developed in compliance with these procedures and in effect at the beginning of each subsequent school year.
2. IEP Team. The group of persons responsible for the development of the IEP (IEP Team) includes:⁸¹
 - a. A representative of the District (other than the child's teacher) who is qualified to provide or supervise the provision of special education, is knowledgeable about the general curriculum, is knowledgeable about the District's resources, has the authority to make commitments for the provision of resources set forth in the IEP, and is able to ensure that the services in the IEP will be implemented.
 - b. At least one of the child's special education teachers, or where appropriate, at least one special education provider of the child. If the child is receiving only speech and language services, the speech and language pathologist shall fulfill this role.
 - c. At least one regular education teacher of the child (if the child is, or may be, participating in general education environment) who is, or may be, responsible for implementing a portion of the IEP.
 - d. For a child age three (3) through five (5) who has not yet entered the primary grades, an individual qualified to teach preschool children without disabilities.
 - e. One or more of the child's Parent(s).
 - f. If appropriate, the child may be invited by either the District or Parent(s). The District shall invite the child when the purpose of the IEP meeting is to consider and plan transition services or when the child has reached the age of 18. When the child does not attend the IEP meeting where transition services are discussed, the District shall take other steps to ensure that the child's preferences and interests are considered.
 - g. Other individuals, at the discretion of Parent(s) or the District, who have knowledge or special expertise regarding the child, including related services personnel as appropriate.
 - h. An individual who is qualified to interpret the instructional implications of the evaluation results (who may be one of the individuals listed herein).

The footnotes should be removed before the material is used.

79 Required by 23 Ill.Admin.Code §226.710(b)(4).

80 23 Ill.Admin.Code §226.110(j); 34 C.F.R. §300.323(c)(1).

81 23 Ill.Admin.Code §226.210; 34 C.F.R. §300.321.

- i. A qualified bilingual specialist or bilingual teacher (who may be one of the individuals listed herein), if needed to assist meeting participants in understanding the child's language or cultural factors as related to the child's instructional needs. If documented efforts to locate such a person are unsuccessful, the District shall meet the requirements for nondiscriminatory evaluations (see Section 3.B.1.(d)).
 - j. In those cases where the child's behavior impedes his/her learning or the learning of others, a person knowledgeable about positive behavior strategies.
 - k. If transition services will be discussed and with the informed written consent of Parents (or child who has reached the age of majority), the District shall invite representative(s) of any participating agencies that are likely to be responsible for providing or paying for transition services. This may include, without limitation, a representative from the Department of Human Services or another State agency, a case coordinator, or persons representing other public or community agencies or services, such as adult service providers, disability services coordinators of public community colleges, and a career and technical education (CTE) coordinator.⁸² No informed written consent of the Parents (or the child who has reached the age of majority) is required for participation of the District's CTE coordinator.
 - l. For a child who was previously served under Part C of IDEA, upon request of the Parent, the Part C service coordinator or other representative of the Part C system shall be invited to the initial IEP meeting to assist with the smooth transition of services.
3. IEP Team Attendance.⁸³
- a. A member of the IEP Team described above is not required to attend an IEP meeting, in whole or in part, if Parent(s) and the District agree in writing that the attendance of the Team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
 - b. If an IEP meeting involves a modification to or discussion of an IEP Team member's area of the curriculum or related services, that IEP Team member may be excused from attending the meeting, in whole or in part, if (1) Parent(s) and the District consent to the excusal in writing and (2) the IEP Team member submits, in writing to Parent(s) and the IEP Team, input into the development of the IEP prior to the meeting.

The footnotes should be removed before the material is used.

82 105 ILCS 5/14-8.03(b).

83 34 C.F.R. §300.321(e).

4. Parental Participation. The District will take the following steps to encourage parental participation in the IEP process:⁸⁴
- a. The District will schedule each IEP meeting at a mutually agreed upon time and place, whenever possible.
 - b. The District will notify Parents at least 10 calendar days prior to any IEP meeting of the purpose, time and location of the meeting, the titles of the persons who will be in attendance, and Parents' right to invite other individuals with knowledge or special expertise regarding the child and advocates for the Parents or child. The notice will also inform Parents:
 - (1) Of their right to receive copies of all written material that will be considered by the IEP Team at the meeting, including the date when the written material will be delivered or made available;⁸⁵
 - (2) Of their rights under 105 ILCS 5/14-19 to:⁸⁶
 - (a) Invite other individuals to the meeting to assist them, including individuals who have knowledge or special expertise regarding their child, and advocates for the Parents or child (and request that the Parent inform the school prior to the meeting if the Parent plans to bring other individuals so arrangement can be made to accommodate additional participants); and
 - (b) Request state-sponsored IEP facilitation, including receiving written informational material about the IEP facilitation process by the same distribution methods employed to transmit other documents and information related to an IEP meeting;
 - (3) Of their right to review and copy their child's school student records;⁸⁷
 - (4) Of the availability of interpretation services at IEP meetings;⁸⁸
 - (5) How Parents can request an interpreter;
 - (6) That Parents have a right to request that the interpreter provided by the District serve no other role in the IEP meeting than as an interpreter and that the District should make reasonable efforts to fulfill this request;
 - (7) Of a point of contact for any questions or complaints about interpretation services; and
 - (8) That written translations of Vital IEP Process Documents (see Section 15) are available, how to request translated documents, and whom to contact with any questions or complaints about the translations.

Nos. (4) through (8) shall be provide in English, in all common languages, and in Parents' preferred language, if known and practicable. See Section 15 for definitions of common languages and preferred language.

The footnotes should be removed before the material is used.

84 23 Ill.Admin.Code §226.530; 34 C.F.R. §300.322.

85 105 ILCS 5/14-8.02f(c), amended by P.A. 103-652. ISBE form 34-57D, *Parent/Guardian Notification of Conference*, was updated in August 2025 to include this notice.

86 105 ILCS 5/14-19, added by P.A. 104-47, eff. 1-1-26. For additional information, including written informational material to provide to parents, see www.isbe.net/pages/iep-facilitation-system.aspx.

87 105 ILCS 5/14-8.02f(c), amended by P.A. 103-652; 23 Ill.Admin.Code §226.530(a).

88 23 Ill.Admin.Code §226.530(b) for Nos. (2)-(6).

- c. At least three (3) school days prior to any IEP meeting, or as soon as possible if an IEP meeting is scheduled within three (3) school days with written consent of the Parents, the District will provide Parents with copies of all written material that will be considered by the IEP Team at the meeting so that Parents may participate in the meeting as a fully-informed member. Parents will have the option of choosing from the available methods of delivery, including regular mail and picking up materials at school. For a meeting to determine the child's eligibility for special education, the written material must include all evaluations and collected data that will be considered at the meeting. For a child who is already eligible for special education and related services, the written material must include a copy of all IEP components that will be discussed by the IEP Team, other than the components related to the educational and related service minutes proposed for the child and the child's placement.⁸⁹
- d. The District may conduct an IEP meeting without a Parent in attendance if the District is unable to convince Parents that they should attend.
- e. If neither Parent is present at an IEP meeting, the District will maintain a record of its attempts to arrange a mutually agreed on time and place.
- f. The Parent(s) and District may agree to use alternative means of meeting participation, such as video conferences and conference telephone calls.
- g. The District will take whatever action is necessary and reasonable to facilitate Parent(s)' understanding of and participation in the IEP meeting, including arranging and paying for the expense of a qualified interpreter for Parent(s) whose native language is other than English, or for an interpreter licensed pursuant to the Interpreter for the Deaf Licensure Act of 2007 for Parent(s) who are deaf.
 - (1) All interpreters for the common languages and American Sign Language shall be qualified interpreters that meet the criteria established by ISBE. If a qualified interpreter is not available, the District may use outside vendors, including telephonic interpreters, that are commercially recognized as providing competent interpretation services.⁹⁰
 - (2) For the less common languages, the District will make all reasonable efforts to provide an interpreter that meets criteria established by ISBE (see Section 15). The District may use outside vendors, including telephonic interpreters, that are commercially recognized as providing competent interpretation services.⁹¹
- 5. General Considerations. In developing a child's IEP, the IEP Team shall consider the strengths of the child, the concerns of the Parent(s) regarding the child's education, the results of the most recent evaluations, and the academic, developmental, and functional needs of the child.⁹²
- 6. Consideration of Special Factors. The IEP Team also shall consider the following factors:⁹³
 - a. The use of positive behavioral interventions and supports, and other strategies, to address that behavior for a child whose behavior impedes the child's learning or that of others;

The footnotes should be removed before the material is used.

89 105 ILCS 5/14-8.02f(c), amended by P.A. 103-652; 23 Ill.Admin.Code §226.530(a).

90 23 Ill.Admin.Code §§ 226.530(a)(1), 226.800(k).

91 23 Ill.Admin.Code §226.530(a)(2).

92 34 C.F.R. §320.324(a)(1).

93 34 C.F.R. §320.324(b)(2).

- b. The language needs of a child with Limited English Proficiency as those needs relate to the child's IEP;
- c. Instruction in Braille and the use of Braille, unless the IEP Team determines that, after an evaluation of the child's reading and writing skills, needs and appropriate reading and writing media, it is not needed, for children who are blind or visually impaired;
- d. Communication needs;
- e. For a child who is deaf or hard of hearing, the child's language and communication needs, opportunities for direct communication with peers and professionals in the child's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
- f. Whether the child needs assistive technology devices and services;
- g. For students on the autism spectrum (which includes autistic disorder, Asperger's disorder, pervasive developmental disorder not otherwise specified, childhood disintegrative disorder, and Rett Syndrome, as defined in the Diagnostic and Statistical Manual of Mental Disorders, fourth edition (DSM IV, 2000)), the IEP Team shall also consider all of the following factors:⁹⁴
 - (1) The verbal and nonverbal communication needs of the child;
 - (2) The need to develop social interaction skills and proficiencies;
 - (3) The needs resulting from the child's unusual responses to sensory experience;
 - (4) The needs resulting from resistance to environmental change or change in daily routines;
 - (5) The needs resulting from engagement in repetitive activities and stereotyped movements;
 - (6) The need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and
 - (7) Other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.
- h. If the student may be eligible to participate in the Home-Based Support Services Program for Mentally Disabled Adults authorized under the *Developmental Disability and Mental Disability Services Act* [405 ILCS 80] upon becoming an adult, the student's IEP shall include plans for:⁹⁵
 - (1) Determining the student's eligibility for those home-based services,
 - (2) Enrolling the student in the program of home-based services, and
 - (3) Developing a plan for the student's most effective use of home-based services after the student becomes an adult and no longer receives special educational services. The plans developed under this paragraph shall include specific actions to be taken by specified individuals, agencies, or officials.

The footnotes should be removed before the material is used.

94 105 ILCS 5/14-8.02(b)(1)-(7); 23 Ill.Admin.Code §226.220(d).

95 105 ILCS 5/14-8.02; 23 Ill.Admin.Code §226.230(d).

- i. If the student needs extra accommodation during emergencies, including natural disasters or an active shooter situation, that accommodation will be considered when developing the student's IEP.⁹⁶
- 7. IEP Components. The IEP shall include the following components:⁹⁷
 - a. A statement of the child's present levels of academic achievement and functional performance. This must include:
 - (1) A statement of how the child's disability affects his/her/their involvement and progress in the general curriculum; or
 - (2) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.
 - b. A statement of measurable annual goals that reflect consideration of the State Goals for Learning and the Illinois Learning Standards, as well as benchmarks or short-term objectives, developed in accordance with the child's present levels of academic and functional performance, designed to:
 - (1) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general curriculum, or for preschool children to participate in age-appropriate activities; and
 - (2) Meet each of the child's other educational needs that result from the child's disability.
 - c. A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, and program modifications or supports that will be provided for the child to:
 - (1) Advance appropriately toward attaining the annual goals; and
 - (2) Be involved in and make progress in the general curriculum and participate in extracurricular and other nonacademic activities; and
 - (3) Be educated and participate with other children with and without disabilities.
 - d. A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments, or a statement of why the child cannot participate in such assessments and why the particular alternate assessment selected is appropriate (see Section 5).
 - e. The projected beginning date for the beginning of the services and modifications, and the amount, frequency, and anticipated duration of those services and modifications.
 - f. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and nonacademic activities.
 - g. A statement as to whether the child requires extended school year services and, if so, a description of those services that includes their amount, frequency, duration, and location.

The footnotes should be removed before the material is used.

96 105 ILCS 5/14-8.02(h), added by P.A. 103-197 (eff. 1-1-24); 23 Ill.Admin.Code §226.220(f), added at 49 Ill. Reg. 6901.

97 23 Ill.Admin.Code §226.230; 34 C.F.R. §300.320.

- h. A description of how the child's progress towards annual goals will be measured, and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.
- i. A statement as to the languages or modes of communication in which special education and related services will be provided, if other than or in addition to English.
- j. Beginning not later than the first IEP to be in effect when the child turns age 14 1/2, and updated annually thereafter, the IEP shall include transition planning, including but not limited to: (1) appropriate, measurable, postsecondary goals based upon age-appropriate assessments related to employment, education or training, and independent living; (2) the transition services that are needed to assist the child in meeting those goals, including courses of study and any other needed services to be provided by entities other than the District; (3) information about the District's career and technical education (CTE) opportunities and postsecondary CTE opportunities; (4) information about dual credit courses offered by the District, including courses offered for dual credit under Section 16 of the *Dual Credit Quality Act* [110 ILCS 27/16] and for high school credit only, and entry criteria; (5) consideration of the child's assistive technology needs related to transition goals both while the child is participating in transition-related activities and in post-school activities; (6) consideration of the availability and accessibility of assistive technology devices and services once the child is in the post-school environment; and (7) any additional requirements contained in Section 14-8.03 of the *School Code* [105 ILCS 5/14-8.03].⁹⁸ If the student is enrolled in a dual credit course for dual credit or for high school credit only, the student's participation in the course must be included as part of the student's transition IEP activities.
- k. By the school year in which the child turns 16, the transition planning process described above must include discussions with the IEP Team, child, Parent(s), and other appropriate team members regarding the child's graduation status and the implications of high school graduation.⁹⁹ Such discussions must inform the child, Parent(s), and the child's designated representative under Section 14-6.10 of the *School Code* [105 ILCS 5/14-6.10] that:
 - (1) Graduation with a regular high school diploma terminates the child's eligibility for a FAPE under IDEA and state law; and
 - (2) Under Section 14-1.02 of the *School Code* [105 ILCS 5/14-1.02], the child can continue to receive IEP services until the end of the school year in which the child turns 22 when appropriate to meet the student's IEP goals.
- l. Beginning not later than one year before the child reaches the age of 18, the IEP must include a statement that the child has been informed of the rights under IDEA that will transfer to the child when he or she reaches the age of 18.

The footnotes should be removed before the material is used.

98 105 ILCS 5/14-8.03, amended by P.A.s 103-181 and 103-854; 23 Ill.Admin.Code §226.230(c), amended at 49 Ill. Reg. 6901.

99 105 ILCS 5/14-8.03(a-5), amended by P.A.s 103-854 and 104-232.

- m. The IEP of a student who may, after reaching age 18, become eligible to participate in the home-based support services program for adults with intellectual disabilities that is authorized by the Developmental Disability and Mental Disability Services Act [405 ILCS 80] shall set forth specific plans related to that program pursuant to the requirements of Section 14-8.02 of the School Code [105 ILCS 5/14-8.02].
8. Behavior Intervention Plan. The IEP of a student who requires a behavioral intervention plan shall:
 - a. Summarize the findings of the functional behavioral assessment;
 - b. Summarize prior interventions implemented;
 - c. Describe any behavioral interventions to be used, including those aimed at developing or strengthening alternative or more appropriate behaviors;
 - d. Identify the measurable behavioral changes expected and methods of evaluation;
 - e. Identify a schedule for a review of the interventions' effectiveness; and
 - f. Identify provisions for communicating with the Parents about their child's behavior and coordinating school-based and home-based interventions.
9. Private School Placements. When an IEP Team determines that no less restrictive setting on the continuum of alternative placements will meet a child's needs, the child may be placed in a State-operated or nonpublic special education facility. In such a case, the use of a State-operated program should be given first consideration if appropriate. The determination shall be based on recent diagnostic assessments and other pertinent information and made in light of other factors such as proximity to the child's home.¹⁰⁰ Before the District places a child or refers a child to such a facility: ¹⁰¹
 - a. The District will convene an IEP meeting and invite representative(s) of the State-operated or nonpublic school to attend to assist in identifying or verifying the appropriate placement for that child. If one or more needed representatives cannot attend, the District will use other methods to ensure their participation.
 - b. With respect to the annual review and revision of the IEP of a child with a disability placed or referred to a State-operated or nonpublic school by the District, the District may permit the nonpublic school to initiate IEP meetings which will be conducted as described above, provided that Parent(s) of the child and a representative of the District are invited to participate in any decision about the child's IEP and agree to any proposed changes in the IEP. The District remains responsible for the development and implementation of the child's IEP and for convening any needed IEP meetings, including annual reviews.
10. Determination of Placement. The IEP shall state the placement the IEP Team has determined to be appropriate for the child. The IEP Team shall take into consideration the student's eligibility for other educational programs and services such as bilingual education, career and technical education, gifted education, and federal Title I programs. The placement determination shall be reviewed at least annually or at any time the IEP is revised. ¹⁰²

The footnotes should be removed before the material is used.

100 23 Ill.Admin.Code §226.330.

101 34 C.F.R. §300.325.

102 23 Ill.Admin.Code §226.240.

11. Initial IEPs. Each initial IEP must be completed by the IEP Team no later than 30 calendar days after the determination of eligibility and in no case later than 60 school days from the date the Parent(s) sign written consent to perform the needed assessments. When a child is referred for an evaluation with fewer than 60 days of pupil attendance left in the school year, the eligibility determination shall be made and, if the child is eligible, an IEP shall be in effect prior to the first day of student attendance in the next school year. ¹⁰³
12. Provision of Services. The District shall provide special education and related services to eligible children in accordance with their IEPs. ¹⁰⁴
13. Provision of IEP Copies. The District shall provide Parent(s) with a copy of the IEP at the conclusion of the IEP Team meeting, unless a later date is agreed upon by Parent(s) and document in the IEP,¹⁰⁵ at no cost to Parent(s).¹⁰⁶ If the child is in the legal custody of the Department of Children and Family Services (DCFS), the District shall provide the DCFS Office of Education and Transition Services with a copy of the IEP at the conclusion of the IEP Team meeting at no cost.¹⁰⁷

B. Determination of Related Services ¹⁰⁸

1. Participants in IEP Team meetings held to develop, review, or revise the IEP shall determine what related services are necessary to assist a child in benefiting from special education, as defined in 34 C.F.R. §300.34.
2. Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance or replacement of that device.

C. Implementation of the IEP

1. Implementation of the IEP shall occur no later than 10 school days after Parent(s) have been provided notice, unless otherwise agreed by the IEP Team; or by the beginning of the following school year if the IEP is developed or revised with fewer than 10 school days remaining in the school year. If the new or revised IEP requires extended-year services, those services shall be provided in accordance with the provisions of the IEP. ¹⁰⁹
2. Informed written parental consent is required at least 10 school days prior to the initial provision of special education and related services to a child. Parent(s) may waive the 10-school-day interval before placement. ¹¹⁰
3. The IEP must be accessible to all staff members who are responsible for implementing the IEP; each shall be informed of his/her specific responsibilities relating to the IEP and the specific accommodations, modifications and supports to be provided to the child in accordance with the IEP. ¹¹¹

The footnotes should be removed before the material is used.

103 23 Ill.Admin.Code §226.110(d), (j); 34 C.F.R. §300.323(c)(1).
 104 23 Ill.Admin.Code §226.200; 34 C.F.R. §300.323(c)(2).
 105 23 Ill.Admin.Code §226.220(a), amended at 49 Ill. Reg. 6901.
 106 23 Ill.Admin.Code §226.110(f); 34 C.F.R. §300.322(f).
 107 105 ILCS 6/14-8.02(b).
 108 23 Ill.Admin.Code §226.310; 34 C.F.R. §300.34.
 109 23 Ill.Admin.Code §226.220(a).
 110 23 Ill.Admin.Code §226.520, amended at 49 Ill. Reg. 6901.
 111 34 C.F.R. §300.323(d).

4. The District must make logs that record the delivery of related services administered under the child's IEP, including the type of related service and the minutes provided. The District must make the logs available to the child's Parent(s) at any time upon request of the child's Parent(s). Related services for which a log must be made are: speech and language services, occupational therapy services, physical therapy services, school social work services, school counseling services, school psychology services, and school nursing services. The District must inform the child's Parent(s) within 20 school days from the beginning of the school year or upon establishment of an IEP of his or her ability to request those related service logs.¹¹²
5. If a service required by an IEP is not implemented within 10 school days after the service was to be initiated as set forth by the child's IEP, then the District shall provide the child's Parent(s) with written notification that the service has not yet been implemented. The notification must be provided to the child's Parent(s) within three (3) school days of the District's non-compliance with the child's IEP and must inform the Parent(s) about the District's procedures for requesting compensatory services. For purposes of this section, school days does not include days in which a child is absent from school for reasons unrelated to a lack of IEP services or when the service is available but the child is unavailable.¹¹³
6. The District may not use any measure that would prevent or delay an IEP Team from adding a service to the IEP or create a time restriction in which a service is prohibited from being added to the IEP. The District may not build functions into its computer software that would remove any services from a student's IEP without the approval of the IEP Team and may not prohibit the IEP Team from adding a service to the program.¹¹⁴

D. Review and Revision of the IEP

1. The IEP of each child with a disability currently receiving special education and related services must be reviewed at least annually to determine whether the annual goals are being achieved. The IEP should be revised as appropriate to address any lack of expected progress toward the annual goals; the results of a reevaluation; information about the child provided to, or by, the Parent(s); the child's anticipated needs; or other matters.¹¹⁵
2. A child's teacher or Parent(s) may request a review of the child's IEP at any time. Within 10 calendar days after receipt of such request, the District will either agree and notify Parent(s) of the meeting, or notify Parent(s) in writing of its refusal to meet. Notice of a refusal will include an explanation of the reason no meeting is necessary to ensure a FAPE to the child. Parent(s) may revoke their consent for special education services in accordance with their procedural safeguards.¹¹⁶ (See Section 10.G.)
3. After the annual review IEP Team meeting, Parent(s) and the District may agree not to convene an IEP Team meeting for the purpose of making changes to a child's IEP and instead may develop a written document to amend or modify the current IEP, rather than redrafting the entire IEP. The District must ensure that the child's IEP Team is informed of those changes.¹¹⁷ Upon request, a Parent must be provided with a revised copy of the IEP with the amendments incorporated.¹¹⁸

The footnotes should be removed before the material is used.

112 105 ILCS 5/14-8.02f(d); 23 Ill.Admin.Code §226.310.

113 105 ILCS 5/14-8.02f(d-5); 23 Ill.Admin.Code §226.220(b).

114 105 ILCS 5/14-8.02f(f).

115 23 Ill.Admin.Code §226.220; 34 C.F.R. §300.324(b)(1).

116 23 Ill.Admin.Code §226.220(c).

117 34 C.F.R. §300.324(a)(4).

118 34 C.F.R. §300.324(a)(6).

4. If a participating agency, other than the District, fails to provide the transition services described in the IEP, the IEP Team must reconvene to identify alternative strategies to meet the transition objectives for the child set out in the IEP.¹¹⁹
5. At the student's annual IEP review meeting the District will provide Parents a copy of the Department of Human Services' guide Understanding PUNS: A Guide to Prioritization for Urgency of Need for Services.¹²⁰
6. At the annual IEP review meeting for a student with an intellectual disability or a developmental disability, the IEP Team shall determine the student's PUNS database registration status based on information provided by the student or Parent(s). If the IEP Team determines the student is not registered for the PUNS database or if it is unclear whether the student is registered for the PUNS database, Parent(s) and student shall be referred to a designated District employee trained on the PUNS database. The designated District employee will:
 - a. Provide the student and Parent(s) with the name, location, and contact information of the appropriate Independent Service Coordination agency to contact to register the student for the PUNS database;
 - b. Identify for the student and Parent(s) the information and documentation they will need to complete PUNS database registration; and
 - c. Provide the student and Parent(s) with information about organizations and programs available in Illinois that offer information to families about the PUNS database and its registration process.¹²¹
7. At the student's annual IEP review meeting the District will provide Parent(s) with informational material prepared by the Office of the State Treasurer about the Illinois Achieving a Better Life Experience (ABLE) account program for people with disabilities.¹²² This informational material will be distributed using the same methods as other documents and information related to the IEP meeting.

E. Transfer Students

1. If a child receiving special education transfers into the District, the District will ensure FAPE in consultation with the Parent(s) by providing special education and related services in conformity with an IEP.¹²³

The footnotes should be removed before the material is used.

119 34 C.F.R. §300.324(c).

120 105 ILCS 5/2-3.162(d).

121 105 ILCS 5/2-3.163(c-5), added by P.A. 103-504 (eff. 1-1-24); 23 Ill.Admin.Code §226.220(e), added at 49 Ill. Reg. 6901.

122 105 ILCS 5/14-8.02i, amended by P.A. 104-314. See the Illinois ABLE brochure for public education at: <https://www.isbe.net/Documents/IL-ABLE-Brochure.pdf>. Beginning with the 2026-2027 school year, these materials must also be posted on the district's website.

123 23 Ill.Admin.Code §226.50(a).

- a. For transfers from within Illinois, the District shall enroll the child and provide FAPE, including education services comparable to those in the IEP from the former district, until the District either: (1) adopts the IEP from the former district if the Parent indicates oral or written satisfaction with the current IEP and the District determines the current IEP is appropriate and can be implemented as written, or (2) develops, adopts, and implements a new IEP.¹²⁴ If the District does not adopt the former district's IEP and plans to develop a new one, within 10 calendar days after the date of the child's enrollment, the District must provide written notice to the Parent(s), including the proposed date of the IEP meeting. While the new IEP is under development, the District shall implement services comparable to those described in the former district's IEP.
- b. For transfers from another state, the District shall enroll the child and provide FAPE, including services comparable to those in the IEP from the former district, until the District: (1) conducts an evaluation, if determined to be necessary by the District, and (2) develops, adopts, and implements a new IEP, if appropriate.¹²⁵
2. The District must take reasonable steps to obtain the child's records, including the IEP, from the former district.¹²⁶ If the District does not receive a copy of the transfer child's IEP or verbal or written confirmation of requirements of the IEP from the former school district, the child will be enrolled and served in the setting that the District believes will meet the child's needs until the current IEP is obtained or a new IEP is developed.

F. Children Aged Three (3) Through Five (5)¹²⁷

1. For a child with a disability aged three (3) through five (5), an Individualized Family Service Plan (IFSP) may serve as the child's IEP if using that plan is agreed to by the District and Parent(s). If the District proposes to use an IFSP, it shall:
 - a. Provide a detailed explanation of the differences between an IFSP and an IEP to the Parents(s);
 - b. Obtain informed, written parental consent for the use of an IFSP; and
 - c. Ensure that the IFSP is developed in accordance with IEP requirements.

LEGAL REF.: 20 U.S.C. §§ 1400(c) (Findings), 1412(a)(4) (Individualized education program), 1414(d) (Individualized education programs).

34 C.F.R. §§ 300.34 (Related services), 300.39 (Special education), 300.114-117 (Least restrictive environment), 300.320-300.323 (Individualized Education Programs), 300.324-300.328 (Development of IEP), 300.503 (Prior notice by the public agency; content of notice).

105 ILCS 5/2-3.64a-5 (State goals and assessment), 5/14-8.02 (Identification, evaluation, and placement of children), 5/14-8.02(b), 5/14-8.02(g), 5/14-8.02f (Individualized education program meeting protections).

23 Ill. Admin. Code §§ 226.50 (Requirements for a Free Appropriate Public Education (FAPE)), 226.200 (General Requirements), 226.210 (IEP Team), 226.220 (Development, Review, and Revision of the IEP), 226.230 (Content of the IEP), 226.240 (Determination of Placement), 226.250 (Child Aged 3 Through 5), 226.260 (Child Reaching Age Three), 226.300 (Continuum of Placement Options), 226.310 (Related Services), 226.330 (Placement by School District in State-Operated or Nonpublic Special Education Facilities), 226.530 (Parents' Participation).

The footnotes should be removed before the material is used.

124 34 C.F.R. §300.323(e).

125 34 C.F.R. §300.323(f).

126 34 C.F.R. §300.323(g).

127 23 Ill.Admin.Code §226.250.

Section 5. Students' Participation in Assessments ¹²⁸

Each IEP of an eligible child shall include a statement of the child's ability to participate in State and District-wide assessments.¹²⁹ This statement must include any individual accommodations that are necessary to measure the academic achievement and functional performance of the child on the assessments. If the IEP Team determines that the child must take an alternate assessment, a statement must be included in the IEP documenting why the child cannot participate in the regular assessment and why the particular alternate assessment is appropriate for the child.¹³⁰

To the extent that individual accommodations are necessary for the child's participation in classroom-based assessments, they shall also be noted in the IEP.

- LEGAL REF.:
- 20 U.S.C. §§ 1400(c) (Findings), 1412(a)(4) (Individualized education program), 1414(d) (Individualized education programs).
 - 34 C.F.R. §§ 300.34 (Related services), 300.39 (Special education), 300.114-117 (Least Restrictive Environment (LRE)), 300.320-323 (Individualized Education Programs), 300.325-300.328 (Development of IEP), 300.503 (Prior notice by the public agency; content of notice).
 - 105 ILCS 5/2-3.64a-5 (State goals and assessment), 5/14-8.02 (Identification, evaluation, and placement of children).
 - 23 Ill. Admin. Code §§ 226.50 (Requirements for a Free Appropriate Public Education (FAPE)), 226.200 (General Requirements), 226.210 (IEP Team), 226.220 (Development, Review, and Revision of the IEP), 226.230 (Content of the IEP), 226.240 (Determination of Placement), 226.250 (Child aged Three Through Five), 226.260 (Child Reaching age Three), 226.300 (Continuum of Alternative Placement Options), 226.310 (Related Services), 226.330 (Placement by School District in State-Operated or Nonpublic Special Education Facilities), 226.530 (Parents' Participation).

The footnotes should be removed before the material is used.

128 Required by 23 Ill.Admin.Code §226.710(b)(5).

129 23 Ill.Admin.Code §226.230(a)(2).

130 34 C.F.R. §300.320(a)(6).

Section 6. Serving Students in the Least Restrictive Environment (LRE) ¹³¹

A. Overview of Placement ¹³²

1. The District ensures the right of children with disabilities to be educated with nondisabled children to the maximum extent appropriate.
2. The child's placement shall be based on the child's IEP and shall be as close as possible to the child's home. Unless the IEP of a child with a disability requires some other arrangement, the child shall be educated in the school that he or she would attend if nondisabled. A placement determination based solely upon the category of a child's disability or on the current configuration of the District's service delivery system is prohibited. In selecting the least restrictive environment (LRE), consideration shall be given to any potential harmful effect on the child or on the quality of services received. ¹³³
3. Children with disabilities must be allowed to participate to the maximum extent appropriate with nondisabled children in nonacademic and extracurricular activities (including, but not limited to meals, recess periods, athletics, clubs, and recreational activities). ¹³⁴
4. Parental participation shall be encouraged. Informed written parental consent is required before the initial provision of special education and related services. In cases in which informed written parental consent cannot be obtained, the District may not use a due process hearing to compel consent for initial provision of special education and related services. ¹³⁵

B. Participation in General Education Programs

1. The District shall take steps to ensure that children with disabilities have equal access to the variety of educational programs and services available to nondisabled children.
2. Steps taken by the District to ensure the availability of general educational programs and services to children with disabilities may include, but not be limited to:
 - a. Modification of instructional methodologies, staffing, materials and equipment to permit effective participation as appropriate; and
 - b. Individualization of the instructional program including staffing, curriculum modifications, classroom accommodations, modified grading, assistive technology, and instructional materials to permit the effective participation of children with disabilities.
3. The IEP must include a statement describing how the child's disability adversely affects the child's participation in, and progress toward regular education curriculum objectives, including: ¹³⁶
 - a. Participation in extracurricular and other nonacademic activities;
 - b. The extent to which the child will be educated and participate with nondisabled children;

The footnotes should be removed before the material is used.

¹³¹ Required by 23 Ill.Admin.Code §226.710(b)(6).

¹³² 23 Ill.Admin.Code §226.240; 34 C.F.R. §300.114.

¹³³ 34 C.F.R. §300.116.

¹³⁴ 34 C.F.R. §300.117.

¹³⁵ 34 C.F.R. §300.300(b).

¹³⁶ 34 C.F.R. §300.320.

- c. An explanation of the extent, if any, to which the child will not participate with nondisabled children; and
- d. A statement of any individual modifications in the administration of State or District-wide assessments necessary in order for the child to participate in the assessments. If the IEP Team determines that the child cannot participate in State or District-wide assessments, the IEP Team must explain why and describe how the child will be alternately assessed. (See Section 5.)

C. State-Operated or Nonpublic Special Education Facility ¹³⁷

When an IEP Team determines that no less restrictive setting on the continuum of alternative placements will meet a child's needs, the child may be placed in a State-operated or nonpublic special education facility. In such a case, the use of a State-operated program should be given first consideration if appropriate. The determination shall be based on recent diagnostic assessments and other pertinent information and made in light of other factors such as proximity to the child's home. Before the District places a child or refers a child to such a facility:

- 1. The District will convene an IEP meeting and invite representative(s) of the State-operated or nonpublic school to attend to assist in identifying or verifying the appropriate placement for that child. If one or more needed representatives cannot attend, the District will use other methods to ensure their participation.
- 2. With respect to the annual review and revision of the IEP of a child with a disability placed or referred to a State-operated or nonpublic school by the District, the District may permit the nonpublic school to initiate IEP meetings which will be conducted as described above, provided that the Parent(s) of the child and a representative of the District are invited to participate in any decision about the child's IEP and agree to any proposed changes in the IEP. The District remains responsible for the development and implementation of the child's IEP and for convening any needed IEP meetings, including annual reviews.

D. Continuum of Placement Options ¹³⁸

- 1. The District will ensure that a continuum of alternative placement options is available to meet the needs of children with disabilities. This continuum will include, but is not limited to, instruction in general education classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. The continuum will also make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.
- 2. If a child is deaf, hard of hearing, blind, visually impaired, or has an orthopedic impairment or physical disability and the child may be eligible to receive services from the Illinois School for the Deaf, Illinois School for the Visually Impaired, the Illinois Center for Rehabilitation and Education-Wood, or Illinois Center for Rehabilitation and Education-Roosevelt, the District will notify Parent(s) in writing of the existence of these schools and their services, as well as the existence of other, local schools that provide similar services. This notice will include information on school services, admissions criteria, and contact information.¹³⁹

The footnotes should be removed before the material is used.

137 23 Ill.Admin.Code §226.330.

138 23 Ill.Admin.Code §226.300, amended at 49 Ill. Reg. 6901.

139 105 ILCS 5/14-8.02(b).

E. Determining Educational Placement ¹⁴⁰

1. In determining any educational placement of a child, the District shall ensure that:
 - a. The placement decision is made by a group of persons, including Parent(s), and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options, and is made in conformity with the least restrictive environment requirements;
 - b. The child's placement is determined at least annually, is based on the child's IEP, and is as close as possible to the child's home;
 - c. Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school he/she would attend if nondisabled;
 - d. In selecting the LRE, consideration is given to any potentially harmful effect on the child or on the quality of services that the child needs; and
 - e. A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.
2. When making a placement determination on behalf of a child with a disability between the ages of 3-5, the District must provide FAPE in the LRE. LRE alternatives may include but are not limited to:
 - a. Providing opportunities for the participation (even part-time) of preschool children with disabilities in other preschool programs operated by public agencies (such as Head Start);
 - b. Placing children with disabilities in private school programs for nondisabled preschool children or private preschool programs that integrate children with disabilities and nondisabled children; or
 - c. Locating classes for preschool children with disabilities in elementary schools.
3. In the event the District must remove a special education child from his/her current program because of behavior that causes serious bodily injury or due to a weapons or drug violation, the IEP Team shall identify an interim alternative educational setting (IAES). This setting will enable the child to continue to progress in the general curriculum and to receive those services and modifications as described in the child's current IEP.
4. Home instruction may be recommended as the child's placement by the IEP Team in accordance with subsection D of this Section. or homebound instruction may be provided if the child meets the eligibility requirements under 23 Ill. Admin. Code §226.300. If the student meets the eligibility requirements for homebound instruction, the IEP team shall meet to determine the type and amount of home or hospital services. Homebound instruction may be delivered in person or via an online platform, as determined by the IEP team.

F. Nonacademic and Extracurricular Services ¹⁴¹

1. The placement decision shall permit the child to participate, as appropriate, in nonacademic and extracurricular services and activities (e.g., meals, recess, recreational activities, and clubs sponsored by the District). According to the needs of the child, as articulated in his/her IEP, the District may provide service(s) to a child in order to allow him/her to access participation in nonacademic or extracurricular activities.

The footnotes should be removed before the material is used.

140 34 C.F.R. §300.116.

141 34 C.F.R. §300.117.

2. A child with a disability may be excluded from participation in nonacademic and extracurricular activities for misconduct provided the exclusion is consistent with the District's disciplinary code, is applied to children without disabilities and takes into consideration the special needs of the child, and that the misconduct was not related to a failure to provide appropriate supplementary aids and services to a child per his/her IEP.

LEGAL REF.:

20 U.S.C. §§ 1412 (State eligibility), 1412 (a)(7), 1413 (Local educational agency eligibility).

34 C.F.R. §§ 300.110 (Program options), 300.322 (Parent participation), 300.324 (Development, review, and revision of IEP), 300.320 (Definition of IEP), 300.114 (LRE requirements), 300.115 (Continuum of alternative placements), 300.116 (Placements), 300.117 (Nonacademic settings).

105 ILCS 5/14-1.02 (Children with disabilities), 5/14-8.02 (Identification, evaluation, and placement of children).

23 Ill. Admin. Code. §§ 226.240 (Determination of Placement), 226.300 (Continuum of Alternative Placement Options), 226.310 (Related Services), 226.530 (Parents' Participation), 226.720 (Facilities and Classes), 226.220 (Development, Review, and Revision of the IEP), 226.230 (Content of the IEP).

Section 7. Provision of Extended School Year Services ¹⁴²

A. Extended School Year Services

Extended School Year Services are special education and related services, which are provided by the District to an IDEA-eligible child with a disability beyond the District's regular school year in accordance with the child's IEP at no cost to the child's Parent(s) and meet the standards of ISBE. ¹⁴³

B. Eligibility and Determination of Extended School Year Services

Extended school year services shall be provided to each child eligible for special education whose unique needs require special education and related services in excess of the regular school year. Children eligible for special education who may require extended school year services are those whose IEPs specify an extended school year program and/or related services as determined by the child's IEP Team in accordance with IDEA and ISBE standards and regulations. The child's IEP Team shall determine the type, amount, and/or duration of the services necessary as part of the child's extended school year program on an individualized basis. ¹⁴⁴

C. Limit Prohibitions for Extended School Year Services

The District shall not limit the provision of extended school year services to children with a particular category or categories of disability or unilaterally limit the type, amount, or duration of those services. ¹⁴⁵

LEGAL REF.: 20 U.S.C. §§ 1412 (State eligibility), 1413 (Local educational agency eligibility).
34 C.F.R. §300.106 (Extended school year services)
23 Ill. Admin. Code §226.75 (Definitions).

The footnotes should be removed before the material is used.

142 Required by 23 Ill.Admin.Code §226.710(b)(7).

143 23 Ill.Admin.Code §226.75; 34 C.F.R. §300.106(b).

144 23 Ill.Admin.Code §226.230(a)(4).

145 34 C.F.R. §300.106(a)(3).

Section 8. Transition of Children Served Under Part C of IDEA into Preschool Programs ¹⁴⁶

A. Children Reaching Age Three (3) ¹⁴⁷

1. For a child with an IFSP who will be making the transition from an early intervention program into the special education program of the District at age three (3), the District shall ensure that either an IEP or the child's IFSP is in effect on the child's third birthday. A representative of the District shall participate in the transition meeting. If a child continues to receive early intervention services until the beginning of the school year following the child's third birthday, the District shall ensure that either an IEP or the child's IFSP is in effect on the first day of the following school year.
2. For a child without an IFSP:
 - a. If the child is referred at least 60 school days prior to his/her third birthday, and determined eligible, the District shall ensure that either an IEP or an IFSP is in effect on the child's third birthday.
 - b. If the child is referred with fewer than 60 school days remaining before the child's third birthday, or after that date, the District shall follow these procedures to determine whether or not an evaluation is warranted, and if so, to conduct an evaluation.
3. If a child's third birthday occurs during the summer, the IEP Team shall determine when the District's services to the child will begin. If the child's birthday falls between May 1 and August 31, the child may continue to receive early intervention services until the beginning of the school year following the child's third birthday.

B. Children Reaching Age Six (6)

The District may permit an eligible child in an Early Childhood class who reaches his/her sixth birthday during the school year to complete that school year in the Early Childhood class.

LEGAL REF.: 20 U.S.C. §1412(a)(9) (Transition from subchapter III to preschool programs).
34 C.F.R. §300.124 (Transition of children from the Part C program to preschool programs).
23 Ill. Admin. Code §226.260 (Child Reaching Age Three).

The footnotes should be removed before the material is used.

¹⁴⁶ Required by 23 Ill.Admin.Code §226.710(b)(8).

¹⁴⁷ 23 Ill.Admin.Code §226.260.

Section 9. Serving Students Who Attend Nonpublic Schools ¹⁴⁸

A. Placements by the District in Nonpublic Special Education Programs/Facilities

1. The IEP Team shall conduct a meeting(s) and complete an IEP before placing a child in a nonpublic special education program or facility. Nonpublic special education facility includes residential facilities, within or outside the State of Illinois, which provide special education and related services to meet the needs of a child by using private schools or public schools, whether located on or off the site of the residential facility.
 - a. The District is responsible for arranging participation of a representative of the private school/facility in the IEP meeting.
 - b. The District remains responsible for the development and implementation of the child's IEP.
2. Except for emergency and student-specific residential placements made under subsection 4, below, the District will determine, for those children placed in a nonpublic special education program or facility, that the conditions contained in 23 Ill. Admin. Code §226.330(c) are satisfied.
3. Before placing a child in an out-of-state residential facility, the District shall offer the option to place the child in an in-state residential facility, if any, that provides treatment or services comparable to those provided by the out-of-state residential facility. This offer shall occur at every annual review for children placed in an out-of-state residential facility.¹⁴⁹
4. Before a nonpublic special education facility terminates a student's placement in that facility, it must request an IEP meeting from the District. If the nonpublic special education facility terminates the student's placement following the IEP meeting, it must provide written notice to the Parent, District, and ISBE no later than 20 business days before the termination date, unless the health and safety of any student is endangered. The written notice must include detailed reasons for termination and any actions taken to address the reason for the termination.¹⁵⁰
5. The District may place a student in a nonpublic special education facility providing educational services, but not approved by ISBE, provided that ISBE provides an emergency and student-specific approval for residential placement. In such cases the District will demonstrate to ISBE that the conditions contained in 23 Ill. Admin. Code §226.330(g) are satisfied.¹⁵¹

B. Children With Disabilities Enrolled by Their Parents in Private Schools Where FAPE is at Issue¹⁵²

1. The District is not responsible for educational costs, including special education and related services, of children placed in nonpublic special education programs or facilities by their Parent(s) if the District made FAPE available to the child and the Parent(s) elected to place the child in a nonpublic special education program or facility.

The footnotes should be removed before the material is used.

148 Required by 23 Ill.Admin.Code §226.710(b)(9).

149 105 ILCS 5/14-7.02(c); 23 Ill.Admin.Code §226.330(c), amended at 49 Ill. Reg. 6901.

150 105 ILS 5/14-7.02(c-5), added by P.A. 103-546.

151 105 ILCS 5/14-7.02(e); 23 Ill.Admin.Code §226.330(g).

152 23 Ill.Admin.Code §226.340; 34 C.F.R. §300.148.

2. If the Parent(s) of a child with a disability, who previously received special education and related services from or through the District, enroll the child in a private school without the consent of or referral by the District, a court or hearing officer may require the District to reimburse the Parent(s) for the cost of the private school if there are findings that:
 - a. The District did not make a FAPE available to the child in a timely manner prior to the private school enrollment; and
 - b. The private placement is appropriate.
3. The District will notify Parent(s) of the conditions under which reimbursement for the cost of a unilateral placement in a nonpublic special education program or facility may be reduced or denied. Those conditions include: ¹⁵³
 - a. Failure of Parent(s) to inform the IEP Team at the most recent IEP meeting prior to the removal of the child from the public school of the Parent(s)' rejection of the placement proposed by the District and a statement of their concerns and their intent to enroll their child in a nonpublic special education program or facility at public expense at least 10 business days¹⁵⁴ prior to the removal of the child from the public school; or
 - b. At least 10 business days before the removal of the child from the public school, Parent(s) did not give written notice to the District of the information described in subparagraph 3 a, above; or
 - c. If, prior to Parent(s)' removal of the child from the public school, the District informed Parent(s), through the notice requirements, of its intent to evaluate the child, but Parent(s) did not make the child available for the evaluation; or
 - d. Any judicial finding of unreasonableness with respect to the actions taken by Parent(s).

C. Children With Disabilities Enrolled by Their Parents in Private Schools Where FAPE is Not an Issue ¹⁵⁵

1. The District shall develop and implement a system to locate, identify, and evaluate children with disabilities who attend private schools (including religiously affiliated schools and home-schools) located within the District. The District will conduct child find activities for private school children with disabilities that are similar to those for children with disabilities in public schools. ¹⁵⁶
2. Upon evaluation or reevaluation and determination that a private school child is eligible or still eligible for special education and related services, the District will develop a services plan for the child if he/she is designated by the District to receive special education and related services. ¹⁵⁷
3. The District is not obligated to provide the special education and related services the child would receive if enrolled in a public school. ¹⁵⁸
4. The District shall consult annually with private school representatives and representatives of Parent(s) of private school children regarding the following: ¹⁵⁹

The footnotes should be removed before the material is used.

153 34 C.F.R. §300.148(d).

154 23 Ill.Admin.Code §226.75. See also 34 C.F.R. §300.11.

155 23 Ill.Admin.Code §226.350.

156 34 C.F.R. §300.131.

157 34 C.F.R. §300.132.

158 34 C.F.R. §§ 300.137(a), 300.138(a)(2).

159 34 C.F.R. §300.134.

- a. The child find process, including how parentally placed private school children can participate equitably and how Parent(s), teachers, and private school officials will be informed of the process;
 - b. The determination of proportionate share of funds available to serve parentally-placed private school children with disabilities;
 - c. The consultation process;
 - d. The provision of special education and related services; and
 - e. A written explanation by the District regarding services.
5. The District shall make final decisions with respect to the services to be provided to eligible children who are enrolled in private schools. The services to be provided to such children are those services that the District has determined, through the consultation process, it will make available. ¹⁶⁰
 6. The District shall assure that the providers of services to private school children with disabilities meet the same standards as personnel providing services in the public schools, except that private elementary and secondary school teachers who provide equitable services to parentally-placed private school children with disabilities do not have to meet the “highly qualified” requirements of law. ¹⁶¹
 7. The District shall be responsible for providing Parent(s) with all notifications required to be provided to parents of students with disabilities who attend the public schools. ¹⁶²
 8. By December 1 of each year, the District will conduct a census of the number of nonpublic school children eligible under IDEA, who may or may not be receiving special education and related services. ¹⁶³

LEGAL REF.:

- 20 U.S.C. §§ 1412(a)(10) (Children in private schools), 1413(a)(1) (Consistency with State policies).
- 34 C.F.R. §§ 300.115 (Continuum of alternative placements), 300.325 (Private school placements by public agencies), 300.130-300.144 (Children With Disabilities Enrolled by Their Parents in Private Schools), 300.145-300.147 (Children with Disabilities in Private Schools Placed or Referred by Public Agencies), 300.148 (Children with Disabilities Enrolled by Their Parents in Private Schools when FAPE Is at Issue).
- 105 ILCS 5/29-4 (Pupils attending a charter school or nonpublic school), 5/14-6.01 (Powers and duties of school boards), 5/14-7.01 (Children attending classes in another district), 5/14-7.02 (Children attending private schools, public out-of-state schools, public school residential facilities or private special education facilities).
- 23 Ill. Admin. Code §§ 226.300 (Continuum of Alternative Placement Options), 226.310 (Related Services), 226.320 (Service to Students Living in Residential Care Facilities), 226.330 (Placement by School District in State-Operated or Nonpublic Special Education Facilities), 226.340 (Nonpublic Placements by Parents Where FAPE is at Issue), 226.350 (Service to Parentally-Placed Private School Students).

The footnotes should be removed before the material is used.

160 34 C.F.R. §300.137(b).

161 34 C.F.R. §300.138(a).

162 23 Ill.Admin.Code §226.530.

163 34 C.F.R. §300.133(c)(ii).

Section 10. Procedural Safeguards ¹⁶⁴

A. Procedural Safeguards Notice

1. Written notification of the procedural safeguards available to Parent(s) of a child with a disability shall be given to Parent(s) one time per school year, and: ¹⁶⁵
 - a. Upon referral for an initial evaluation or reevaluation or Parent request for evaluation or reevaluation;
 - b. In accordance with certain disciplinary removals (see Section 11);
 - c. Upon request by a Parent; and
 - d. Upon receipt of the first State complaint and upon first request for a due process hearing in a school year.
2. The District may place a copy of the procedural safeguards on its website, if any,¹⁶⁶ and Parent(s) may also elect to receive a copy of the procedural safeguards by electronic mail. ¹⁶⁷
3. The procedural safeguards notice shall include a full explanation of all of the procedural safeguards relating to: ¹⁶⁸
 - a. Independent education evaluation;
 - b. Prior written notice to Parents as required by State and federal law;
 - c. Parental consent;
 - d. Access to educational records;
 - e. Opportunity to present and resolve complaints through the due process and State complaint procedures;
 - f. The availability of mediation;
 - g. The child's placement during the pendency of any due process complaint;
 - h. Procedures for children who are subject to placement in an interim alternative educational setting;
 - i. Requirements for unilateral placement by Parent(s) of children in private schools at public expense;
 - j. Due process hearings, including requirements for disclosure of evaluation results and recommendations;
 - k. Civil actions; and
 - l. Attorneys' fees.

B. Prior Written Notice by the District ¹⁶⁹

1. The District shall provide 10 school days written notice to the Parent(s) as required by State and federal law before proposing or refusing to initiate or change the identification, evaluation, or educational placement of, or the provision of free, appropriate public education to, a child.¹⁷⁰ If the notice is related to an action proposed by the District that also requires informed written parental consent, the District may give notice at the same time as it requests informed written consent.

The footnotes should be removed before the material is used.

¹⁶⁴ Required by 23 Ill.Admin.Code §226.710(b)(10). 23 Ill.Admin.Code Part 226, Subpart F; 34 C.F.R. Part 300, Subpart E.

¹⁶⁵ 23 Ill.Admin.Code §226.510; 34 C.F.R. §300.504(a).

¹⁶⁶ 34 C.F.R. §300.504(b).

¹⁶⁷ 34 C.F.R. §300.505.

¹⁶⁸ 34 C.F.R. §300.504(c).

¹⁶⁹ 23 Ill.Admin.Code §226.520, amended at 49 Ill. Reg. 6901; 34 C.F.R. §300.503.

¹⁷⁰ 23 Ill.Admin.Code §226.520, amended at 49 Ill. Reg. 6901, states that a "[r]easonable time", for purposes of 34 CFR 300.503(a), is defined as ten school days."

2. The notice required by this Section shall include:
 - a. A description of the action proposed or refused by the District;
 - b. An explanation of why the District proposes or refuses to take the action;
 - c. A description of each evaluation procedure, assessment, record, or report the District used as a basis for the proposed or refused action;
 - d. A statement that the Parent(s) of a child with a disability have protection under the procedural safeguards of IDEA, Article 14 of the School Code [105 ILCS 5/14] and their respective implementing regulations, and an indication of the means by which a description of those procedural safeguards may be obtained;
 - e. Sources for Parents to contact to obtain assistance and understanding of the provisions of IDEA, Article 14, and their respective implementing regulations;
 - f. A description of any other options that the IEP Team considered and the reasons why those options were rejected; and
 - g. A description of any other factors that are relevant to the District's proposal or refusal.

C. Notice of Issuance of Diploma ¹⁷¹

If a student is to receive a regular high school diploma, at least one year prior to the anticipated date of its issuance, both the Parents(s) and the student shall receive written notification that eligibility for public school special education services ends following the granting of a diploma and that the Parent (or student if he or she is 18 or over) may request an IEP meeting to review the recommendation that the student receive a regular diploma.

D. Language of Notifications ¹⁷²

1. The notices required under the "Procedural Safeguards Notice" and "Notice by School District" Sections above shall be written in language understandable to the general public and provided in the native language of Parent(s) or other mode of communication used by Parent(s), unless it is clearly not feasible to do so.
2. If the native language or other mode of communication of Parent(s) is not a written language, the District shall take steps to ensure and document that the notice is translated orally or by other means to Parent(s) in his/her native language or other mode of communication and that Parent(s) understand the content of the notice.
3. Written translation of Vital IEP Process Documents (see Section 15.) in the ten most commonly spoken languages in Illinois, other than English, shall be provided to Limited English Proficiency parents of children with disabilities.
4. Parent(s) may request translation of documents not on the Vital IEP Process Documents list that have a vital relation to the child's educational planning through the same process identified on the Parent/Guardian Notification of Conference form (ISBE 34-57D), and the District shall make reasonable efforts to provide the requested translations in a timely manner.
5. All translations shall be performed in accordance with 23 Ill. Admin. Code §226.500.

The footnotes should be removed before the material is used.

171 23 Ill.Admin.Code §226.50(c)(3)(B).

172 23 Ill.Admin.Code §226.500; 34 C.F.R. §300.503(c).

E. Opportunity to Examine Records; Parental Participation in Meetings ¹⁷³

1. The Parent(s) of a child with a disability shall be afforded an opportunity to inspect and review all education records with respect to their child. Parent(s) shall also be informed of their right to review and copy their child's school student records prior to any special education eligibility or individualized education program review meeting. The District shall ensure that parents of children with disabilities have the opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of, and the provision of FAPE to, the child. A meeting does not include informal or unscheduled conversations involving District employees or officials or other routine communications or consultation between District employees or officials, including preparatory activities that school personnel engage in to develop a proposal or a response to a Parent's proposal that will be discussed at an IEP meeting.
2. Whenever a meeting is to be held which a Parent has a right to attend, the following requirements shall apply:
 - a. The District shall notify in writing the Parent(s) at least 10 calendar days prior¹⁷⁴ to the proposed date of the meeting of: the purpose of the meeting, the proposed date, time, and place for the meeting, who will be in attendance; and Parent(s)' right to invite other individuals whom Parent(s) believe have knowledge or special expertise regarding the child.¹⁷⁵ If applicable, this notification shall also:
 - (1) For the initial IEP meeting of a child who was previously served under Part C of IDEA, inform Parent(s) that upon their request, the Part C service coordinator or other representative of the Part C system shall be invited to attend. ¹⁷⁶
 - (2) Beginning not later than the first IEP to be in effect when the child turns 14½, or younger if deemed appropriate by the IEP Team, inform Parent(s) that post-secondary goals and services will be considered, that the student will be invited, and of the identity of any other agency that will be invited to send a representative. ¹⁷⁷
 - b. As set forth in Section 4, this notification will also inform Parent(s):
 - (1) Of their right to receive copies of all written material that will be considered by the IEP Team at the meeting, including the date when the written material will be delivered or made available, ¹⁷⁸
 - (2) Of their rights under 105 ILCS 5/14-19 to: ¹⁷⁹

The footnotes should be removed before the material is used.

¹⁷³ 34 C.F.R. §§ 300.501, 300.322.

¹⁷⁴ 23 Ill.Admin.Code §226.530(a).

¹⁷⁵ 34 C.F.R. §300.322(b)(1).

¹⁷⁶ 34 C.F.R. §§ 300.321(f), 300.322(b)(1).

¹⁷⁷ 34 C.F.R. §§ 300.321(b), 300.322(b)(2).

¹⁷⁸ 105 ILCS 5/14-8.02f(c), amended by P.A. 103-652. ISBE form 34-57D, Parent/Guardian Notification of Conference, was updated in August 2025 to include this notice.

¹⁷⁹ 105 ILCS 5/14-19, added by P.A. 104-47, eff. 1-1-26. For additional information, including written informational material to provide to parents, see <https://www.isbe.net/pages/iep-facilitation-system.aspx>.

- (a) Invite other individuals to the meeting to assist them, including individuals who have knowledge or special expertise regarding their child, and advocates for the Parents or child; and
 - (b) Request state-sponsored IEP facilitation, including receiving written informational material about the IEP facilitation process by the same methods as other documents and information related to the IEP meeting;
- (3) Of their right to review and copy their child's school student records, ¹⁸⁰
- (4) Of the availability of interpretation services at IEP meetings, ¹⁸¹
- (5) How Parents can request an interpreter,
- (6) That Parents have a right to request that the interpreter provided by the District serve no other role in the IEP meeting than as an interpreter and that the District should make reasonable efforts to fulfill this request. If Parent believes that the District unreasonably denied their request for an interpreter who serves no other role in the IEP meeting, Parent has all rights under IDEA and Article 14 of the School Code, including a due process hearing, the state's special education complaint investigation process, mediation, ISBE monitoring, and the ability to file a complaint with the U.S. Department of Education's Office for Civil Rights,
- (7) Of a point of contact for any questions or complaints about interpretation services, and
- (8) That written translation of Vital IEP Process Documents (see Section 15) are available, how to request translated documents, and whom to contact with any questions or complaint about the translations.

Nos. (4) through (8) must be provide in English, in all common languages, and in the parent's preferred language, if known and practicable. See Section 15 for definitions of common languages and preferred language.

- c. If Parent(s) indicates that the proposed date or time is inconvenient, the District shall make reasonable efforts to accommodate the Parent(s)' schedule.
- d. If neither Parent can attend, the District shall use other methods to ensure at least one Parent's participation. ¹⁸²
- e. A meeting may be conducted without a Parent in attendance if the District is unable to convince Parent(s) that they should attend. In this case, the District shall maintain a record of its attempt to arrange a mutually agreed-upon time and place. ¹⁸³
- f. The District shall take whatever action is necessary and reasonable to facilitate Parent(s)' understanding of and participation in the meeting including arranging for and paying for the expense of a qualified interpreter for Parent(s) whose native language is other than English, or for an interpreter licensed pursuant to the Interpreter for the Deaf Licensure Act of 2007 for Parent(s) who are deaf.
 - (1) All interpreters for the common languages and American Sign Language shall be qualified interpreters that meet the criteria established by ISBE. If a qualified interpreter is not available, the

The footnotes should be removed before the material is used.

180 105 ILCS 5/14-8.02f(c), amended by P.A. 103-652; 23 Ill.Admin.Code §226.530(a).

181 23 Ill.Admin.Code §226.530(b) for Nos. (2)-(6).

182 34 C.F.R. §§300.322(c), 300.501(c)(3)

183 34 C.F.R. §300.322(d).

District may use outside vendors, including telephonic interpreters, that are commercially recognized as providing competent interpretation services.¹⁸⁴

- (2) For the less common languages, the District will make all reasonable efforts to provide an interpreter that meets criteria established by ISBE (see Section 15). The District may use outside vendors, including telephonic interpreters, that are commercially recognized as providing competent interpretation services.¹⁸⁵
- g. No later than three (3) school days prior to a meeting to determine a child's eligibility for special education and related services or to review a child's IEP, or as soon as possible if an IEP meeting is scheduled within three (3) school days with the written consent of the child's Parent(s), the District must provide Parent(s) with copies of all written material that will be considered by the IEP Team at the meeting so that Parent(s) may participate in the meeting as a fully-informed member. Parent(s) shall have the option of choosing from the available methods of delivery, which must include regular mail and picking up the materials at school. For a meeting to determine the child's eligibility for special education, the written material must include all evaluations and collected data that will be considered at the meeting. For a child who is already eligible for special education and related services, the written material must include a copy of all IEP components that will be discussed by the IEP Team, other than the components related to the educational and related service minutes proposed for the child and the child's placement.¹⁸⁶
- h. Any document generated during the meeting shall be provided to Parent(s) upon request, unless applicable federal or State statute or federal regulation requires its automatic provision without a request.
3. At the child's initial IEP meeting and at each annual review meeting, the IEP Team shall provide Parent(s) with a written notification that informs Parent(s) that the IEP Team is required to consider whether the child requires assistive technology in order to receive FAPE. The notification must also include a toll-free telephone number and internet address for the State's assistive technology program.¹⁸⁷

F. Consent¹⁸⁸

1. The District shall document that informed written parental consent is obtained prior to:
 - a. Conducting any initial evaluation;¹⁸⁹
 - b. The initial provision of special education and related services to a child;¹⁹⁰
 - c. Conducting any reevaluation;¹⁹¹

The footnotes should be removed before the material is used.

184 23 Ill.Admin.Code §§ 226.530(a)(1), 226.800(k); 34 C.F.R. §300.322(e).

185 23 Ill.Admin.Code §226.530(a)(2).

186 105 ILCS 5/14-8.02f(c), amended by P.A. 103-652; 23 Ill.Admin.Code §226.530(a).

187 105 ILCS 5/14-8.02(b).

188 23 Ill.Admin.Code §226.540.

189 34 C.F.R. §300.300(a).

190 34 C.F.R. §300.300(b).

191 34 C.F.R. §300.300(c).

- d. Using Parent(s)' private insurance or Medicaid or other public benefits or insurance programs to pay for services required by the child's IEP; ¹⁹²
 - e. Using an IFSP instead of an IEP; ¹⁹³
 - f. Disclosing personally identifiable information about a child, consistent with the requirements of federal and State law; ¹⁹⁴
 - g. Disclosing information to officials of participating transition agencies;¹⁹⁵ and
 - h. Disclosing information to officials of a private school or a private school student's district of residence. ¹⁹⁶
2. Consent for a proposed action is written agreement provided by a Parent(s) who has been fully informed of all information relevant to the activity for which consent is sought in his/her native language or mode of communication; who understands and agrees in writing to the carrying out of the activity for which consent is sought, and the consent describes the activity and lists the records (if any) that will be released and to whom; and that the agreement is voluntary and may be revoked at any time. ¹⁹⁷
 3. Parental informed written consent is not required before reviewing existing data as part of an evaluation or a reevaluation or administering a test or evaluation that is administered to all children unless parental informed written consent is required of all children taking the test. ¹⁹⁸

G. Revocation of Consent for Evaluations and Reevaluations ¹⁹⁹

1. Revocation of informed written consent for evaluations or reevaluations may be communicated orally or in writing. If communicated orally, the District will commit it to writing and provide Parent(s) with a copy within five (5) calendar days. Any revocation of informed written consent for evaluations or reevaluations is effective immediately, but is not retroactive. The District will promptly inform all staff members whose activities are affected by the revocation. If the District disagrees with a Parent's revocation of informed written consent for evaluations or reevaluations, the District may request a due process hearing.

H. Revocation of Consent for Special Education and Related Services

1. A Parent may revoke consent for special education and related services. ²⁰⁰
2. Revocation of consent for special education and related services may be communicated by a Parent in writing or orally. The District will memorialize the Parent's oral revocation of consent in writing and provide a copy to the Parent within five (5) calendar days.²⁰¹

The footnotes should be removed before the material is used.

192 34 C.F.R. §300.154(d), (e).

193 23 Ill.Admin.Code §226.250.

194 34 C.F.R. §300.622(a).

195 34 C.F.R. §300.622(b)(2).

196 34 C.F.R. §300.622(b)(3).

197 34 C.F.R. §300.9.

198 34 C.F.R. §300.300(d)(1).

199 23 Ill.Admin.Code §226.540.

200 23 Ill.Admin.Code §226.540(a).

201 Id.

3. Within ten (10) school days after the District's receipt of oral or written revocation of consent, the District will provide the Parent with prior written notice at which time all IEP services shall cease. The District will promptly inform all staff members whose activities are affected by the revocation.²⁰²
4. When a Parent revokes consent for special education and related services:
 - a. The District may not utilize mediation or the due process procedures to obtain agreement or a ruling that the services may be provided to the child.²⁰³
 - b. The District is not required to convene an IEP meeting or develop an IEP for the child for further provision of special education and related services.²⁰⁴
 - c. The District will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services.²⁰⁵
 - d. The District is not required to amend the child's education records to remove any reference to the child's receipt of special education and related services because of the revocation of consent.²⁰⁶

I. Due Process Complaints²⁰⁷

1. Filing a Due Process Complaint. Parent(s) or the District may file a due process complaint regarding: the District's proposal to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or the District's refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child. The due process complaint must allege a violation that occurred not more than two (2) years before the date Parent(s) or the District knew or should have known about the alleged action that forms the basis of the due process complaint. This two-year limitations period does not apply to a Parent(s) if the Parent(s) was prevented from filing a due process complaint due to a specific misrepresentation by the District that it had resolved the problem forming the basis of the due process complaint or due to the District's withholding of information from the Parent(s) that was required to have been provided.
2. Notification to Parent(s).²⁰⁸ The District shall notify Parent(s) in writing of the procedures for requesting a due process hearing which includes a requirement that the due process complaint contain the following information:
 - a. The name and address of the residence of the child or, in the case of a homeless child or youth (within the meaning of the McKinney-Vento Homeless Assistance Act [42 U.S.C. §11431 et seq.]), the available contact information for the child;
 - b. The name of the school that the child attends;

The footnotes should be removed before the material is used.

202 23 Ill.Admin.Code §226.540(b); 34 C.F.R. §300.300(b)(4)(i).

203 34 C.F.R. §300.300(b)(4)(ii).

204 34 C.F.R. §300.300(b)(4)(iv).

205 34 C.F.R. §300.300(b)(4)(iii).

206 34 C.F.R. §300.9(c)(3).

207 23 Ill.Admin.Code §226.615; 34 C.F.R. §300.507.

208 23 Ill.Admin.Code §226.610; 34 C.F.R. §300.508(b).

- c. A description of the nature of the problem of the child relating to the proposed or refused initiation or change of the identification, evaluation, or educational placement of the child or the provision of FAPE to the child, including facts relating to such problem; and
 - d. A proposed resolution of the problem to the extent known and available to the party filing the due process complaint at the time.
 - e. This written notice must be provided to the Parent by the District upon the District's receipt of a due process complaint.
3. Content of Due Process Complaint.²⁰⁹ The filing, basis for, and content of the due process complaint, whether by a Parent, a student, or the District, must contain items specified in Section 10.M and a party may not have a hearing on a due process complaint until the party, or the attorney representing the party, files a due process complaint that meets these requirements. If a party believes that the due process complaint does not meet these requirements, a party can challenge the sufficiency of the due process by notifying the hearing officer and the other party in writing within 15 calendar days²¹⁰ of receipt of the due process complaint. The due process complaint must be deemed sufficient unless such a challenge is made. The hearing officer must make a determination on the face of the due process complaint of whether the due process complaint meets the requirements within five (5) calendar days of receipt of the challenge and must immediately notify the parties in writing of that determination.
 4. Notification of Free or Low-Cost Legal Services or Other Related Services in the Area.²¹¹ The District shall inform Parent(s) in writing of any free or low-cost legal services and other publicly-funded services available in the area if the Parent(s) requests the information or Parent(s) or the District files a due process complaint.
 5. Forwarding of Parent Due Process Complaint to ISBE.²¹² The District's Superintendent shall, within five (5) calendar days after its receipt of the due process complaint, forward the complaint by certified mail or another means that provides written evidence of delivery to ISBE in Springfield.
 6. District Response to Due Process Complaint.²¹³ If the District has not sent a "prior written notice" under IDEA's implementing regulations at 34 C.F.R. §300.503 to Parent(s) regarding the subject matter contained in Parent(s)' due process complaint, the District must, within 10 calendar days of receiving the due process complaint, send to Parent(s) a response that includes:
 - a. An explanation of why the District proposed or refused to take the action raised in the due process complaint;
 - b. A description of other options that the IEP Team considered and the reasons why those options were rejected;
 - c. A description of each evaluation procedure, assessment, record, or report the District used as the basis for the proposed or refused action; and

The footnotes should be removed before the material is used.

209 105 ILCS 5/14-8.02a(f); 23 Ill.Admin.Code §226.615; 34 C.F.R. §300.508.

210 34 C.F.R. §300.508(d) provides the timeline is "15 days," and 34 C.F.R. §300.11 specifies that "day means calendar day unless otherwise indicated as business day or school day." This is consistent with Illinois regulations at 23 Ill. Admin.Code Part 226, which also specify that "day" means a "calendar day." 23 Ill.Admin.Code §226.75.

211 34 C.F.R. §300.507(b).

212 23 Ill.Admin.Code §226.615.

213 105 ILCS 5/14-8.02a(g-5); 34 C.F.R. §300.508(e).

- d. A description of the other factors that are relevant to the District's proposed or refused action.
 - e. The District's submission of a response to the Parent(s)' due process complaint does not preclude the District from challenging the sufficiency of such complaint, where appropriate.
7. Other Party Response to Due Process Complaint.²¹⁴ The party receiving a due process complaint must, within 10 calendar days of receiving the due process complaint, send to the other party a response that specifically addresses the issues raised in the due process complaint.
 8. Resolution Meeting.²¹⁵ Within 15 calendar days of receiving notice of Parent(s)' due process complaint, and prior to the initiation of a due process hearing, the District must convene a meeting with Parent(s) and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in the due process complaint. This meeting must include a representative of the District who has decision-making authority on its behalf and cannot include the District's attorney unless the Parent is accompanied by an attorney. The purpose of this meeting is for Parent to discuss the due process complaint, and the facts that form the basis of the due process complaint, so that the District has an opportunity to resolve the dispute that is the basis of the complaint. The Resolution Meeting need not be held if Parent(s) and the District agree in writing to waive the meeting or to use the mediation process. Except where the parties have jointly agreed to waive the resolution process or to use mediation, the failure of Parent filing a due process complaint to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting is held. If the District is unable to obtain the participation of Parent in the Resolution Meeting after reasonable efforts have been made, the District may, at the conclusion of the 30-calendar-day period, request that a hearing officer dismiss the Parent's due process complaint. If the District fails to hold the Resolution Meeting within 15 calendar days of receiving notice of a Parent's due process complaint or fails to participate in the Resolution Meeting, Parent may seek the intervention of the hearing officer to begin the due process hearing timeline. If a resolution to the dispute is reached at the Resolution Meeting, the parties must execute a legally binding agreement that is signed by both Parent and a representative of the District who has the authority to bind the District. The Resolution Agreement shall be enforceable in a State court of competent jurisdiction or a Federal district court. A party may void the Resolution Agreement within three (3) business days of its execution.
 9. Amendment of Due Process Complaint.²¹⁶ A party may amend its due process complaint only if: the other party consents in writing to the amendment and is given an opportunity to resolve the due process complaint through a resolution meeting; or, the hearing officer grants permission, except that the hearing officer may only grant permission to amend at any time not later than five (5) calendar days before the due process hearing begins.
 10. Rights of the Parties Related to the Due Process Hearing. Any party to a due process hearing has the following rights:
 - a. To be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;

The footnotes should be removed before the material is used.

214 105 ILCS 5/14-8.02a(g-10); 34 C.F.R. §300.508(f).

215 105 ILCS 5/14-8.02a(g-20); 34 C.F.R. §300.510.

216 34 C.F.R. §300.508(d)(3).

- b. To present evidence and confront, cross-examine, and compel the attendance of witnesses;
 - c. To prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five (5) business days before the hearing;
 - d. To obtain a written, or, at the option of Parent(s), electronic, verbatim record of the hearing;
 - e. To obtain written, or, at the option of Parent(s), electronic findings of fact and decisions within 10 calendar days, excluding Saturday, Sunday, and any State holiday, after the conclusion of the hearing; and
 - f. To receive disclosure of all evaluations completed by five (5) business days prior to the hearing and recommendations based on the offering party's evaluations that the party intends to use at the hearing.
11. Parental Rights Related to the Due Process Hearing. Parent(s) involved in hearings must be given the right: ²¹⁷
- a. To have the child who is the subject of the hearing present;
 - b. To open the hearing to the public;
 - c. To have the record of the hearing and the findings of fact and decisions provided at no cost to Parent(s); and
 - d. To have access to the District's list of independent evaluators and may obtain an independent evaluation of their child at their own expense. Parent(s) may ask the hearing officer to determine whether an independent evaluation is needed. If the hearing officer concludes, after reviewing the available information, that an independent evaluation is necessary, the hearing shall be delayed. ²¹⁸
12. Participant's Right to Interpreter.²¹⁹ At all stages of the hearing or mediation, the hearing officer or mediator must require that interpreters licensed pursuant to the Interpreter for the Deaf Licensure Act of 2007 be available for persons who are deaf or qualified interpreters be available for persons whose normally spoken language is other than English. Interpreters shall be provided at the expense of the District.
13. Stay-Put.²²⁰ During the pendency of any administrative or judicial proceeding, including mediation (if mediation is requested by the Parent(s) within 10 school days of the notice of proposed change in placement and the District voluntarily agrees to participate in mediation), except as provided below, unless the District and Parent(s) of the child agree otherwise, the child shall remain in his/her current educational placement. If mediation fails to resolve the dispute between the parties, Parent(s) or child (if 18 years of age or emancipated) will have 10 calendar days after the mediation concludes to file a request for a due process hearing in order to continue to invoke the "stay-put" provisions of federal and State law. If the hearing involves the initial admission of the child to the public school, the child must be placed in the public school, with the Parent's informed written consent, until the completion of all the proceedings. If the due process complaint involves an application for initial services under Part B of IDEA for a child who is transitioning from Part C of IDEA and is no longer eligible for Part C services, the District is not required to provide Part C services that the

The footnotes should be removed before the material is used.

217 34 C.F.R. §300.512(c).

218 23 Ill.Admin.Code §226.625(a).

219 105 ILCS 5/14-8.02a(l); 23 Ill.Admin.Code §226.625(b).

220 34 C.F.R. §300.518.

child has been receiving. If the child is found eligible for special education and related services under Part B and the informed Parent consents in writing to the initial provision of special education and related services, then the District must provide those special education and related services that are not in dispute between Parent(s) and the District. If the decision of the hearing officer agrees with Parent(s) that a change of placement is appropriate, that placement shall be treated as agreement between the State or District and Parent(s) for purposes of this Section.

14. District Authority to Change a Student's Placement.²²¹ School personnel have the authority to change the current educational placement of a child with a disability:
 - a. For not more than 10 consecutive school days for any violation of school rules, and additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement as defined in IDEA and related federal and State regulations);²²² and
 - b. To an appropriate interim alternative educational setting (IAES) for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 school days, if:²²³
 - (1) The child carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function; or
 - (2) The child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or
 - (3) The child has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function; or
 - (4) Ordered by a hearing officer in accordance with the expedited hearing procedures set forth below.²²⁴
15. Hearing Timelines.²²⁵ The District will fully cooperate with the timelines set forth by the hearing officer to ensure that the hearing process is completed within 45 calendar days from: the expiration of the 30 calendar day resolution period; or, the date both parties agree in writing to waive the Resolution Meeting; or, after either the Mediation or Resolution Meeting starts but before the end of the 30 calendar day period, the parties agree in writing that no agreement is possible.
16. Right to Appeal Hearing Decision.²²⁶ Parent(s) or the District may appeal the due process hearing findings and decision, within 120 calendar days from the date the decision was mailed to the parties, by commencing a civil action in any court of competent jurisdiction.

The footnotes should be removed before the material is used.

221 23 Ill.Admin.Code §226.400.

222 34 C.F.R. §300.530(b)(1).

223 34 C.F.R. §300.530(g).

224 34 C.F.R. §300.532(b).

225 105 ILCS 5/14-8.02a(g-35)-(h); 23 Ill.Admin.Code §226.670; 34 C.F.R. §300.515.

226 105 ILCS 5/14-8.02a(i); 34 C.F.R. §300.514.

J. Expedited Due Process Hearings ²²⁷

1. The District may request an expedited due process hearing if school personnel believe that maintaining the current placement of the child is substantially likely to result in injury to the child or others.
2. Parent(s) or child (if 18 years of age or emancipated) may request an expedited due process hearing if there is disagreement regarding:
 - a. The District's determination that a child's behavior was not a manifestation of his/her disability;
 - b. The decision of the District to move the child to an IAES; or
 - c. The IAES selected.
3. When requesting an expedited hearing the requesting party must provide the following:
 - a. Name of legal counsel if the party is represented by counsel or intends to retain counsel;
 - b. Matters in dispute and specific relief sought;
 - c. Names of all witnesses to be called to testify at the hearing; and
 - d. Relevant documents.
4. No later than two (2) calendar days prior to the hearing, both parties involved in the expedited hearing must disclose to the hearing officer and to each other any evidence, which is intended to be submitted into the hearing record.
5. Unless Parents and the District agree in writing to waive a Resolution Meeting, a Resolution Meeting must occur within seven (7) calendar days of receiving notice of the due process complaint and the due process may proceed unless the matter has been resolved to the satisfaction of both parties.

K. Mediation ²²⁸

1. The purpose of mediation is to attempt to informally resolve disputes regarding the identification, evaluation, or placement of, or the provision of free, appropriate public education to, a child. The District shall inform Parent(s), at least whenever a due process hearing is requested, that ISBE offers a process of mediation that may be used to resolve such disputes.
2. ISBE's Special Education Department shall appoint a trained impartial mediator upon the request of Parent(s) or the District. Mediation sessions shall be scheduled in a timely manner and held in a location that is convenient to the parties.
3. Mediation is entirely voluntary. In no way shall mediation be used as a means to deny or delay a Parent's right to a hearing or any other rights afforded under IDEA, Article 14 of the School Code [105 ILCS 5/14], or their implementing regulations.
4. Any resolution reached as part of the mediation process must be set forth in writing, is legally binding, and is enforceable by a court of competent jurisdiction.
5. Discussions that occur during mediation shall be confidential and may not be used as evidence in any subsequent due process hearings or civil proceedings.

The footnotes should be removed before the material is used.

227 105 ILCS 5/14-8.02b; 23 Ill.Admin.Code §226.655; 34 C.F.R. §300.532.

228 105 ILCS 5/14-8.02a(g-25); 23 Ill.Admin.Code §226.560.

L. Prospective Waiver of Legal Right or Claim ²²⁹

1. A mediation agreement, resolution agreement, or settlement agreement may include, as a condition of settlement, that a parent, child who is at least 18 years of age or emancipated, or designated representative of a child who is at least 18 years of age, prospectively waives a legal right or claim if:
 - a. The legal right or claim being waived is related only to the child who is the subject of the mediation, resolution meeting, or settlement negotiations;
 - b. The legal right or claim being waived is related to the claims raised in the complaint being settled; and
 - c. The prospective waiver is for a reasonable duration not to exceed the duration of the mediation agreement, resolution agreement, or settlement agreement.

M. ISBE Complaints ²³⁰

1. A Parent, individual, organization, or advocate may file a signed, written complaint with ISBE alleging that the District has violated the rights of one or more children with disabilities. Such a complaint must include:
 - a. A statement that the District has violated a requirement of IDEA, Article 14 of the School Code [105 ILCS 5/14], or their implementing regulations;
 - b. The facts on which the statement is based;
 - c. The signature and contact information for the complainant;
 - d. The names, addresses, and schools of attendance of the students involved, if known;
 - e. A description of the nature of the problem of the child, including facts relating to the problem; and
 - f. A proposed resolution to the problem to the extent known and available to the party at the time the complaint is filed.
2. A complaint to ISBE must allege only violations that occurred not more than one year prior to the date on which ISBE receives the complaint.
3. Consistent with ISBE procedures, the District will submit a written response to a complaint. A copy of the response and all documentation submitted by the District to ISBE will be simultaneously provided to the complainant. If the complaint was filed by someone other than the parent of a child who is the subject of the complaint (or the child if he or she has reached majority or is emancipated and has assumed responsibility for his or her own educational decisions) and the complaint is about a specific identifiable child or children, appropriate written signed releases must be obtained prior to the release of any documentation or information to the complainant or the attorney representing the complainant.

N. Surrogate Parents ²³¹

1. The District shall ensure that the rights of a child with a disability are protected through the appointment of a qualified surrogate parent(s) when: ²³²
 - a. The Parent(s) cannot be identified or located; or

The footnotes should be removed before the material is used.

229 105 ILCS 5/14-8.02a(g-32), added by P.A. 104-211.

230 105 ILCS 5/14-8.02c; 23 Ill.Admin.Code §226.570.

231 105 ILCS 5/14-8.02a(k); 23 Ill.Admin.Code §226.550; 34 C.F.R. §300.519.

232 34 C.F.R. §300.519(a).

- b. The child is a ward of the State; or
 - c. The child is an unaccompanied youth as defined in the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11434a(6)).
2. The District shall undertake reasonable efforts to identify and discover the whereabouts of Parent(s) of the child with a known or suspected disability. Such reasonable efforts may include documented phone calls, letters, certified letters with return receipts, visits to the home, and interviews with relatives and other individuals who may have knowledge of the whereabouts of the child's Parent(s).
 3. If, after reasonable efforts have been made, Parent(s) cannot be located, the District shall take similar steps to establish contact with a relative, or an individual with whom the child resides and/or the individual or agency which is legally responsible for the child's care and education.
 4. If, after reasonable efforts have also been made to identify a guardian of the child or a person acting as Parent(s) of the child, no such person has been either identified or located, the District shall make a written request to ISBE to appoint a surrogate Parent(s) for the child in matters relating to the identification, evaluation, and educational placement of, and provision of free, appropriate public education to, him or her.
 5. The written request to ISBE shall include information on the racial, linguistic or cultural background of the child.

O. Independent Educational Evaluations ²³³

1. An Independent Educational Evaluation (IEE) means an evaluation conducted by a qualified examiner who is not employed by the District.
2. Parent(s) have the right to obtain an IEE of their child, conducted either at public or private expense. An IEE at public expense means that the District either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to Parents.
3. The District shall provide to Parent(s), upon their request, the list of independent educational evaluators developed by ISBE.
4. If Parent(s) disagree with the District's evaluation and wish to obtain an IEE at public expense, they shall submit to the Superintendent or Director of Special Education a written request to that effect. Upon receipt of a request for an IEE, the District shall provide Parent(s) with information about where an IEE may be obtained and the District's criteria applicable to IEEs. ²³⁴
5. If the District disagrees with the need for an IEE, it shall initiate a due process hearing to demonstrate that its evaluation is appropriate. Such a hearing shall be initiated by the District within seven (7) school days following receipt of a written parental request.
6. An IEE at public expense shall be completed within 60 school days after receipt of a Parent's written request, unless the District initiates a due process hearing or the Parent or the District offers reasonable grounds to show that the 60-school-day period should be extended. If either party wishes such an extension and is unable to obtain the other party's agreement, the District shall initiate a due process hearing.
7. If the final decision of the hearing and review process is that the District's evaluation is appropriate, Parent(s) shall have the right to an IEE, but not at public expense.

The footnotes should be removed before the material is used.

²³³ 105 ILCS 5/14-8.02(b), amended by P.A. 104-368; 105 ILCS 5/14-8.02(g-5); 23 Ill.Admin.Code §226.180, amended at 49 Ill. Reg. 6901; 34 C.F.R. §300.502.

²³⁴ 34 C.F.R. §300.502(a)(2).

8. If the District's evaluation is shown to be inappropriate, the District shall pay for the IEE or reimburse Parent(s) for the cost of said evaluation.
9. If Parent(s) are entitled to an IEE at public expense, it shall be completed within 60 school days after the decision is rendered, unless the Parent or the District offers reasonable grounds to show that the 60-school-day period should be extended. If either party wishes such an extension and is unable to obtain the other party's agreement, the District shall initiate a due process hearing.
10. When an IEE is obtained at public expense, the party chosen to perform the evaluation shall be either:
 - a. An individual whose name is included on the list provided by ISBE with regard to the relevant type(s) of evaluation; or
 - b. Another individual possessing the credentials required by 23 Ill. Admin. Code § 226.840.
11. If Parent(s) wish an evaluator to have specific credentials in addition to those required by 23 Ill. Admin. Code §226.840, Parent(s) and the District shall agree on the qualifications of the examiner and the specific evaluation(s) to be completed prior to the initiation of an IEE at public expense. If agreement cannot be reached, the District shall initiate a due process hearing subject to the time constraints set forth in this Section.
12. The conditions under which an IEE is obtained at public expense, including the location of the evaluation and the qualifications of the examiner, shall meet the criteria that the District uses when it initiates an evaluation, to the extent that those criteria are consistent with Parent(s)' right to an independent evaluation.
13. If Parent(s) obtain an IEE, the written results of that evaluation shall be considered by the IEP Team and may be presented as evidence at a due process hearing as provided by law. The District shall send the notice convening the IEP Team's meeting within 10 calendar days after receiving the evaluation report or after Parent(s) request a meeting to consider the results of an IEE.

P. Transfer of Parental Rights ²³⁵

1. All rights accorded to Parent(s) under IDEA, Article 14 of the School Code, and their implementing regulations transfer to the child when he or she reaches 18 years of age or becomes an emancipated minor, unless a legal guardian has been appointed for the child or the child delegates his/her rights to Parent(s) or another adult after the child turns 18 years of age. The District shall notify the child and Parent(s) of such transfer of rights and the process for delegating such rights, and shall provide the student with a Delegation of Rights form, at least one year prior to the date that the child reaches the age of majority.
2. The District shall provide any notice required by IDEA, Article 14 of the School Code, and their implementing regulations to the child and Parent(s).

The footnotes should be removed before the material is used.

235 105 ILCS 5/14-6.10; 23 Ill.Admin.Code §226.690; 34 C.F.R. §300.520.

LEGAL REF.: 20 U.S.C. §§ 1412(a)(6) (Procedural safeguards), 1412(a)(7) (Evaluation), 1413(a)(1) (Consistency with State policies), 1415 (Procedural safeguards).

34 C.F.R. §§300.500-300.520 (Procedural Safeguards and Due Process), 300.610-300.627 (Confidentiality of Information), 300.322 (Parent participation), 300.154(d) (Children with disabilities who are covered by public benefits or insurance), 300.320(c) (Transfer of rights at age of majority).

105 ILCS 5/14-8.02 (Identification, evaluation, and placement of children), 8.02(g), 5/14-8.02a (Impartial due process hearing; civil action), 5/14-8.02b (Expedited Hearings), 5/14-8.02f (Individualized education program meeting protections), 5/14-6.10 (Transfer of parental rights at the age of majority).

23 Ill. Admin. Code §§ 226.500-226.690 (Procedural Safeguards and Due Process), 226.180 (Independent Educational Evaluations), 226.230(d) (age of majority for transfer of rights).

Section 11. Behavioral Interventions and Discipline

A. Behavioral Interventions ²³⁶

1. Behavioral interventions shall be used with eligible children with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors.
2. A committee shall be established to develop and monitor procedures on the use of behavioral interventions for children with disabilities in accordance with the requirements of Section 5/14-8.05 of the School Code [105 ILCS 5/14-8.05]. The committee shall review ISBE's guidelines on the use of behavioral interventions and use them as a non-binding reference. The behavioral intervention procedures shall be furnished to the parents of all children with IEPs within 15 calendar days after their adoption or amendment by, or presentation to, the Board of Education or at the time an IEP is first implemented for a student; parents of all children shall be informed annually of the existence of the procedures. At the annual IEP review, a copy of the District's behavioral intervention policy shall be given to Parent(s), and the policy and procedures shall be explained to Parent(s). A copy of the procedures shall be available at any time and provided upon request of Parent(s).
3. A behavioral intervention plan shall be based on a functional behavior assessment and shall include positive behavioral intervention strategies, and supports to address the inappropriate behavior. A functional behavioral assessment shall be completed, if appropriate, in relationship to the development or modification of a student's behavioral intervention plan. A functional behavioral assessment is an assessment process for gathering information regarding a student's target behavior, its antecedents and consequences, controlling variables, the student's strengths, and the communicative and functional intent of the behavior, for use in developing behavioral interventions. The conduct of the functional behavioral assessment does not require parental informed written consent unless the IEP Team decides to conduct individualized assessments that go beyond the review of existing data and the administration of tests or other evaluations that are administered to all children. ²³⁷
4. If the District's board policy authorizes the use of isolated time out, time out, and/or physical restraint with students, the District shall comply with ISBE requirements regarding the use of isolated time out, time out, and physical restraint. Isolated time out, time out, and physical restraint shall be used only if:

The footnotes should be removed before the material is used.

²³⁶ 105 ILCS 5/14-8.05; 23 Ill.Admin.Code §§ 1.280, 226.75, 226.230(b), 226.750(a).

²³⁷ 34 C.F.R. §300.300(d)(1).

- a. The student's behavior presents an imminent danger of serious physical harm to the student or others;
- b. Other less restrictive and intrusive measures have been tried and proven ineffective in stopping the imminent danger of serious physical harm;
- c. There is no known medical contraindication to its use on the student; and
- d. School personnel applying the use of isolated time out, time out, or physical restraint have been trained in its safe application under 23 Ill. Admin.Code §1.285.

Isolated time out, time out, or physical restraint shall not be used as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The District's behavioral intervention procedures (or separate procedures on the use of isolated time out, time out, and/or physical restraint) shall include the requirements for the use of isolated time out, time out, and physical restraint, the training requirements for school personnel, the documentation and record-keeping procedures, and notification of Parent(s). ²³⁸

B. Discipline of Children with Disabilities ²³⁹

1. The District shall comply with the provisions of IDEA when disciplining students with disabilities. No special education student will be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his/her disability. Any special education student whose gross disobedience or misconduct is not a manifestation of his/her disability may be expelled pursuant to the expulsion procedures, except that such student shall continue to receive educational services as provided in IDEA during the period of expulsion.
2. A special education student may be suspended for periods of no more than 10 consecutive school days each in response to separate incidents of gross disobedience or misconduct, regardless of whether the student's gross disobedience or misconduct is a manifestation of his/her disability, as long as the repeated removals do not constitute a pattern that amounts to a change in placement (considering factors such as the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another) and provided that such student receives educational services to the extent required by IDEA during such removals.
3. Any special education student may be temporarily excluded from school by court order or by order of a duly appointed State of Illinois impartial due process hearing officer changing the student's placement to an appropriate IAES for up to 45 school days, if the District demonstrates that maintaining the student in his/her current placement is substantially likely to result in injury to the child or others.
4. A special education student who has carried a weapon to school or to a school function or who knowingly possesses or uses illegal drugs or sells or solicits the sale of controlled substance while at school or a school function or who has inflicted serious bodily injury upon another person while at school or at a school related activity may be removed from his/her current placement. All such students shall be placed in an appropriate IAES for no more than 45 school days in accordance with IDEA. The length of time a child with a disability is placed in an alternative educational setting must be the same amount of time that a student without a disability would be subject to discipline.

The footnotes should be removed before the material is used.

²³⁸ 105 ILCS 5/10-20.33; 23 Ill.Admin.Code §1.285.

²³⁹ 23 Ill.Admin.Code §226.400; 34 C.F.R. §§ 300.530-300.536.

5. Upon the occurrence of any act that may subject the student either to expulsion from school or suspension resulting in more than 10 cumulative days of suspension during any one school year, the District shall convene a meeting of the IEP Team to review the student's behavioral intervention plan or, if a behavioral intervention plan has not yet been developed, to develop one.

C. Change of Placement

1. For purposes of this subsection, a disciplinary removal constitutes a "change of placement" if: ²⁴⁰
 - a. A student is removed from his/her current educational placement for more than 10 consecutive school days; or
 - b. The student has been subjected to a series of removals that constitute a pattern:
 - (1) Because the series of removals total more than 10 school days in a school year;
 - (2) Because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
 - (3) Because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

D. Manifestation Determination

1. If a disciplinary removal constitutes a change in placement, the Parent(s) shall receive a copy of the procedural safeguards and written notification that a manifestation determination review (MDR) must be completed to determine whether the student's act of gross disobedience or misconduct is a manifestation of his/her disability.
2. The MDR shall take place as soon as possible, but later than 10 school days after the decision related to the discipline of the student is made.
 - a. The MDR must be completed by the student's Parent(s) and relevant members of the IEP Team (as determined by Parent(s) and the District).
 - b. In carrying out the MDR, the IEP Team shall consider, in terms of the behavior subject to the disciplinary action, all relevant information in the student's file, including:
 - (1) The student's IEP;
 - (2) Any teacher observations of the student; and
 - (3) Any relevant information provided by Parent(s).
 - c. The conduct must be determined to be a manifestation of the student's disability if it is determined that:
 - (1) The conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
 - (2) The conduct in question was the direct result of the District's failure to implement the student's IEP.

The footnotes should be removed before the material is used.

- d. If, at the MDR conference, it is determined that the behavior of the student was a manifestation of his/her disability, the District must convene an IEP meeting and the IEP Team must conduct a functional behavioral assessment, unless the District had conducted a functional behavioral assessment before the behavior that resulted in the change of placement, and implement a behavioral intervention plan for the child. If a behavioral intervention plan has already been developed, the IEP Team must review the behavioral intervention plan, and modify it, as necessary, to address the behavior.
- e. If, at the MDR conference, it is determined that the behavior of the student was a manifestation of his/her disability, suspension days that total more than 10 school days in a school year shall not continue, and the authorized administrator shall not continue with their recommendation for expulsion, if applicable. The authorized administrator or other individual may request a review of the appropriateness of the educational placement of the student in accordance with federal and State law. During the period necessary to propose a new placement, the student will remain in their then-current placement unless:
 - (1) The student has not served a total of 10 cumulative school days of suspension imposed for gross disobedience or misconduct in the school year, in which case the student may be required to serve up to a total of 10 school days of the suspension;
 - (2) The Parent(s) and District agree on a change in placement;
 - (3) The District obtains an order from a court of competent jurisdiction or a State of Illinois impartial due process hearing officer decision changing the then-current placement or providing for other appropriate relief; or
 - (4) The student's misconduct meets the requirements in Section 11.G. below.
- f. If, at the MDR conference, it is determined that the behavior of the student was not a manifestation of his/her disability, the suspension may continue, and the authorized administrator may continue with their recommendation that the student be considered for expulsion by the Board of Education.

E. Special Education Suspension Procedures

- 1. All suspension notices and suspension review procedures established by the School Code shall be followed when suspending a special education student.²⁴¹ In addition, a special education student who is suspended from school for more than 10 cumulative school days in a school year shall receive educational services in accordance with IDEA.²⁴²
- 2. If a removal does not exceed 10 consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the student's teachers, shall determine the services to be provided. If the removal is a change in placement, the IEP Team determines appropriate services. Such services must be designed to enable the student to participate in the general curriculum and to make progress toward his/her IEP goals.

The footnotes should be removed before the material is used.

241 105 ILCS 5/10-22.6(b).

242 34 C.F.R. §300.530(b)(2).

3. If a removal exceeds 10 consecutive school days, the District will provide, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.
4. If any disciplinary removal constitutes a change in placement, an MDR is required following procedures described in Section 11.D. above.
5. For all removals that exceed 10 cumulative school days during one school year, the District must provide services to the student. School personnel, in consultation with at least one of the child's teachers, shall determine the services to be provided. Such services must be designed to enable the child to progress in the general curriculum and advance toward his/her IEP goals.

F. Special Educational Expulsion Procedures

1. The District shall promptly notify the student's Parent(s) of the gross disobedience or misconduct and whether the student shall be recommended for expulsion. All procedural protections pertaining to notice provided under the District's discipline policy shall apply to a notice of recommended expulsion in the case of a special education student.²⁴³
2. An MDR is required in compliance with the procedures set forth in Section 11.D. above.²⁴⁴
3. If a special education student is expelled from school in accordance with the procedures set forth above, the District shall convene an IEP meeting to develop an educational program to deliver educational services to the student during such period of expulsion.

G. Misconduct Involving Weapons, Drugs, or Infliction of Serious Bodily Injury

1. In accordance with the above procedures, the District may take one or more of the following steps when a student with a disability carries a weapon to school or to a school function, or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or at a school-related function, or has inflicted serious bodily injury upon another person while at school or a school-related function:²⁴⁵
 - a. Suspend the student from school for 10 school days or less.
 - b. Convene an IEP conference to: (a) determine placement in an IAES for up to 45 school days, (b) review and, if appropriate, modify the student's behavior intervention plan, as necessary, to address the student's behavior (if no behavior intervention plan is in place, the IEP Team shall develop a plan for a functional behavioral assessment that must be used to develop a behavior intervention plan), and (c) conduct a manifestation determination review.
 - (1) The student may be placed in an IAES even if the behavior is a manifestation of the student's disability.
 - (2) The IAES must:

The footnotes should be removed before the material is used.

²⁴³ 105 ILCS 5/10-22.6(a).

²⁴⁴ 34 C.F.R. §300.530(e).

²⁴⁵ 34 C.F.R. §§ 300.530, 300.531.

- (a) Enable the student to continue to progress in the general curriculum;
 - (b) Enable the student to receive the services and modifications set forth in his/her IEP; and
 - (c) Include services and modifications designed to address the misconduct to prevent it from recurring.
- 2. If Parent(s) disagree with the IAES placement or with the District-proposed location for placement and initiate a due process hearing, the student must remain in the IAES during the authorized review proceedings, unless Parent(s) and the District agree on another placement.²⁴⁶

H. Change of Placement if Maintenance of Current Placement Is Likely to Result in Injury

- 1. In the event that maintenance of a student's current placement is substantially likely to result in injury to the student or to others, the District may seek an order from a court of competent jurisdiction or a State of Illinois impartial due process hearing officer to change the student's placement to an appropriate IAES for one or more 45 school day periods after convening an IEP meeting to:
 - a. Conduct a manifestation determination review following procedures described under sub-heading "Special Education Expulsion Procedures," above; and
 - b. Determine a proposed IAES that meets the requirements under sub-heading "Misconduct Involving Weapons, Drugs, or Infliction of Serious Bodily Injury," above.
- 2. The length of time a child with a disability is placed in an alternative educational setting must be the same amount of time that a child without a disability would be subject to discipline.

I. Protections for Children Not Yet Eligible Under IDEA²⁴⁷

- 1. Any child who has not been determined to be eligible for special education and related services and who engages in behavior that violates the District's code of conduct shall be disciplined in accordance with the District's discipline policy for nondisabled students, unless the District had knowledge that the child was a child with a disability.
- 2. The District will be deemed as having knowledge that a student may be eligible for special education and related services prior to the disciplinary incident, if any one of the following conditions exists:
 - a. Parent(s) of the student expressed concern in writing (or orally if Parent(s) does not know how to write or has a disability that prevents a written statement) to supervisory or administrative District personnel that the student is in need of special education and related services;
 - b. Parent(s) of the student have requested an evaluation of the student; or
 - c. The student's teacher or other District personnel expressed specific concerns about a pattern of behavior demonstrated by the student directly to the District's Director of Special Education or to other District supervisory personnel.

The footnotes should be removed before the material is used.

²⁴⁶ 34 C.F.R. §§ 300.532, 300.533.

²⁴⁷ 34 C.F.R. §300.534.

3. The District will not be deemed to have knowledge if:
 - a. Parent(s) of the student have not allowed their child to be evaluated after he/she was referred for such evaluation by the District;
 - b. Parent(s) has refused special education services; or
 - c. Documentation maintained in the school student records affirm that an evaluation to determine the presence of a disability was either conducted and the student was found not eligible for special educational and related services or Parent(s) was provided with written notice that the District had considered the need to conduct an evaluation and had determined that an evaluation was not warranted.
4. If, following the District's decision to discipline a student who has not been determined to be eligible for special education and related services, the student's Parent(s) request a full and individual evaluation, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by the District, which may include suspension or expulsion without educational services.

J. Referral to and Action by Law Enforcement and Judicial Authorities ²⁴⁸

The District is not prohibited from reporting a crime committed by a child with a disability to appropriate authorities. The District shall ensure that copies of special education and disciplinary records are also transmitted to the authorities in such instances, subject to the requirements of federal and State law.

LEGAL REF.: 20 U.S.C. §§ 1412 (State eligibility), 1413 (Local educational agency eligibility), 1415 (Procedural safeguards).
 34 C.F.R. §§ 300.101 (Free appropriate public education (FAPE)), 300.530-300.535 (Discipline Procedures).
 105 ILCS 5/10-22.6 (Suspension or expulsion of pupils; school searches), 5/14-8.05 (Behavioral intervention).
 23 Ill. Admin. Code §§ 226.50 (Requirements for a Free Appropriate Public Education (FAPE)), 226.75 (Definitions), 226.220 (Development, Review, and Revision of the IEP), 226.400 (Disciplinary Actions), 226.655 (Expedited Due Process Hearing).

The footnotes should be removed before the material is used.

248 34 C.F.R. §300.535.

Section 12. Establishing the Goal of Full Educational Opportunity; Performance Goals and Indicators ²⁴⁹

A. Establishment of the Goal ²⁵⁰

The District has established a goal of providing full educational opportunity to children with disabilities ages birth through 21. Attainment of the full educational opportunity goal for children, ages birth through two (2), will be accomplished through full participation in, and full implementation of the Infants and Toddlers with Disabilities Act.

B. Annual Data Collection Requirements ²⁵¹

1. The District shall annually collect the following information regarding children with disabilities residing within the jurisdiction of the District:
 - a. The number of children with disabilities, by race, ethnicity, and disability category, who are receiving a free appropriate public education;
 - b. The number of children with disabilities, by race and ethnicity, who are receiving early intervention services;
 - c. The number of children with disabilities, by race, ethnicity, and disability category, who are participating in regular education;
 - d. The number of children with disabilities, by race, ethnicity, and disability category, who are in separate classes, separate schools or facilities, or public or private residential facilities;
 - e. The number of children with disability, by race, ethnicity, and disability category, who, for each year of age from age 14 to 21, stopped receiving special education and related services because of program completion or other reasons and the reasons why those children stopped receiving special education and related services;
 - f. The number of children with disabilities, by race and ethnicity, who from birth through age two (2), stopped receiving early intervention services because of program completion or for other reasons;
 - g. The number of children with disabilities, by race, ethnicity, and disability category, who under subparagraphs (A)(ii) and (B) of §1415(k)(1) of IDEA, are removed to an IAES; the acts or items precipitating those removals; and the number of children with disabilities who are subject to long-term suspensions or expulsions;
 - h. The number of special education teachers;
 - i. The number of related services personnel;
 - j. The cost of all personnel;
 - k. The number of children receiving special education transportation;
 - l. The types of alternative placements available for children with disabilities; and
 - m. The number of children served in each type of placement.

The footnotes should be removed before the material is used.

249 Required by 23 Ill.Admin.Code §226.710(b)(11).

250 34 C.F.R. §300.109.

251 See 23 Ill.Admin.Code §226.760, *Evaluation of Special Education*; 34 C.F.R. §§ 300.170, 600, 601, 602, and 646.

2. The District shall also annually collect information regarding the facilities, personnel²⁵² and services necessary to accomplish the full educational opportunity goal.

C. Performance Goals and Indicators ²⁵³

1. The District has established goals for the performance of children with disabilities that:
 - a. Promote the purposes of IDEA, as stated in 34 C.F.R. §300.1, Purposes;
 - b. Are the same as the State's long-term goals and measurements of interim progress for children with disabilities under §1111(c)(4)(A)(i) of the Elementary and Secondary Education Act and are consistent, to the extent appropriate with any other goals and academic standards for children established by the State; and
 - c. Address graduation and dropout rates.
2. The District has established performance indicators that will be used to assess progress towards achieving the goals described in subparagraph C 1, above.

LEGAL REF.: 20 U.S.C. §§ 1412 (State eligibility), 1413 (Local educational agency eligibility), 1418 (Program information).
34 C.F.R. §§ 300.109 (Full educational opportunity goal (FEOG)), 300.111 (Child find); 300.157 (Performance goals and indicators)
23 Ill. Admin. Code §§ 226.700 (General), 226.760 (Evaluation of Special Education), 226.800 (Personnel Required to be Qualified).

The footnotes should be removed before the material is used.

252 23 Ill.Admin.Code §226.800(a).

253 34 C.F.R. §300.157.

Section 13. Confidentiality of Personally Identifiable Information ²⁵⁴

The school student records of a child with disabilities shall be maintained confidentially in accordance with the requirements of the Individuals with Disabilities Education Act,²⁵⁵ the Family Educational Rights and Privacy Act,²⁵⁶ the Illinois School Student Records Act,²⁵⁷ the Illinois School Code,²⁵⁸ the Illinois Mental Health and Developmental Disabilities Confidentiality Act,²⁵⁹ the Illinois Domestic Violence Act of 1986,²⁶⁰ and their respective implementing regulations. All information maintained concerning a student receiving special education is directly related to the provision of services to that child. For information regarding the types of personally identifiable information concerning all students, including students with disabilities, that is collected, the maintenance period, persons to whom the information may be available, and under what circumstances the information may be disclosed, see the following District policies and procedures: [insert reference to the District's relevant policies and procedures].

LEGAL REF.: 20 U.S.C. §§ 1232g (Family Educational Rights and Privacy Act), 20 U.S.C. §§ 1412 (State eligibility), 1413 (Local educational agency eligibility).
34 C.F.R. §§ 300.123 (Confidentiality of personally identifiable information), 300.610-627 (Confidentiality of Information).
34 C.F.R. Part 99 (Family Educational Rights and Privacy).
105 ILCS 5/14-8.02f (Individualized education program meetings protections), 105 ILCS 10/1 et seq. (Illinois School Student Records Act); 740 ILCS 110/1 et seq. (Mental Health and Developmental Disabilities Confidentiality Act); 50 ILCS 205/1 et seq. (Local Records Act).
23 Ill. Admin. §§ 226.50 (Requirements for Free Appropriate Public Education (FAPE)), 226.75 (Definitions), 226.220 (Development, Review, and Revision of the IEP), 226.740 (Records; Confidentiality).
23 Ill. Admin. Code Part 375 (Student Records).

The footnotes should be removed before the material is used.

254 Required by 23 Ill.Admin.Code §226.710(b)(12). 23 Ill.Admin.Code §226.740.

255 20 U.S.C. §§ 1412, 1413; 34 C.F.R. §§ 300.123, 300.610-300.627.

256 20 U.S.C. §1232g; 34 C.F.R. Part 99.

257 105 ILCS 10/; 23 Ill.Admin.Code Part 375.

258 105 ILCS 5/; 23 Ill.Admin.Code Part 1 et seq.

259 740 ILCS 110/.

260 750 ILCS 60/.

Section 14. Matching and Supplementing Funds for Special Education Programs and Services

Use of Federal Matching Funds Under The Medicaid (Title XIX) or Children's Health Insurance (All Kids; Title XXI) Program to Supplement Special Education Programs and Services (if the School District is Participating in One or More of those Federal Programs); Supplementation of State, Local, Other Federal Funds; Maintenance of Financial Support ²⁶¹

- A. The District may look to non-educational entities, such as Medicaid and insurance programs, to pay for required special education services for which such entities are otherwise responsible.**²⁶²
- B. The District will use federal matching funds received under Medicaid or a children's health insurance program (e.g., State Children's Health Insurance Program, known as All Kids in Illinois) only to supplement special education programs and services.** ²⁶³
- C. In seeking matching funds under Medicaid or a children's health insurance program, the District:** ²⁶⁴
 - 1. May not condition a child's receipt of FAPE on their Parent(s)' enrollment in Medicaid or insurance programs;
 - 2. May not require Parent(s) to incur an out-of-pocket expense (e.g., payment of a deductible or co-pay amount) for services rendered in providing FAPE, except the District may use Part B funds to pay Parent(s)' costs for such services;
 - 3. May not use a child's Medicaid or health insurance benefits if such use would:
 - a. Decrease available lifetime coverage or any other insured benefit;
 - b. Result in the family paying for services that would otherwise be covered by Medicaid or health insurance and that are required for the child outside of the time the child is in school;
 - c. Increase premiums or lead to the discontinuation of benefits or insurance; or
 - d. Risk loss of home and community-based waiver eligibility, based on aggregate health-related expenditures;
 - 4. Must obtain voluntary, informed, written parental consent prior to accessing Medicaid or insurance benefits for the first time; and
 - 5. Prior to accessing Medicaid or insurance benefits for the first time, and annually thereafter, must provide written notification to Parent(s) that includes:
 - a. A statement of the parental consent provisions of 34 C.F.R. §§ 99.30, 300.9 and 300.622;
 - b. A statement of the "no cost" provisions of 34 C.F.R. §300.154(d)(2)(i)-(iii);
 - c. A statement of Parent(s)'s right to withdraw their consent to disclosure of their child's student record information to Medicaid or other insurance programs at any time; and

The footnotes should be removed before the material is used.

261 Required by 23 Ill.Admin.Code §226.710(b)(13).

262 23 Ill.Admin.Code §226.770(a)(2); 34 C.F.R. §300.154.

263 23 Ill.Admin.Code §226.770(c).

264 34 C.F.R. §300.154(d).

- d. A statement that the withdrawal of or refusal to provide consent to disclosure of their child's student record information to Medicaid or other insurance programs does not relieve the District of its responsibility to ensure that all required services are provided at no cost to the parents.
6. Except as otherwise permitted by law, funds provided to the District under IDEA, Part B, shall be used to supplement the level of federal, State, and local funds (including funds that are not under the direct control of the District) expended for the provision of special education and related services provided to children with disabilities, and in the case to supplant those federal, State, and local funds. ²⁶⁵
7. Except as otherwise permitted by law, the District will not reduce the amount of financial support for special education and related services for children with disabilities, or otherwise made available because of the excess costs of educating those children, below the amount of that support for the preceding fiscal year. ²⁶⁶

LEGAL REF.: 34 C.F.R. §§ 300.154 (Methods of ensuring services), 300.162 (Supplementation of State, local, and other Federal funds), 300.163 (Maintenance of State financial support).
23 Ill. Admin. Code §226.770 (Fiscal Provisions).

The footnotes should be removed before the material is used.

265 34 C.F.R. §300.162.

266 34 C.F.R. §300.163.

Section 15. Competent Interpretation Services at IEP Meetings and Translation of Vital IEP Process Documents ²⁶⁷

A. Competent Interpretation Services at IEP Meetings

1. A qualified interpreter is a District staff member or other personnel who is: ²⁶⁸
 - a. Bilingual and demonstrably qualified and competent to interpret;
 - b. Trained in providing the interpretations requested and sufficiently knowledgeable in both languages and of any specialized terminology needed; and
 - c. Trained in the ethics of interpretation.
2. A qualified interpreter must: ²⁶⁹
 - a. Meet all District employment eligibility requirements.
 - b. Demonstrate that they are competent to interpret into and out of the second language in accordance with 23 Ill. Admin. Code §226.800(k)(1)(B).
 - c. Complete at least six hours of training on special education terminology and protocol, including successful completion of a written examination to demonstrate knowledge of such terminology and protocol, except that teachers with bilingual special education license endorsements are exempt from this requirement.
 - d. Receive training on the interpreter Code of Ethics adopted by ISBE, including successful completion of a written examination.
 - e. After completing the required training:
 - (1) Successfully complete, with a score of 80% or higher, a written examination to demonstrate knowledge of special education terminology and protocol, interpretation standards and techniques, and interpretation ethics; and
 - (2) Successfully complete, with a score of 70% or higher, an oral examination to demonstrate proficiency in interpreting in and out of English, through consecutive or simultaneous interpretation, and sight translation.
3. To maintain the qualified interpreter designation, an individual must, at least once every two years, participate in at least six hours of ongoing professional development related to interpretation in the following categories: confidentiality, accuracy, impartiality, interpreter ethics and professionalism, cultural awareness, special education processes, special education vocabulary, and language acquisition. ²⁷⁰
4. An interpreter for less common languages must be: ²⁷¹
 - (1) Demonstrably qualified and competent to interpret into and out of the less common language;
 - (2) Trained in providing the interpretations requested and sufficiently knowledgeable in both languages and of any specialized terminology needed; and
 - (3) Trained in the ethics of interpretation.

The footnotes should be removed before the material is used.

267 Required by 23 Ill.Admin.Code §226.710(b)(14).

268 23 Ill.Admin.Code §226.75.

269 23 Ill.Admin.Code §226.800(k)(1).

270 23 Ill.Admin.Code §226.800(k)(2)

271 23 Ill.Admin.Code §226.530(a)(2)(A).

B. Translation of Vital IEP Process Documents

1. The District shall provide, to Limited English Proficiency parents of children with disabilities, written translation of Vital IEP Process Documents into the ten most commonly spoken languages in Illinois, other than English. This includes translation of the individualized substance of documents on the Vital IEP Process Documents list.²⁷²
 - a. Common languages mean the five most commonly spoken languages other than English that are used in the State of Illinois, based on the most recent Home Language Survey results, and any language that is spoken by more than 20 total families in the District.²⁷³
 - b. Less common language means any language that is not considered a common language.²⁷⁴
 - c. Preferred language means a Parent's native language or any other language with which both Parents are fluent and have agreed upon. Preferred language does not include artificial or constructed languages, including but not limited to, Klingon, Dothraki, Elvish, or Esperanto.²⁷⁵
 - d. Vital IEP Process Documents includes:²⁷⁶
 - (1) The IEP;
 - (2) Parent/Guardian Notification of Conference (ISBE 34-57D);
 - (3) Parent/Guardian Notification of Conference Recommendations (ISBE 34-57E);
 - (4) Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities (ISBE 34-57J);
 - (5) Parent/Guardian Consent for Initial Evaluation (ISBE 34-57B);
 - (6) Parent/Guardian Consent for Reevaluation (ISBE 34-57C);
 - (7) Evaluation reports;
 - (8) Eligibility determination;
 - (9) Manifestation determination review documents;
 - (10) IEP progress reports; and
 - (11) Medicaid consent forms.
2. A translated Parent/Guardian Notification of Conference Recommendations form (ISBE 34-57E) in Parent(s)' preferred language or mode of communication shall be provided simultaneously with English IEP documents, and the District shall make all reasonable efforts to provide the translated IEP within seven (7) school days after the IEP, or as soon as possible thereafter.
3. All other Vital IEP Process Documents shall be translated and provided to Parent(s) as soon as practicable but no more than 30 school days after the IEP meeting.

The footnotes should be removed before the material is used.

²⁷² 23 Ill.Admin.Code §226.500(b).

²⁷³ 23 Ill.Admin.Code §226.75.

²⁷⁴ Id.

²⁷⁵ Id.

²⁷⁶ Id.

4. Parent(s) may request translation of documents not on the Vital IEP Process Documents list that have a vital relation to the child's educational planning through the same process identified on the Parent/Guardian Notification of Conference form (ISBE 34-57D), and the District shall make reasonable efforts to provide the requested translations in a timely manner. ²⁷⁷
5. All translations must be performed: ²⁷⁸
 - a. By competent translators who have undergone sufficient professional training regarding special education terminology and processes; or
 - b. By outside vendors that are commercially recognized as providing competent translation services; or,
 - c. If the District elects to use an automated translation program or application, the results must be reviewed and edited, as needed, by an individual qualified to determine the accuracy of the translation.
6. All translations must be certified to be true and accurate by the translator to the best of the translator's knowledge or ability. ²⁷⁹

LEGAL REF.:

34 C.F.R. §300.503 (Prior notice by the public agency; content of notice)

23 Ill. Admin. Code §§226.75 (Definitions), 226.500 (Language of Notifications), 226.530 (Parents' Participation), 226.800 (Personnel Required to be Qualified).

The footnotes should be removed before the material is used.

277 23 Ill.Admin.Code §226.500(c).

278 23 Ill.Admin.Code §226.500(d).

279 Id.

Section 16. Personnel Development

The District will take measurable steps to recruit, hire, train, and retain highly qualified personnel to provide special education and related services to children with disabilities. ²⁸⁰

LEGAL REF.: 34 C.F.R. §300.156 (Personnel qualifications).
 23 Ill. Admin. Code Part 226, Subpart I (Personnel

The footnotes should be removed before the material is used.

280 23 Ill.Admin.Code Part 226, Subpart I; 34 C.F.R. §300.156.



Riverview Grade School, CCSD #2

1421 Spring Bay Road, East Peoria, Illinois 61611

Phone: 309-822-8550 Fax: (309) 822-8414

www.rgsting.org

Dr. John Bute, Superintendent
Mr. Brandon Dempsey, Principal

TO: Board of Education
From: Dr. Bute, Superintendent
RE: FY27 Budget
Date: September 2026

Background

As part of the Public Hearing for the 2026-27 School District Budget, the following reports are provided:

- Proposed budget presentation
- ISBE school district budget form (requires BOE signatures)
- Secretary's Certificate (requires BOE Secretary and Superintendent signatures)

Timeline

The post adoption of budget for 2026-27 timeline follows:

9/30/26 Administration files the final budget with the Illinois State Board of Education, Woodford County Clerk and Regional Office of Education.

9/30/29 Administration posts the final budget on the district website. *In the event that a material change occurs to original budget assumptions (e.g. construction project or sale of bonds), the Board may amend such a budget by the same procedures as for the budget's original adoption.* If you have any questions, please do not hesitate to contact me.

Recommendation

It is the administration's recommendation that the Board of Education adopts the proposed 2026-27 budget as presented.

District Type:

☒ School District
☐ Joint Agreement

ILLINOIS STATE BOARD OF EDUCATION
 School Business Services Division

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM *
July 1, 2026 - June 30, 2027

Accounting Basis:

☒ Cash
☐ Accrual

Is this an amended budget? No

Date of Amended Budget: _____
 (MM/DD/YY)

District Name: Riverview CCSD 2

District RCDT No: 53102002004

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

Budget of Riverview CCSD 2, County of Woodford,
 State of Illinois, for the Fiscal Year beginning July 1, 2026 and ending June 30, 2027.

WHEREAS the Board of Education of Riverview CCSD 2,
 County of Woodford, 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 _____ day of _____, 20____,
 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, 2026 and ending June 30, 2027.

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 6-10 and EstExp 11-19 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, 2026		282,528	23,777	11,900	90,670	22,785	176,669	376,998	49,569	146,891	
4	RECEIPTS/REVENUES (without Student Activity Funds)											
5	LOCAL SOURCES	1000	1,328,653	161,807	241,380	78,351	93,312	308,589	62,234	81,295	32,605	
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
7	STATE SOURCES	3000	805,715	0	0	86,887	0	50,000	0	0	0	
8	FEDERAL SOURCES	4000	408,135	0	0	0	0	0	0	0	0	
9	Total Direct Receipts/Revenues ⁸		2,542,503	161,807	241,380	165,238	93,312	358,589	62,234	81,295	32,605	
10	Receipts/Revenues for "On Behalf" Payments ²	3998										
11	Total Receipts/Revenues		2,542,503	161,807	241,380	165,238	93,312	358,589	62,234	81,295	32,605	
12	DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)											
13	INSTRUCTION	1000	1,564,992				25,645			0		
14	SUPPORT SERVICES	2000	501,983	217,779		149,020	51,344	100,877		71,502	40,641	
15	COMMUNITY SERVICES	3000	0	0		0	0			0		
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	602,580	0	0	0	0	0		0	0	
17	DEBT SERVICES	5000	0	0	238,200	0	0			0	0	
18	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
19	Total Direct Disbursements/Expenditures ⁹		2,669,555	217,779	238,200	149,020	76,988	100,877		71,502	40,641	
20	Disbursements/Expenditures for "On Behalf" Payments ²	4180	0	0	0	0	0	0		0	0	
21	Total Disbursements/Expenditures		2,669,555	217,779	238,200	149,020	76,988	100,877		71,502	40,641	
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(127,052)	(55,972)	3,180	16,218	16,324	257,712	62,234	9,793	(8,036)	
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		50,000								
28	Transfer of Working Cash Fund Interest	7120										
29	Transfer Among Funds	7130										
30	Transfer of Interest	7140										
31	Transfer from Capital Projects Fund to O&M Fund	7150		0								
32	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	7160		0								
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int ^{3a} Proceeds to Debt Service Fund	7170			0							
34	SALE OF BONDS (7200)											
35	Principal on Bonds Sold ⁴	7210										
36	Premium on Bonds Sold	7220										
37	Accrued Interest on Bonds Sold	7230										
38	Sale or Compensation for Fixed Assets ⁵	7300										
39	Transfer to Debt Service to Pay Principal on Leases	7400			0							
40	Transfer to Debt Service to Pay Interest on Leases	7500			0							
41	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			0							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
43	Transfer to Capital Projects Fund	7800						0				
44	ISBE Loan Proceeds	7900										
45	Other Sources Not Classified Elsewhere	7990										
46	Total Other Sources of Funds ⁸		0	50,000	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 6-10 and EstExp 11-19 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	
47	OTHER USES OF FUNDS (8000)											
49	TRANSFER TO VARIOUS OTHER FUNDS (8100)											
50	Abolishment or Abatement of the Working Cash Fund ¹⁶	8110							50,000			
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										
55	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	8160										
56	Transfer of Excess Accumulated Fire Prev & Safety Bond ^{3a} and	8170										
56	Int Proceeds to Debt Service Fund											
57	Taxes Pledged to Pay Principal on Leases	8410										
58	Grants/Reimbursements Pledged to Pay Principal on Leases	8420										
59	Other Revenues Pledged to Pay Principal on Leases	8430										
60	Fund Balance Transfers Pledged to Pay Principal on Leases	8440										
61	Taxes Pledged to Pay Interest on Leases	8510										
62	Grants/Reimbursements Pledged to Pay Interest on Leases	8520										
63	Other Revenues Pledged to Pay Interest on Leases	8530										
64	Fund Balance Transfers Pledged to Pay Interest on Leases	8540										
65	Taxes Pledged to Pay Principal on Revenue Bonds	8610										
66	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620										
67	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630										
68	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640										
69	Taxes Pledged to Pay Interest on Revenue Bonds	8710										
70	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720										
71	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730										
72	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740										
73	Taxes Transferred to Pay for Capital Projects	8810										
74	Grants/Reimbursements Pledged to Pay for Capital Projects	8820										
75	Other Revenues Pledged to Pay for Capital Projects	8830										
76	Fund Balance Transfers Pledged to Pay for Capital Projects	8840										
77	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910										
78	Other Uses Not Classified Elsewhere	8990										
79	Total Other Uses of Funds ⁹		0	0	0	0	0	0	50,000	0	0	
80	Total Other Sources/Uses of Fund		0	50,000	0	0	0	0	(50,000)	0	0	
81	ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2027		155,476	17,805	15,080	106,888	39,109	434,381	389,232	59,362	138,855	
82												
83	Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2026		40,000									
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, 2027		40,000									
90												

	A	B	C	D	E	F	G	H	I	J	K	L
1	Begin entering data on EstRev 6-10 and EstExp 11-19 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	
91	Total ESTIMATED BEGINNING FUND BALANCE (All Sources Including Student Activity Funds) as of July 1, 2026		322,528	23,777	11,900	90,670	22,785	176,669	376,998	49,569	146,891	
92	RECEIPTS/REVENUES (All Sources with Student Activity Funds)											
93	LOCAL SOURCES	1000	1,328,653	161,807	241,380	78,351	93,312	308,589	62,234	81,295	32,605	
94	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
95	STATE SOURCES	3000	805,715	0	0	86,887	0	50,000	0	0	0	
96	FEDERAL SOURCES	4000	408,135	0	0	0	0	0	0	0	0	
97	Total Direct Receipts/Revenues ⁸		2,542,503	161,807	241,380	165,238	93,312	358,589	62,234	81,295	32,605	
98	Receipts/Revenues for "On Behalf" Payments ²	3998	0	0	0	0	0	0	0	0	0	
99	Total Receipts/Revenues		2,542,503	161,807	241,380	165,238	93,312	358,589	62,234	81,295	32,605	
100	DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)											
101	INSTRUCTION	1000	1,564,992				25,645			0		
102	SUPPORT SERVICES	2000	501,983	217,779		149,020	51,344	100,877		71,502	40,641	
103	COMMUNITY SERVICES	3000	0	0		0	0			0		
104	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	602,580	0	0	0	0	0		0	0	
105	DEBT SERVICES	5000	0	0	238,200	0	0			0	0	
106	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
107	Total Direct Disbursements/Expenditures ⁹		2,669,555	217,779	238,200	149,020	76,988	100,877		71,502	40,641	
108	Disbursements/Expenditures for "On Behalf" Payments ²	4180	0	0	0	0	0	0		0	0	
109	Total Disbursements/Expenditures		2,669,555	217,779	238,200	149,020	76,988	100,877		71,502	40,641	
110	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(127,052)	(55,972)	3,180	16,218	16,324	257,712	62,234	9,793	(8,036)	
111	OTHER SOURCES/USES OF FUNDS											
112	OTHER SOURCES OF FUNDS (7000)											
113	Total Other Sources of Funds ⁸		0	50,000	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	50,000	0	0	
117	Total Other Sources/Uses of Fund		0	50,000	0	0	0	0	(50,000)	0	0	
118	ESTIMATED ENDING FUND BALANCE (All Sources with Student Activity Funds) as of June 30, 2027		195,476	17,805	15,080	106,888	39,109	434,381	389,232	59,362	138,855	
119												
120	SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)											
121												
122	Description	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	Total By Object
123	Object Name											
124	Salaries	100	1,557,937	110,080		91,902		0		0	0	1,759,918
125	Employee Benefits	200	233,564	8,194		0	76,988	0		0	0	318,745
126	Purchased Services	300	378,238	42,206	0	33,384		877		71,502	0	526,206
127	Supplies & Materials	400	138,350	57,300		23,734		0		0	0	219,384
128	Capital Outlay	500	23,975	0		0		100,000		0	40,641	164,616
129	Other Objects	600	337,492	0	238,200	0	0	0		0	0	575,692
130	Non-Capitalized Equipment	700	0	0		0		0		0	0	0
131	Termination Benefits	800	0	0		0				0		0
132	Total Expenditures		2,669,555	217,779	238,200	149,020	76,988	100,877		71,502	40,641	3,564,561

	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, 2026		282,528	23,777	11,900	90,670	22,785	176,669	376,998	49,569	146,891
4	Total Direct Receipts & Other Sources ⁸		2,542,503	211,807	241,380	165,238	93,312	358,589	62,234	81,295	32,605
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		2,542,503	211,807	241,380	165,238	93,312	358,589	62,234	81,295	32,605
12	Total Amount Available		2,825,031	235,584	253,280	255,908	116,097	535,258	439,232	130,864	179,496
13	Total Direct Disbursements & Other Uses ⁹		2,669,555	217,779	238,200	149,020	76,988	100,877	50,000	71,502	40,641
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		2,669,555	217,779	238,200	149,020	76,988	100,877	50,000	71,502	40,641
21	ENDING CASH BALANCE ON HAND (without Student Activity Funds) as of June 30, 2027		155,476	17,805	15,080	106,888	39,109	434,381	389,232	59,362	138,855
22											
23	Activity Funds BEGINNING CASH BALANCE ON HAND7 as of July 1, 2026		40,000								
24	Total Direct Receipts & Other Sources ⁸		0								
25	Total Amount Available		40,000								
26	Total Direct Disbursements & Other Uses ⁹		0								
27	Activity funds ENDING CASH BALANCE ON HAND7 as of June 30, 2027		40,000								
28											
29	Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds)7 as of July 1, 2026		322,528	23,777	11,900	90,670	22,785	176,669	376,998	49,569	146,891
30	Total Direct Receipts & Other Sources ⁸		2,542,503	211,807	241,380	165,238	93,312	358,589	62,234	81,295	32,605
31	Total Other Receipts		0	0	0	0	0	0	0	0	0
32	Total Direct Receipts, Other Sources, & Other Receipts		2,542,503	211,807	241,380	165,238	93,312	358,589	62,234	81,295	32,605
33	Total Amount Available		2,865,031	235,584	253,280	255,908	116,097	535,258	439,232	130,864	179,496
34	Total Direct Disbursements & Other Uses ⁹		2,669,555	217,779	238,200	149,020	76,988	100,877	50,000	71,502	40,641
35	Total Other Disbursements		0	0	0	0	0	0	0	0	0
36	Total Direct Disbursements, Other Uses, & Other Disbursements		2,669,555	217,779	238,200	149,020	76,988	100,877	50,000	71,502	40,641
37	Total ENDING CASH BALANCE ON HAND (with Student Activity Funds)7 as of June 30, 2027		195,476	17,805	15,080	106,888	39,109	434,381	389,232	59,362	138,855

	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)	-	1,158,000	161,167	238,205	77,361	23,015	0	32,234	81,035	32,105
6	Leasing Purposes Levy ¹²	1130	32,100	0							
7	Special Education Purposes Levy	1140	13,000	0		0	0	0			
8	FICA and Medicare Only Levies	1150					65,047				
9	Area Vocational Construction Purposes Levy	1160		0	0			0			
10	Summer School Purposes Levy	1170	0								
11	Other Tax Levies (Describe & Itemize)	1190	0	0	0	0	0	0	0	0	0
12	Total Ad Valorem Taxes Levied by District		1,203,100	161,167	238,205	77,361	88,062	0	32,234	81,035	32,105
13	PAYMENTS IN LIEU OF TAXES	1200									
14	Mobile Home Privilege Tax	1210	0	0	0	0	0	0	0	0	0
15	Payments from Local Housing Authority	1220	0	0	0	0	0	0	0	0	0
16	Corporate Personal Property Replacement Taxes ¹³	1230	37,627	0	3,000	0	5,000	0	0	0	0
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290	0	0	0	0	0	0	0	0	0
18	Total Payments in Lieu of Taxes		37,627	0	3,000	0	5,000	0	0	0	0
19	TUITION	1300									
20	Regular Tuition from Pupils or Parents (In State)	1311	0								
21	Regular Tuition from Other Districts (In State)	1312	0								
22	Regular Tuition from Other Sources (In State)	1313	0								
23	Regular Tuition from Other Sources (Out of State)	1314	0								
24	Summer School Tuition from Pupils or Parents (In State)	1321	0								
25	Summer School Tuition from Other Districts (In State)	1322	0								
26	Summer School Tuition from Other Sources (In State)	1323	0								
27	Summer School Tuition from Other Sources (Out of State)	1324	0								
28	CTE Tuition from Pupils or Parents (In State)	1331	0								
29	CTE Tuition from Other Districts (In State)	1332	0								
30	CTE Tuition from Other Sources (In State)	1333	0								
31	CTE Tuition from Other Sources (Out of State)	1334	0								
32	Special Education Tuition from Pupils or Parents (In State)	1341	0								
33	Special Education Tuition from Other Districts (In State)	1342	0								
34	Special Education Tuition from Other Sources (In State)	1343	0								
35	Special Education Tuition from Other Sources (Out of State)	1344	0								
36	Adult Tuition from Pupils or Parents (In State)	1351	0								
37	Adult Tuition from Other Districts (In State)	1352	0								
38	Adult Tuition from Other Sources (In State)	1353	0								
39	Adult Tuition from Other Sources (Out of State)	1354	0								
40	Total Tuition		0								
41	TRANSPORTATION FEES	1400									
42	Regular Transportation Fees from Pupils or Parents (In State)	1411				0					
43	Regular Transportation Fees from Other Districts (In State)	1412				0					
44	Regular Transportation Fees from Other Sources (In State)	1413				0					
45	Regular Transportation Fees from Co-curricular Activities (In State)	1415				0					
46	Regular Transportation Fees from Other Sources (Out of State)	1416				0					
47	Summer School Transportation Fees from Pupils or Parents (In State)	1421				0					
48	Summer School Transportation Fees from Other Districts (In State)	1422				0					
49	Summer School Transportation Fees from Other Sources (In State)	1423				0					
50	Summer School Transportation Fees from Other Sources (Out of State)	1424				0					
51	CTE Transportation Fees from Pupils or Parents (In State)	1431				0					
52	CTE Transportation Fees from Other Districts (In State)	1432				0					
53	CTE Transportation Fees from Other Sources (In State)	1433				0					
54	CTE Transportation Fees from Other Sources (Out of State)	1434				0					
55	Special Education Transportation Fees from Pupils or Parents (In State)	1441				0					
56	Special Education Transportation Fees from Other Districts (In State)	1442				500					
57	Special Education Transportation Fees from Other Sources (In State)	1443				0					
58	Special Education Transportation Fees from Other Sources (Out of State)	1444				0					
59	Adult Transportation Fees from Pupils or Parents (In State)	1451				0					

	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
60	Adult Transportation Fees from Other Districts (In State)	1452				0					
61	Adult Transportation Fees from Other Sources (In State)	1453				0					
62	Adult Transportation Fees from Other Sources (Out of State)	1454				0					
63	Total Transportation Fees					500					
64	EARNINGS ON INVESTMENTS	1500									
65	Interest on Investments	1510	7,365	640	175	490	250	475	30,000	260	500
66	Gain or Loss on Sale of Investments	1520	0	0	0	0	0	154,057	0	0	0
67	Unrealized Gain or Loss on Investments	1530	0	0	0	0	0	154,057	0	0	0
68	Total Earnings on Investments		7,365	640	175	490	250	308,589	30,000	260	500
69	FOOD SERVICE	1600									
70	Sales to Pupils - Lunch	1611	0								
71	Sales to Pupils - Breakfast	1612	0								
72	Sales to Pupils - A la Carte	1613	213								
73	Sales to Pupils - Other (Describe & Itemize)	1614	0								
74	Sales to Adults	1620	200								
75	Other Food Service (Describe & Itemize)	1690	0								
76	Total Food Service		413								
77	DISTRICT/SCHOOL ACTIVITY INCOME	1700									
78	Admissions - Athletic	1711	2,314	0							
79	Admissions - Other	1719	0	0							
80	Fees	1720	2,200	0							
81	Book Store Sales	1730	0	0							
82	Other District/School Activity Revenue (Describe & Itemize)	1790	0	0							
83	Student Activity Fund Revenues	1799	0								
84	Total District/School Activity Income (without Student Activity Funds 1799)		4,514	0							
85	Total District/School Activity Income (with Student Activity Funds 1799)		4,514								
86	TEXTBOOK INCOME	1800									
87	Textbook Rentals - Regular Textbooks	1811	0								
88	Textbook Rentals - Summer School Textbooks	1812	0								
89	Textbook Rentals - Adult/Continuing Education Textbooks	1813	0								
90	Textbook Rentals - Other (Describe & Itemize)	1819	0								
91	Textbook Sales - Regular Textbooks	1821	0								
92	Textbook Sales - Summer School	1822	0								
93	Textbook Sales - Adult/Continuing Education	1823	0								
94	Textbook Sales - Other (Describe & Itemize)	1829	0								
95	Other Textbook Income (Describe & Itemize)	1890	20								
96	Total Textbooks		20								
97	OTHER REVENUE FROM LOCAL SOURCES	1900									
98	Rentals	1910	13,054	0							
99	Contributions and Donations from Private Sources	1920	25,000	0	0	0	0	0	0	0	0
100	Impact Fees from Municipal or County Governments	1930	0	0	0	0	0	0	0	0	0
101	Services Provided Other Districts	1940	0	0		0					
102	Refund of Prior Years' Expenditures	1950	12,736	0	0	0	0	0		0	0
103	Payments of Surplus Moneys from TIF Districts	1960	0	0	0	0	0	0	0	0	0
104	Drivers' Education Fees	1970	0								
105	Proceeds from Vendors' Contracts	1980	0	0	0	0	0	0	0	0	0
106	School Facility Occupation Tax Proceeds	1983	0		0			0			
107	Payment from Other Districts	1991	0	0	0	0	0	0			
108	Sale of Vocational Projects	1992	0								
109	Other Local Fees (Describe & Itemize)	1993	9,824	0	0	0	0	0		0	0
110	Other Local Revenues (Describe & Itemize)	1999	15,000	0	0	0	0	0	0	0	0
111	Total Other Revenue from Local Sources		75,614	0	0	0	0	0	0	0	0
112	Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)	1000	1,328,653	161,807	241,380	78,351	93,312	308,589	62,234	81,295	32,605
113	Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)		1,328,653								
114	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)										

	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
115	Flow-Through Revenue from State Sources	2100	0	0		0	0				
116	Flow-Through Revenue from Federal Sources	2200	0	0		0	0				
117	Other Flow-Through Revenue (Describe & Itemize)	2300	0	0		0	0				
118	Total Flow-Through Receipts/Revenues From One District to Another District	2000	0	0		0	0				
119	RECEIPTS/REVENUES FROM STATE SOURCES (3000)										
120	UNRESTRICTED GRANTS-IN-AID (3001-3099)										
121	Evidence Based Funding Formula (Section 18-8.15)	3001	747,839	0	0	0	0	0		0	0
122	Reorganization Incentives (Accounts 3005-3021)	3005	0	0	0	0	0	0		0	0
123	Other Unrestricted Grants-In-Aid From State Sources (Describe & Itemize)	3099	0	0	0	0	0	0		0	0
124	Total Unrestricted Grants-In-Aid		747,839	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	30,000			0					
128	Special Education - Orphanage - Individual	3120	25,996			0					
129	Special Education - Orphanage - Summer Individual	3130	0			0					
130	Special Education - Other (Describe & Itemize)	3199	0	0		0					
131	Total Special Education		55,996	0		0					
132	CAREER AND TECHNICAL EDUCATION (CTE)										
133	CTE - Technical Education - Tech Prep	3200	0	0			0				
134	CTE - Secondary Program Improvement (CTEI)	3220	0	0			0				
135	CTE - WECEP	3225	0	0			0				
136	CTE - Agriculture Education	3235	0	0			0				
137	CTE - Instructor Practicum	3240	0	0			0				
138	CTE - Student Organizations	3270	0	0			0				
139	CTE - Other (Describe & Itemize)	3299	0	0			0				
140	Total Career and Technical Education		0	0			0				
141	State Free Lunch & Breakfast	3360	1,881								
142	School Breakfast Initiative	3365	0	0			0				
143	Driver Education	3370	0	0							
144	Adult Education (from ICCB)	3410	0	0	0	0	0	0	0	0	0
145	Adult Education - Other (Describe & Itemize)	3499	0	0	0	0	0	0	0	0	0
146	TRANSPORTATION										
147	Transportation - Regular and Vocational	3500	0	0		56,378	0				
148	Transportation - Special Education	3510	0	0		30,509	0				
149	Transportation - Other (Describe & Itemize)	3599	0	0		0	0				
150	Total Transportation		0	0		86,887	0				
151	Learning Improvement - Change Grants	3610	0								
152	Scientific Literacy	3660	0	0		0	0				
153	Truant Alternative/Optional Education	3695	0			0	0				
154	Early Childhood - Block Grant	3705	0	0		0	0				
155	Chicago General Education Block Grant	3766	0	0		0	0				
156	Chicago Educational Services Block Grant	3767	0	0		0	0				
157	School Safety & Educational Improvement Block Grant	3775	0	0	0	0	0	0			0
158	Technology - Technology for Success	3780	0	0	0	0	0	0			0
159	State Charter Schools	3815	0			0					
160	Extended Learning Opportunities - Summer Bridges	3825	0			0					
161	Infrastructure Improvements - Planning/Construction	3920		0				0			
162	School Infrastructure - Maintenance Projects	3925		0				50,000			0
163	Other Restricted Revenue from State Sources (Describe & Itemize)	3999	0	0	0	0	0	0	0	0	0
164	Total Restricted Grants-In-Aid		57,876	0	0	86,887	0	50,000	0	0	0
165	Total Receipts/Revenues from State Sources	3000	805,715	0	0	86,887	0	50,000	0	0	0
166	RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)										
167	UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)										
168	Federal Impact Aid	4001	0	0	0	0	0	0	0	0	0
169	Other Unrestricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4009	0	0	0	0	0	0	0	0	0

	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
170	Total Unrestricted Grants-In-Aid Received Directly from Fed Govt		0	0	0	0	0	0	0	0	0
171	RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)										
172	Head Start	4045	0								
173	Construction (Impact Aid)	4050	0	0				0			
174	MAGNET	4060	0	0		0	0	0			
175	Other Restricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4090	0	0		0	0	0			0
176	Total Restricted Grants-In-Aid Received Directly from Federal Govt.		0	0		0	0	0			0
177	RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT. THRU THE STATE (4100-4999)										
178	TITLE V										
179	Title V - Flexibility and Accountability	4100	0	0		0	0				
180	Title V - SEA Projects	4105	0	0		0	0				
181	Title V - Rural Education Initiative (REI)	4107	18,475	0		0	0				
182	Title V - Other (Describe & Itemize)	4199	0	0		0	0				
183	Total Title V		18,475	0		0	0				
184	FOOD SERVICE										
185	Breakfast Start-Up Expansion	4200	0				0				
186	National School Lunch Program	4210	115,601				0				
187	Special Milk Program	4215	0				0				
188	School Breakfast Program	4220	50,465				0				
189	Summer Food Service Admin/Program	4225	0				0				
190	Child and Adult Care Food Program	4226	0				0				
191	Fresh Fruit and Vegetables	4240	11,300								
192	Food Service - Other (Describe & Itemize)	4299	0				0				
193	Total Food Service		177,366				0				
194	TITLE I										
195	Title I - Low Income	4300	71,419	0		0	0				
196	Title I - Low Income - Neglected, Private	4305	31,000	0		0	0				
197	Title I - Migrant Education	4340	0	0		0	0				
198	Title I - Other (Describe & Itemize)	4399	0	0		0	0				
199	Total Title I		102,419	0		0	0				
200	TITLE IV										
201	Title IV - Student Support & Academic Enrichment Grant	4400	10,000	0		0	0				
202	Title IV - Part A - Student Support & Academic Enrichment Grants Safe and Drug Free Schools	4415	0	0		0	0				
203	Title IV - 21st Century	4421	0	0		0	0				
204	Title IV - Other (Describe & Itemize)	4499	0	0		0	0				
205	Total Title IV		10,000	0		0	0				
206	FEDERAL - SPECIAL EDUCATION										
207	Federal Special Education - Preschool Flow-Through	4600	6,382	0		0	0				
208	Federal Special Education - Preschool Discretionary	4605	0	0		0	0				
209	Federal Special Education - IDEA Flow Through	4620	69,347	0		0	0				
210	Federal Special Education - IDEA Room & Board	4625	0	0		0	0				
211	Federal Special Education - IDEA Discretionary	4630	0	0		0	0				
212	Federal Special Education - IDEA - Other (Describe & Itemize)	4699	0	0		0	0				
213	Total Federal Special Education		75,729	0		0	0				
214	CTE - PERKINS										
215	CTE - Perkins-Title IIIIE Tech Prep	4770	0	0			0				
216	CTE - Other (Describe & Itemize)	4799	0	0			0				
217	Total CTE - Perkins		0	0			0				
218	Federal - Adult Education	4810	0	0			0				
219	Qualified Zone Academy Bond Tax Credits	4866	0	0	0	0	0	0		0	0
220	Qualified School Construction Bond Credits	4867	0	0	0	0	0	0		0	0
221	Build America Bond Tax Credits	4868	0	0	0	0	0	0		0	0
222	Build America Bond Interest Reimbursement	4869	0	0	0	0	0	0		0	0
223	Total Stimulus Programs		0	0	0	0	0	0		0	0
224	Race to the Top Program	4901	0								

	A	B	C	D	E	F	G	H	I	J	K
1											
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
225	Race to the Top - Preschool Expansion Grant	4902	0	0		0	0				
226	Title III - Instruction for English Learners & Immigrant Students	4905	0			0	0				
227	Title III - English Language Acquisition	4909	0			0	0				
228	McKinney Education for Homeless Children	4920	0	0		0	0				
229	Title II - Eisenhower - Professional Development Formula	4930	8,312	0		0	0				
230	Title II - Teacher Quality	4932	0	0		0	0				
231	Title II - Part A - Supporting Effective Instruction - State Grants	4935	0	0		0	0				
232	Federal Charter Schools	4960	0	0		0	0				
233	State Assessment Grants	4981	0	0		0	0				
234	Grant for State Assessments and Related Activities	4982	15,834	0		0	0				
235	Medicaid Matching Funds - Administrative Outreach	4991	0	0		0	0				
236	Medicaid Matching Funds - Fee-For-Service Program	4992	0	0		0	0				
237	Other Restricted Grants Received from Fed. Govt. thru State (Describe & Itemize)	4998	0	0		0	0	0			0
238	Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State		408,135	0	0	0	0	0		0	0
239	TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES	4000	408,135	0	0	0	0	0	0	0	0
240	TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)		2,542,503	161,807	241,380	165,238	93,312	358,589	62,234	81,295	32,605
241	TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)		2,542,503								

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
2											
3	10 - EDUCATIONAL FUND (ED)										
4	INSTRUCTION (ED)	1000									
5	Regular Programs	1100	856,693	164,799	37,353	12,800	18,475	0	0	0	1,090,120
6	Tuition Payment to Charter Schools	1115			0						0
7	Pre-K Programs	1125	0	0	0	0	0	0	0	0	0
8	Special Education Programs (Functions 1200 - 1220)	1200	204,390	11,738	0	0	0	0	0	0	216,127
9	Special Education Programs Pre-K	1225	0	0	0	0	0	0	0	0	0
10	Remedial and Supplemental Programs K-12	1250	167,501	1,429	40,623	200	0	0	0	0	209,753
11	Remedial and Supplemental Programs Pre-K	1275	0	0	0	0	0	0	0	0	0
12	Adult/Continuing Education Programs	1300	0	0	0	0	0	0	0	0	0
13	CTE Programs	1400	0	0	0	0	0	0	0	0	0
14	Interscholastic Programs	1500	41,716	1,750	4,200	150	0	1,175	0	0	48,991
15	Summer School Programs	1600	0	0	0	0	0	0	0	0	0
16	Gifted Programs	1650	0	0	0	0	0	0	0	0	0
17	Driver's Education Programs	1700	0	0	0	0	0	0	0	0	0
18	Bilingual Programs	1800	0	0	0	0	0	0	0	0	0
19	Truant Alternative & Optional Programs	1900	0	0	0	0	0	0	0	0	0
20	Pre-K Programs - Private Tuition	1910						0			0
21	Regular K-12 Programs - Private Tuition	1911						0			0
22	Special Education Programs K-12 Private Tuition	1912						0			0
23	Special Education Programs Pre-K Tuition	1913						0			0
24	Remedial/Supplemental Programs K-12 Private Tuition	1914						0			0
25	Remedial/Supplemental Programs Pre-K Private Tuition	1915						0			0
26	Adult/Continuing Education Programs Private Tuition	1916						0			0
27	CTE Programs Private Tuition	1917						0			0
28	Interscholastic Programs Private Tuition	1918						0			0
29	Summer School Programs Private Tuition	1919						0			0
30	Gifted Programs Private Tuition	1920						0			0
31	Bilingual Programs Private Tuition	1921						0			0
32	Truants Alternative/Opt Ed Programs Private Tuition	1922						0			0
33	Student Activity Fund Expenditures	1999						0			0
34	Total Instruction¹⁴ (Without Student Activity Funds 1999)	1000	1,270,299	179,717	82,176	13,150	18,475	1,175	0	0	1,564,992
35	Total Instruction (With Student Activity Funds 1999)	1000	1,270,299	179,717	82,176	13,150	18,475	1,175	0	0	1,564,992
36	SUPPORT SERVICES (ED)	2000									
37	Support Services - Pupil	2100									
38	Attendance & Social Work Services	2110	0	0	0	0	0	0	0	0	0
39	Guidance Services	2120	0	0	0	0	0	0	0	0	0
40	Health Services	2130	0	0	0	0	0	0	0	0	0
41	Psychological Services	2140	0	0	0	0	0	0	0	0	0
42	Speech Pathology & Audiology Services	2150	0	0	0	0	0	0	0	0	0
43	Other Support Services - Pupils (<i>Describe & Itemize</i>)	2190	0	0	0	0	0	0	0	0	0
44	Total Support Services - Pupil	2100	0	0	0	0	0	0	0	0	0
45	Support Services - Instructional Staff	2200									
46	Improvement of Instruction Services	2210	0	8,347	2,000	0	0	0	0	0	10,347
47	Educational Media Services	2220	19,732	0	0	1,850	0	0	0	0	21,582
48	Assessment & Testing	2230	0	0	0	0	0	0	0	0	0
49	Total Support Services - Instructional Staff	2200	19,732	8,347	2,000	1,850	0	0	0	0	31,929
50	Support Services - General Administration	2300									
51	Board of Education Services	2310	600	0	12,747	0	0	5,500	0	0	18,847
52	Executive Administration Services	2320	81,770	2,000	35	300	4,000	427	0	0	88,532
53	Special Area Administration Services	2330	0	0	0	0	0	0	0	0	0
54	Tort Immunity Services	2361, 2365	0	0	0	0	0	0	0	0	0
55	Total Support Services - General Administration	2300	82,370	2,000	12,782	300	4,000	5,927	0	0	107,378
56	Support Services - School Administration	2400									
57	Office of the Principal Services	2410	136,382	40,000	35	10,000	0	450	0	0	186,867
58	Other Support Services - School Administration (<i>Describe & Itemize</i>)	2490	0	0	0	0	0	0	0	0	0
59	Total Support Services - School Administration	2400	136,382	40,000	35	10,000	0	450	0	0	186,867
60	Support Services - Business	2500									
61	Direction of Business Support Services	2510	0	0	0	0	0	0	0	0	0
62	Fiscal Services	2520	4,154	3,500	5,753	8,050	500	138	0	0	22,095

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
63	Operation & Maintenance of Plant Services	2540	0	0	0	0	0	0	0	0	0
64	Pupil Transportation Services	2550	0	0	0	0	0	0	0	0	0
65	Food Services	2560	45,000	0	500	105,000	1,000	350	0	0	151,850
66	Internal Services	2570	0	0	0	0	0	0	0	0	0
67	Total Support Services - Business	2500	49,154	3,500	6,253	113,050	1,500	488	0	0	173,945
68	Support Services - Central	2600									
69	Direction of Central Support Services	2610	0	0	0	0	0	0	0	0	0
70	Planning, Research, Development & Evaluation Services	2620	0	0	0	0	0	0	0	0	0
71	Information Services	2630	0	0	1,250	0	0	0	0	0	1,250
72	Staff Services	2640	0	0	614	0	0	0	0	0	614
73	Data Processing Services	2660	0	0	0	0	0	0	0	0	0
74	Total Support Services - Central	2600	0	0	1,864	0	0	0	0	0	1,864
75	Other Support Services - Misc. (Describe & Itemize)	2900	0	0	0	0	0	0	0	0	0
76	Total Support Services	2000	287,638	53,847	22,934	125,200	5,500	6,865	0	0	501,983
77	COMMUNITY SERVICES (ED)	3000	0	0	0	0	0	0	0	0	0
78	PAYMENTS TO OTHER DIST & GOVT UNITS (ED)	4000									
79	Payments to Other Dist & Govt Units (In-State)	4100									
80	Payments for Regular Programs	4110			0			0			0
81	Payments for Special Education Programs	4120			273,128			329,452			602,580
82	Payments for Adult/Continuing Education Programs	4130			0			0			0
83	Payments for CTE Programs	4140			0			0			0
84	Payments for Community College Programs	4170			0			0			0
85	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190			0			0			0
86	Total Payments to Other Dist & Govt Units (In-State)	4100			273,128			329,452			602,580
87	Payments for Regular Programs - Tuition	4210						0			0
88	Payments for Special Education Programs - Tuition	4220						0			0
89	Payments for Adult/Continuing Education Programs - Tuition	4230						0			0
90	Payments for CTE Programs - Tuition	4240						0			0
91	Payments for Community College Programs - Tuition	4270						0			0
92	Payments for Other Programs - Tuition	4280						0			0
93	Other Payments to In-State Govt Units - Tuition (Describe & Itemize)	4290						0			0
94	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
95	Payments for Regular Programs - Transfers	4310						0			0
96	Payments for Special Education Programs - Transfers	4320						0			0
97	Payments for Adult/Continuing Ed Programs - Transfers	4330						0			0
98	Payments for CTE Programs - Transfers	4340						0			0
99	Payments for Community College Program - Transfers	4370						0			0
100	Payments for Other Programs - Transfers	4380						0			0
101	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390			0			0			0
102	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
103	Payments to Other Dist & Govt Units (Out of State)	4400			0			0			0
104	Total Payments to Other Dist & Govt Units	4000			273,128			329,452			602,580
105	DEBT SERVICE (ED)	5000									
106	Debt Service - Interest on Short-Term Debt	5100									
107	Tax Anticipation Warrants	5110						0			0
108	Tax Anticipation Notes	5120						0			0
109	Corporate Personal Property Repl Tax Anticipated Notes	5130						0			0
110	State Aid Anticipation Certificates	5140						0			0
111	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
112	Total Debt Service - Interest on Short-Term Debt	5100						0			0
113	Debt Service - Interest on Long-Term Debt	5200						0			0
114	Total Debt Service	5000						0			0
115	PROVISION FOR CONTINGENCIES (ED)	6000						0			0
116	Total Direct Disbursements/Expenditures (without Student Activity Funds (1999))		1,557,937	233,564	378,238	138,350	23,975	337,492	0	0	2,669,555
117	Total Direct Disbursements/Expenditures (with Student Activity Funds (1999))		1,557,937	233,564	378,238	138,350	23,975	337,492	0	0	2,669,555
118	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds 1999)										(127,052)
119	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds 1999)										(127,052)
120											
121	20 - OPERATIONS AND MAINTENANCE FUND (O&M)										

	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
122	SUPPORT SERVICES (O&M)	2000									
123	Support Services - Pupil	2100									
124	Other Support Services - Pupils <i>(Describe & Itemize)</i>	2190	0	0	0	0	0	0	0	0	0
125	Support Services - Business	2500									
126	Direction of Business Support Services	2510	0	0	0	0	0	0	0	0	0
127	Facilities Acquisition & Construction Services	2530	0	0	0	0	0	0	0	0	0
128	Operation & Maintenance of Plant Services	2540	110,080	8,194	42,206	57,300	0	0	0	0	217,779
129	Pupil Transportation Services	2550	0	0	0	0	0	0	0	0	0
130	Food Services	2560					0		0		0
131	Total Support Services - Business	2500	110,080	8,194	42,206	57,300	0	0	0	0	217,779
132	Other Support Services - Misc. <i>(Describe & Itemize)</i>	2900	0	0	0	0	0	0	0	0	0
133	Total Support Services	2000	110,080	8,194	42,206	57,300	0	0	0	0	217,779
134	COMMUNITY SERVICES (O&M)	3000	0	0	0	0	0	0	0	0	0
135	PAYMENTS TO OTHER DIST & GOVT UNITS (O&M)	4000									
136	Payments to Other Dist & Govt Units (In-State)	4100									
137	Payments for Regular Programs	4110			0			0			0
138	Payments for Special Education Programs	4120			0			0			0
139	Payments for CTE Program	4140			0			0			0
140	Other Payments to In-State Govt Units - Programs <i>(Describe & Itemize)</i>	4190			0			0			0
141	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
142	Payments to Other Dist & Govt Units (Out of State) ¹⁴	4400			0			0			0
143	Total Payments to Other Dist & Govt Unit	4000			0			0			0
144	DEBT SERVICE (O&M)	5000									
145	Debt Service - Interest on Short-Term Debt	5100									
146	Tax Anticipation Warrants	5110						0			0
147	Tax Anticipation Notes	5120						0			0
148	Corporate Personal Prop Repl Tax Anticipated Notes	5130						0			0
149	State Aid Anticipation Certificates	5140						0			0
150	Other Interest on Short-Term Debt <i>(Describe & Itemize)</i>	5150						0			0
151	Total Debt Service - Interest on Short-Term Debt	5100						0			0
152	Debt Service - Interest on Long-Term Debt	5200						0			0
153	Total Debt Service	5000						0			0
154	PROVISION FOR CONTINGENCIES (O&M)	6000						0			0
155	Total Direct Disbursements/Expenditures		110,080	8,194	42,206	57,300	0	0	0	0	217,779
156	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(55,972)
157											
158	30 - DEBT SERVICE FUND (DS)										
159	PAYMENTS TO OTHER DIST & GOVT UNITS (DS)	4000									
160	Payments to Other Dist & Govt Units (In-State)	4100									
161	Payments for Regular Programs	4110						0			0
162	Payments for Special Education Programs	4120						0			0
163	Other Payments to In-State Govt Units - Programs <i>(Describe & Itemize)</i>	4190						0			0
164	Total Payments to Other Dist & Govt Units (In-State)	4000						0			0
165	DEBT SERVICE (DS)	5000									
166	Debt Service - Interest on Short-Term Debt	5100									
167	Tax Anticipation Warrants	5110						0			0
168	Tax Anticipation Notes	5120						0			0
169	Corporate Personal Prop Repl Tax Anticipation Notes	5130						0			0
170	State Aid Anticipation Certificates	5140						0			0
171	Other Interest on Short-Term Debt <i>(Describe & Itemize)</i>	5150						0			0
172	Total Debt Service - Interest On Short-Term Debt	5100						0			0
173	Debt Service - Interest on Long-Term Debt	5200						43,200			43,200
174	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) <i>(Describe & Itemize)</i>	5300						195,000			195,000
175	Debt Service - Other <i>(Describe & Itemize)</i>	5400			0			0			0
176	Total Debt Service	5000			0			238,200			238,200
177	PROVISION FOR CONTINGENCIES (DS)	6000						0			0
178	Total Direct Disbursements/Expenditures				0			238,200			238,200
179	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										3,180
180											

	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
181	40 - TRANSPORTATION FUND (TR)										
182	SUPPORT SERVICES (TR)	2000									
183	Support Services - Pupils	2100									
184	Other Support Services - Pupils (Describe & Itemize)	2190	0	0	0	0	0	0	0	0	0
185	Support Services - Business										
186	Pupil Transportation Services	2550	91,902	0	33,384	23,734	0	0	0	0	149,020
187	Other Support Services - Business (Describe & Itemize)	2900	0	0	0	0	0	0	0	0	0
188	Total Support Services	2000	91,902	0	33,384	23,734	0	0	0	0	149,020
189	COMMUNITY SERVICES (TR)	3000	0	0	0	0	0	0	0	0	0
190	PAYMENTS TO OTHER DIST & GOVT UNITS (TR)	4000									
191	Payments to Other Dist & Govt Units (In-State)	4100									
192	Payments for Regular Program	4110			0			0			0
193	Payments for Special Education Programs	4120			0			0			0
194	Payments for Adult/Continuing Education Programs	4130			0			0			0
195	Payments for CTE Programs	4140			0			0			0
196	Payments for Community College Programs	4170			0			0			0
197	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190			0			0			0
198	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
199	Payments to Other Dist & Govt Units (Out-of-State) (Describe & Itemize)	4400			0			0			0
200	Total Payments to Other Dist & Govt Units	4000			0			0			0
201	DEBT SERVICE (TR)	5000									
202	Debt Service - Interest on Short-Term Debt	5100									
203	Tax Anticipation Warrants	5110						0			0
204	Tax Anticipation Notes	5120						0			0
205	Corporate Personal Prop Repl Tax Anticipation Notes	5130						0			0
206	State Aid Anticipation Certificates	5140						0			0
207	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
208	Total Debt Service - Interest On Short-Term Debt	5100						0			0
209	Debt Service - Interest on Long-Term Debt	5200						0			0
210	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300						0			0
211	Debt Service - Other (Describe & Itemize)	5400						0			0
212	Total Debt Service	5000						0			0
213	PROVISION FOR CONTINGENCIES (TR)	6000						0			0
214	Total Direct Disbursements/Expenditures		91,902	0	33,384	23,734	0	0	0	0	149,020
215	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										16,218
216											
217	50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)										
218	INSTRUCTION (MR/SS)	1000									
219	Regular Program	1100		11,431							11,431
220	Pre-K Programs	1125		0							0
221	Special Education Programs (Functions 1200-1220)	1200		2,494							2,494
222	Special Education Programs Pre-K	1225		0							0
223	Remedial and Supplemental Programs K-12	1250		9,465							9,465
224	Remedial and Supplemental Programs Pre-K	1275		0							0
225	Adult/Continuing Education Programs	1300		0							0
226	CTE Programs	1400		0							0
227	Interscholastic Programs	1500		2,255							2,255
228	Summer School Programs	1600		0							0
229	Gifted Programs	1650		0							0
230	Driver's Education Programs	1700		0							0
231	Bilingual Programs	1800		0							0
232	Truant Alternative & Optional Programs	1900		0							0
233	Total Instruction	1000		25,645							25,645
234	SUPPORT SERVICES (MR/SS)	2000									
235	Support Services - Pupil	2100									
236	Attendance & Social Work Services	2110		0							0
237	Guidance Services	2120		0							0
238	Health Services	2130		0							0
239	Psychological Services	2140		0							0
240	Speech Pathology & Audiology Services	2150		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
241	Other Support Services - Pupils (<i>Describe & Itemize</i>)	2190		0							0
242	Total Support Services - Pupil	2100		0							0
243	Support Services - Instructional Staff	2200									
244	Improvement of Instruction Services	2210		25							25
245	Educational Media Services	2220		2,555							2,555
246	Assessment & Testing	2230		0							0
247	Total Support Services - Instructional Staff	2200		2,580							2,580
248	Support Services - General Administration	2300									
249	Board of Education Services	2310		0							0
250	Executive Administration Services	2320		4,676							4,676
251	Special Area Administrative Services	2330		0							0
252	Claims Paid from Self Insurance Fund	2361		0							0
253	Risk Management and Claims Services Payments	2365		0							0
254	Total Support Services - General Administration	2300		4,676							4,676
255	Support Services - School Administration	2400									
256	Office of the Principal Services	2410		9,114							9,114
257	Other Support Services - School Administration (<i>Describe & Itemize</i>)	2490		0							0
258	Total Support Services - School Administration	2400		9,114							9,114
259	Support Services - Business	2500									
260	Direction of Business Support Services	2510		0							0
261	Fiscal Services	2520		5,339							5,339
262	Facilities Acquisition & Construction Services	2530		0							0
263	Operation & Maintenance of Plant Service	2540		13,887							13,887
264	Pupil Transportation Services	2550		10,180							10,180
265	Food Services	2560		5,569							5,569
266	Internal Services	2570		0							0
267	Total Support Services - Business	2500		34,974							34,974
268	Support Services - Central	2600									
269	Direction of Central Support Services	2610		0							0
270	Planning, Research, Development & Evaluation Services	2620		0							0
271	Information Services	2630		0							0
272	Staff Services	2640		0							0
273	Data Processing Services	2660		0							0
274	Total Support Services - Central	2600		0							0
275	Other Support Services - Misc. (<i>Describe & Itemize</i>)	2900		0							0
276	Total Support Services	2000		51,344							51,344
277	COMMUNITY SERVICES (MR/SS)	3000		0							0
278	PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)	4000									
279	Payments for Regular Programs	4110		0							0
280	Payments for Special Education Programs	4120		0							0
281	Payments for CTE Programs	4140		0							0
282	Total Payments to Other Dist & Govt Units	4000		0							0
283	DEBT SERVICE (MR/SS)	5000									
284	Debt Service - Interest on Short-Term Debt	5100									
285	Tax Anticipation Warrants	5110						0			0
286	Tax Anticipation Notes	5120						0			0
287	Corporate Personal Prop Repl Tax Anticipation Notes	5130						0			0
288	State Aid Anticipation Certificates	5140						0			0
289	Other Interest on Short-Term Debt (<i>Describe & Itemize</i>)	5150						0			0
290	Total Debt Service	5000						0			0
291	PROVISION FOR CONTINGENCIES (MR/SS)	6000						0			0
292	Total Direct Disbursements/Expenditures			76,988				0			76,988
293	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										16,324
294											
295	60 - CAPITAL PROJECTS (CP)										
296	SUPPORT SERVICES (CP)	2000									
297	Support Services - Business										
298	Facilities Acquisition & Construction Services	2530	0	0	877	0	100,000	0	0		100,877
299	Other Support Services - Business (<i>Describe & Itemize</i>)	2900	0	0	0	0	0	0	0		0
300	Total Support Services	2000	0	0	877	0	100,000	0	0		100,877
301	PAYMENTS TO OTHER DIST & GOVT UNITS (CP)	4000									

	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
302	Payments to Other Dist & Govt Units (In-State)	4100									
303	Payments to Regular Programs	4110			0			0			0
304	Payment for Special Education Programs	4120			0			0			0
305	Payment for CTE Programs	4140			0			0			0
306	Payments to Other Govt Units - Programs (In-State) (Describe & Itemize)	4190			0			0			0
307	Total Payments to Other Districts & Govt Units	4000			0			0			0
308	PROVISION FOR CONTINGENCIES (CP)	6000						0			0
309	Total Direct Disbursements/Expenditures		0	0	877	0	100,000	0	0		100,877
310	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										257,712
311											
312	70 WORKING CASH FUND (WC)										
313											
314	80 - TORT FUND (TF)										
315	INSTRUCTION (TF)	1000									
316	Regular Programs	1100	0	0	0	0	0	0	0	0	0
317	Tuition Payment to Charter Schools	1115			0						0
318	Pre-K Programs	1125	0	0	0	0	0	0	0	0	0
319	Special Education Programs (Functions 1200 - 1220)	1200	0	0	0	0	0	0	0	0	0
320	Special Education Programs Pre-K	1225	0	0	0	0	0	0	0	0	0
321	Remedial and Supplemental Programs K-12	1250	0	0	0	0	0	0	0	0	0
322	Remedial and Supplemental Programs Pre-K	1275	0	0	0	0	0	0	0	0	0
323	Adult/Continuing Education Programs	1300	0	0	0	0	0	0	0	0	0
324	CTE Programs	1400	0	0	0	0	0	0	0	0	0
325	Interscholastic Programs	1500	0	0	0	0	0	0	0	0	0
326	Summer School Programs	1600	0	0	0	0	0	0	0	0	0
327	Gifted Programs	1650	0	0	0	0	0	0	0	0	0
328	Driver's Education Programs	1700	0	0	0	0	0	0	0	0	0
329	Bilingual Programs	1800	0	0	0	0	0	0	0	0	0
330	Truant Alternative & Optional Programs	1900	0	0	0	0	0	0	0	0	0
331	Pre-K Programs - Private Tuition	1910						0			0
332	Regular K-12 Programs Private Tuition	1911						0			0
333	Special Education Programs K-12 Private Tuition	1912						0			0
334	Special Education Programs Pre-K Tuition	1913						0			0
335	Remedial/Supplemental Programs K-12 Private Tuition	1914						0			0
336	Remedial/Supplemental Programs Pre-K Private Tuition	1915						0			0
337	Adult/Continuing Education Programs Private Tuition	1916						0			0
338	CTE Programs Private Tuition	1917						0			0
339	Interscholastic Programs Private Tuition	1918						0			0
340	Summer School Programs Private Tuition	1919						0			0
341	Gifted Programs Private Tuition	1920						0			0
342	Bilingual Programs Private Tuition	1921						0			0
343	Truants Alternative/Opt Ed Programs Private Tuition	1922						0			0
344	Total Instruction ¹⁴	1000	0	0	0	0	0	0	0	0	0
345	SUPPORT SERVICES (TF)	2000									
346	Support Services - Pupil	2100									
347	Attendance & Social Work Services	2110	0	0	0	0	0	0	0	0	0
348	Guidance Services	2120	0	0	0	0	0	0	0	0	0
349	Health Services	2130	0	0	0	0	0	0	0	0	0
350	Psychological Services	2140	0	0	0	0	0	0	0	0	0
351	Speech Pathology & Audiology Services	2150	0	0	0	0	0	0	0	0	0
352	Other Support Services - Pupils (Describe & Itemize)	2190	0	0	0	0	0	0	0	0	0
353	Total Support Services - Pupil	2100	0	0	0	0	0	0	0	0	0
354	Support Services - Instructional Staff	2200									
355	Improvement of Instruction Services	2210	0	0	0	0	0	0	0	0	0
356	Educational Media Services	2220	0	0	0	0	0	0	0	0	0
357	Assessment & Testing	2230	0	0	0	0	0	0	0	0	0
358	Total Support Services - Instructional Staff	2200	0	0	0	0	0	0	0	0	0
359	Support Services - General Administration	2300									
360	Board of Education Services	2310	0	0	2,000	0	0	0	0	0	2,000
361	Executive Administration Services	2320	0	0	0	0	0	0	0	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
2											
362	Special Area Administration Services	2330	0	0	0	0	0	0	0	0	0
363	Claims Paid from Self Insurance Fund	2361	0	0	0	0	0	0	0	0	0
364	Risk Management and Claims Services Payments	2365	0	0	69,502	0	0	0	0	0	69,502
365	Total Support Services - General Administration	2300	0	0	71,502	0	0	0	0	0	71,502
366	Support Services - School Administration	2400									
367	Office of the Principal Services	2410	0	0	0	0	0	0	0	0	0
368	Other Support Services - School Administration <i>(Describe & Itemize)</i>	2490	0	0	0	0	0	0	0	0	0
369	Total Support Services - School Administration	2400	0	0	0	0	0	0	0	0	0
370	Support Services - Business	2500									
371	Direction of Business Support Services	2510	0	0	0	0	0	0	0	0	0
372	Fiscal Services	2520	0	0	0	0	0	0	0	0	0
373	Facilities Acquisition & Construction Services	2530	0	0	0	0	0	0	0	0	0
374	Operation & Maintenance of Plant Services	2540	0	0	0	0	0	0	0	0	0
375	Pupil Transportation Services	2550	0	0	0	0	0	0	0	0	0
376	Food Services	2560	0	0	0	0	0	0	0	0	0
377	Internal Services	2570	0	0	0	0	0	0	0	0	0
378	Total Support Services - Business	2500	0	0	0	0	0	0	0	0	0
379	Support Services - Central	2600									
380	Direction of Central Support Services	2610	0	0	0	0	0	0	0	0	0
381	Planning, Research, Development & Evaluation Services	2620	0	0	0	0	0	0	0	0	0
382	Information Services	2630	0	0	0	0	0	0	0	0	0
383	Staff Services	2640	0	0	0	0	0	0	0	0	0
384	Data Processing Services	2660	0	0	0	0	0	0	0	0	0
385	Total Support Services - Central	2600	0	0	0	0	0	0	0	0	0
386	Other Support Services - Misc. <i>(Describe & Itemize)</i>	2900	0	0	0	0	0	0	0	0	0
387	Total Support Services	2000	0	0	71,502	0	0	0	0	0	71,502
388	COMMUNITY SERVICES (TF)	3000									
389	PAYMENTS TO OTHER DIST & GOVT UNITS (TF)	4000									
390	Payments to Other Dist & Govt Units (In-State)	4100									
391	Payments for Regular Programs	4110			0			0			0
392	Payments for Special Education Programs	4120			0			0			0
393	Payments for Adult/Continuing Education Programs	4130			0			0			0
394	Payments for CTE Programs	4140			0			0			0
395	Payments for Community College Programs	4170			0			0			0
396	Other Payments to In-State Govt Units - Programs <i>(Describe & Itemize)</i>	4190			0			0			0
397	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
398	Payments for Regular Programs - Tuition	4210						0			0
399	Payments for Special Education Programs - Tuition	4220						0			0
400	Payments for Adult/Continuing Education Programs - Tuition	4230						0			0
401	Payments for CTE Programs - Tuition	4240						0			0
402	Payments for Community College Programs - Tuition	4270						0			0
403	Payments for Other Programs - Tuition	4280						0			0
404	Other Payments to In-State Govt Units - Tuition <i>(Describe & Itemize)</i>	4290						0			0
405	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
406	Payments for Regular Programs - Transfers	4310						0			0
407	Payments for Special Education Programs - Transfers	4320						0			0
408	Payments for Adult/Continuing Ed Programs - Transfers	4330						0			0
409	Payments for CTE Programs - Transfers	4340						0			0
410	Payments for Community College Program - Transfers	4370						0			0
411	Payments for Other Programs - Transfers	4380						0			0
412	Other Payments to In-State Govt Units - Transfers <i>(Describe & Itemize)</i>	4390			0			0			0
413	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
414	Payments to Other Dist & Govt Units (Out of State)	4400			0			0			0
415	Total Payments to Other Dist & Govt Units	4000			0			0			0
416	DEBT SERVICE (TF)	5000									
417	Debt Service - Interest on Short-Term Debt										
418	Tax Anticipation Warrants	5110						0			0
419	Tax Anticipation Notes	5120						0			0
420	Corporate Personal Property Replacement Tax Anticipation Notes	5130						0			0
421	State Aid Anticipation Certificates	5140						0			0
422	Other Interest or Short-Term Debt <i>(Describe & Itemize)</i>	5150						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
423	Debt Service - Interest on Long-Term Debt	5200						0			0
424	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300						0			0
425	Debt Service - Other (Describe & Itemize)	5400			0			0			0
426	Total Debt Service	5000			0			0			0
427	PROVISION FOR CONTINGENCIES (TF)	6000						0			0
428	Total Direct Disbursements/Expenditures		0	0	71,502	0	0	0	0	0	71,502
429	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										9,793
430											
431	90 - FIRE PREVENTION & SAFETY FUND (FP&S)										
432	SUPPORT SERVICES (FP&S)	2000									
433	Support Services - Business	2500									
434	Facilities Acquisition & Construction Services	2530	0	0	0	0	0	0	0		0
435	Operation & Maintenance of Plant Service	2540	0	0	0	0	40,641	0	0		40,641
436	Total Support Services - Business	2500	0	0	0	0	40,641	0	0		40,641
437	Other Support Services - Misc. (Describe & Itemize)	2900	0	0	0	0	0	0	0		0
438	Total Support Services	2000	0	0	0	0	40,641	0	0		40,641
439	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (FP&S)	4000									
440	Payments to Regular Programs	4110						0			0
441	Payments to Special Education Programs	4120						0			0
442	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190						0			0
443	Total Payments to Other Districts & Govt Units (FPS)	4000						0			0
444	DEBT SERVICE (FP&S)	5000									
445	Debt Service - Interest on Short-Term Debt	5100									
446	Tax Anticipation Warrants	5110						0			0
447	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
448	Total Debt Service - Interest on Short-Term Debt	5100						0			0
449	Debt Service - Interest on Long-Term Debt	5200						0			0
450	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300						0			0
451	Total Debt Service	5000						0			0
452	PROVISIONS FOR CONTINGENCIES (FP&S)	6000						0			0
453	Total Direct Disbursements/Expenditures		0	0	0	0	40,641	0	0		40,641
454	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(8,036)

	B	C	D	E	F	G	H
1	If there is an amount in column C or column G, please describe the type of revenue or expenditure in column D or column H.						
2	Revenue Check:	OK					
3	Expenditure Check:	OK					
4	Revenues Acct. (EstRev tab)	Amount	Describe Revenue	Expenditures Fund-Function (EstExp tab)	Amount	Describe Expenditures	
5	1190			10-2190			
6	1290			10-2490			
7	1614			10-2900			
8	1690			10-4190			
9	1790			10-4290			
10	1819			10-4390			
11	1829			10-4400			
12	1890	\$ 20	Library Books	10-5150			
13	1993	\$ 9,824	Latchkey	20-2190			
14	1999	\$ 15,000	TRS, IMRF Credits, Reclaim Resale Donation	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	\$ 195,000	Bond Principal	
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			50-2190			
30	4998			50-2490			
31				50-2900			
32				50-5150			
33				60-2900			
34				60-4190			
35				80-2190			
36				80-2490			
37				80-2900			
38				80-4190			
39				80-4290			
40				80-4390			
41				80-4400			
42				80-5150			
43				80-5300			
44				80-5400			
45				90-2900			
46				90-4190			
47				90-5150			
48				90-5300			

DEFICIT BUDGET SUMMARY INFORMATION - Operating Funds Only (School Districts Only)					
Description	EDUCATIONAL FUND (10)	OPERATIONS & MAINTENANCE FUND (20)	TRANSPORTATION FUND (40)	WORKING CASH FUND (70)	TOTAL
Direct Revenues	2,542,503	161,807	165,238	62,234	2,931,782
Direct Expenditures	2,669,555	217,779	149,020		3,036,354
Difference	(127,052)	(55,972)	16,218	62,234	(104,572)
Estimated Fund Balance - June 30, 2027	155,476	17,805	106,888	389,232	669,401
Unbalanced budget; however, a Deficit Reduction Plan is not required at this time.					

A deficit reduction plan is required if the local board of education adopts (or amends) the 2026-2027 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 2025-2026 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 22-26) 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	<i>*School Districts Only</i> 53102002004 <i>District Number</i> Riverview CCSD 2 <i>District Name</i>			DEFICIT REDUCTION PLAN ESTIMATED BUDGET FY2026-2027				
2								
3								
4								
5								
6				Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i>			282,528	23,777	90,670	376,998	773,973
8	RECEIPTS/REVENUES		Acct #					
9	LOCAL SOURCES		1000	1,328,653	161,807	78,351	62,234	1,631,045
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT		2000	0	0	0		0
11	STATE SOURCES		3000	805,715	0	86,887	0	892,602
12	FEDERAL SOURCES		4000	408,135	0	0	0	408,135
13	Total Receipts/Revenues			2,542,503	161,807	165,238	62,234	2,931,782
14	DISBURSEMENTS/EXPENDITURES		Funct #					
15	INSTRUCTION		1000	1,564,992				1,564,992
16	SUPPORT SERVICES		2000	501,983	217,779	149,020		868,782
17	COMMUNITY SERVICES		3000	0	0	0		0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS		4000	602,580	0	0		602,580
19	DEBT SERVICES		5000	0	0	0		0
20	PROVISION FOR CONTINGENCIES		6000	0	0	0		0
21	Total Disbursements/Expenditures			2,669,555	217,779	149,020		3,036,354
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures			(127,052)	(55,972)	16,218	62,234	(104,572)
23	OTHER SOURCES/USES OF FUNDS							
24	OTHER SOURCES OF FUNDS (7000)			0	50,000	0	0	50,000
25	OTHER USES OF FUNDS (8000)			0	0	0	50,000	50,000
26	TOTAL OTHER SOURCES/USES OF FUNDS			0	50,000	0	(50,000)	0
27	ESTIMATED ENDING FUND BALANCE			155,476	17,805	106,888	389,232	669,401

	A		B	H	I	J	K	L
1	*School Districts Only 53102002004 <i>District Number</i> Riverview CCSD 2 <i>District Name</i>			ESTIMATED BUDGET FY2027-2028				
2								
3								
4								
5								
6				Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i>			155,476	17,805	106,888	389,232	669,401
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	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	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	0
27	ESTIMATED ENDING FUND BALANCE		155,476	17,805	106,888	389,232	669,401	

	A		B	M	N	O	P	Q
1	*School Districts Only 53102002004 <i>District Number</i> Riverview CCSD 2 <i>District Name</i>			ESTIMATED BUDGET FY2028-2029				
2								
3								
4								
5								
6				Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i>			155,476	17,805	106,888	389,232	669,401
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			155,476	17,805	106,888	389,232	669,401

	A		B	R	S	T	U	V
1	*School Districts Only 53102002004 <i>District Number</i> Riverview CCSD 2 <i>District Name</i>			ESTIMATED BUDGET FY2029-2030				
2								
3								
4								
5								
6				Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i>			155,476	17,805	106,888	389,232	669,401
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	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	0
27	ESTIMATED ENDING FUND BALANCE		155,476	17,805	106,888	389,232	669,401	

	A	B	W	X	Y	Z
1	*School Districts Only 53102002004 District Number Riverview CCSD 2 District Name		SUMMARY BUDGET ADDENDUM - DEFICIT REDUCTION PLAN ESTIMATED BUDGET Date of Adoption: (Enter as MM/DD/YY)			
2						
3						
4						
5			FY2026-2027	FY2027-2028	FY2028-2029	FY2029-2030
6						
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		773,973	669,401	669,401	669,401
8	RECEIPTS/REVENUES	Acct #				
9	LOCAL SOURCES	1000	1,631,045	0	0	0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0	0
11	STATE SOURCES	3000	892,602	0	0	0
12	FEDERAL SOURCES	4000	408,135	0	0	0
13	Total Receipts/Revenues		2,931,782	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #				
15	INSTRUCTION	1000	1,564,992	0	0	0
16	SUPPORT SERVICES	2000	868,782	0	0	0
17	COMMUNITY SERVICES	3000	0	0	0	0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	602,580	0	0	0
19	DEBT SERVICES	5000	0	0	0	0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0	0
21	Total Disbursements/Expenditures		3,036,354	0	0	0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		(104,572)	0	0	0
23	OTHER SOURCES/USES OF FUNDS					
24	OTHER SOURCES OF FUNDS (7000)		50,000	0	0	0
25	OTHER USES OF FUNDS (8000)		50,000	0	0	0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		669,401	669,401	669,401	669,401

Deficit Reduction Plan-Background/Assumptions (School Districts Only)**Fiscal Year 2026-2027
through Fiscal Year 2029-2030**

Riverview CCSD 2 53102002004

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

1. Background and Narrative of Budget Reductions:**2. Assumptions Used in the Deficit Reduction Plan:**

- EBF and Estimated New Tier Funding:

- Equal Assessed Valuation and Tax Rates:

- Employee Salaries and Benefits:

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

Fiscal Year 2026-2027

through Fiscal Year 2029-2030

- 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 2027 Spending Plan RIVERVIEW C C SCHOOL DISTRICT 2

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 2026-27 school year? What measures will be used to evaluate progress? (No more than 2000 characters, including spaces.)
	Riverview CCSD #2 will use additional EBF funds to continue to provide our staff with appropriate PD and time to work on our new ELA and math curricula. Lastly, Riverview has experienced a marked increase in the needs of several special education students, several requiring out sourcing to various day programs we cannot support internally. In house, we have needed to add a special education teacher to the staff to meet the needs of students not going to alternate programs. Additional EBF money will go toward their (students requiring day programs) tuition and transportation to facilities better equipped to meet their special needs.

	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.)		
	Increase number and/or quality of professional development opportunities	Maintain or decrease class sizes	Increase the number of high-quality educators dedicated to special student groups
	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 2027 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 2026)	Final Resources / Adequacy Target = Percent of Adequacy	Average Student Enrollment	201.81	Adequacy Target	\$2,796,772
		Final Resources	\$2,082,409	Percent of Adequacy	74%
	Base Funding Minimum + Tier Funding = Gross State Contribution	Tier Assignment	1	Gross State Contribution	\$747,839
		FY26 Base Funding Minimum	\$722,031	FY 2026 Tier Funding	\$25,809
	Within FY 2026 Gross State Contribution, Resources Attributable to Specific Populations	Low-Income Students	\$110,251		
		English Learners (ELs)	\$484		
		Special Education	\$82,909		

	FY 2027 Tier Funding	Funding Type (Select)	<i>*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.</i>
1)	\$13,936	Actual	

		Data Source 1		Data Source 2		Data Source 3	
2)	Select the top three sources of data used to inform the Organizational Unit's planned allocation of EBF dollars. (Select three different responses.)	Climate and culture survey data (e.g., Five Essentials Survey)		Attendance data (e.g., chronic absenteeism, graduation or dropout rates)		Student growth and achievement data, disaggregated by student groups	
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	Yes	Bilingual Parent Advisory Committee	
		Special Ed. Program Director(s)	Yes	School Improvement Teams	Yes	Other Parent Group(s)	Yes
		Other Program Leaders		Teacher or Support Staff Unions		Community Focus Group(s)	
		School Board Members	Yes	Other School Staff		Other	
	[Optional] Provide a brief description of the Organizational Unit's process for consulting with internal and external stakeholders in determining the allocation of EBF dollars. (No more than 1000 characters, including spaces.)						
		Priority Investment 1		Priority Investment 2		Priority Investment 3	
4)	Given the data analyzed, the stakeholders consulted, and the priorities identified in Part I, indicate the top three priority investments the Organizational Unit will make with its FY 2027 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.)	Core Teachers		Specialist Teachers		School Site Staff	
	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 2026 Adequacy Target for each of the 34 cost factors in the Evidence-Based Funding model (Column F). Column G is required for all Organizational Units that receive at least \$5,000 in Tier Funding, while column H is optional. Organizational Units may choose to provide additional narrative context in Columns I-M to elaborate on the figures included in the table. ISBE has produced guidance for populating the cost factor table. The guidance includes a definition for each cost factor, along with suggestions for using Employee Information System position codes and common expenditure accounts to support a determination of expenditures. This guidance is available at https://www.isbe.net/ebfspendingplan. Column G: If the Organizational Unit will receive at least \$5,000 in FY 2027 Tier Funding (as entered in Q2.1/cell G31), column G is required. Please indicate the Organizational Unit's planned expenditures in FY 2027 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 2027 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 2026 Adjusted Adequacy Target	Budgeted FY 2027 Investments with New Tier Funding [Required]	Budgeted FY 2027 Expenditures (All Resources) [Optional]	Optional District Narratives		
	Core Teachers	\$646,133	\$6,968		Enter optional context for core investment decisions.		
	Specialist Teachers	\$129,227	\$6,968				
	Instructional Facilitator	\$65,865					
	Core Intervention Teacher	\$28,980					
	Substitute Teachers	\$22,289					

Core Investments	Guidance Counselor	\$38,253			
	Nurse	\$15,056			
	Supervisory Aide	\$25,517			
	Librarian	\$33,313			
	Librarian Aide	\$19,137			
	Principal	\$48,838			
	Assistant Principal	\$42,285			
	School Site Staff	\$30,619			
	Subtotal	\$1,145,511	\$13,936		
Per Student Investments	Gifted	\$17,938			Enter optional context for per student investment decisions.
	Professional Development	\$25,226			
	Instructional Materials	\$68,817			
	Assessments	\$6,862			
	Computer & Tech Equipment	\$115,234			
	Student Activities	\$38,211			
	Maintenance & Operations	\$319,465			
	Central Office	\$202			
Employee Benefits	\$545,776				
	Subtotal*	\$1,332,198			
Additional Investments	Low-Income Intervention Teacher	\$38,914			Enter optional context for additional investment decisions.
	Low-Income Pupil Support Staff	\$38,914			
	Low-Income Extended Day Teacher	\$40,304			
	Low-Income Summer School Teacher	\$40,304			
	EL Intervention Teacher	\$695			
	EL Pupil Support Staff	\$695			
	EL Extended Day Teacher	\$695			
	EL Summer School Teacher	\$695			
	EL Core Teacher	\$1,390			
	Sp Ed Teacher	\$99,371			
	Sp Ed Instructional Assistant	\$41,465			
Sp Ed Psychologist	\$15,622				
	Subtotal	\$319,063			
	Other Investments				
	Total**	\$2,796,772	\$13,936	Tier Funding Check (Cell G90)	Complete, G90=G31
*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 2026 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 2027 Student Population Allocations*: Enter the dollar amount of resources attributable to Specific Populations within the FY27 Gross State Contribution. Enter "0" if no funds are allocated for a student group. Select whether amounts are estimated or actual.	Low-Income Students	\$112,750	Actual	*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	\$504	Actual	
		Special Education	\$83,877	Actual	
		Organizational Unit investment of EBF dollars for low-income students: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.)		Low-Income Intervention Teacher	Yes
				Other Investments	

2)	Response Required	[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 2027. (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 2027. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)								
4)	Organizational Units investment of EBF dollars for Special Education: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Required	Special Education Teacher	Yes	Special Education Psychologist				
		[Optional - Enter \$]		[Optional - Enter \$]				
		Special Education Instructional Assistant		Other Investments				
		[Optional - Enter \$]		[Optional - Enter \$]				
Additional context for the Organizational Unit's planned use of dollars attributable to Special Education students in FY 2027. (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." Required Yes 2). "My school district has at least one attendance center with 20 or more English learners (including parental refusals) who speak the same home language other than English in grades K-12. Alternatively and/or additionally, my school district has at least one attendance center with 20 or more English learners (including parent refusals) who speak the same home language other than English in pre-K." Required No 3). "I hereby affirm that the school district's BPAC will review this EBF Spending Plan by or before October 31, 2026."								

N/A

4). Enter the anticipated date on which the BPAC review will take place and the name of the BPAC chair for SY 2026-27.

N/A

BPAC Meeting (MM/DD/YYYY)

Name of Chair

Spending Plan Completion Tracker

Use the information below to confirm completion of all required questions. Note that the "status" column adjusts to responses, so the tracker is most helpful to consult after you have completed the spending plan.

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

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

The worksheet is intended for use during the budgeting process to estimate the district's percent increase of FY2027 budgeted expenditures over actual FY2026 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: **Riverview CCSD 2**RCDT Number: **53102002004**

		Estimated Actual Expenditures, Fiscal Year 2026				Budgeted Expenditures, Fiscal Year 2027			
		(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	197,120			197,120	88,532		0	88,532
2. Special Area Administration Services	2330				0	0		0	0
3. Other Support Services - School Administration	2490				0	0		0	0
4. Direction of Business Support Services	2510				0	0	0	0	0
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		197,120	0	0	197,120	88,532	0	0	88,532
9. Estimated Percent Increase (Decrease) for FY2027 (Budgeted) over (Actual) FY 2026									-55%

REPORTING OF PUBLIC VENDOR CONTRACTS OF \$1,000 OR MORE (School Districts Only)

*In accordance with the School Code, Section 10-20.21, all **school districts** are required to file a report listing 'vendor contracts' as an attachment to their budget. In this context, the term "vendor contracts" refers to "all contracts and agreements that pertain to goods and services that were intended to generate additional revenue and other remunerations for the school district in excess of \$1,000, including without limitation vending machine contracts, sports and other attire, class rings, and photographic services. **The report is to list information regarding such contracts for the fiscal year immediately preceding the fiscal year of the budget.** All such contracts executed on or after July 1, 2007 must be approved by the school board.*

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

CHECK FOR ERRORS

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

Please fix errors below before submitting to ISBE.

Budget Item References	Message
1. Deficit Reduction Plan (DefReductPlan 23-27 tab)	
Is Deficit Reduction Plan Required? (Joint Agreements do not complete Deficit Reduction Plan.)	Deficit Reduction Plan is not required
If required, is Deficit Reduction Plan completed? (DefReductPlan 22-26 tab)	
2. Cover Page (Cover tab)	
District Name must be selected from drop-down. (Cell J13)	ERROR -Choose district from drop-down list.
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 2026 for all Funds (Cells C3 - K3) (Line must have a number or zero. Do not leave blank.)	OK
Estimated Activity Fund Beginning Fund Balance July, 1 2026 (Cell C83) (Cell must have a number or zero. Do not leave blank.)	OK
Transfer Among Funds (Funds 10, 20, 40 - Acct 7130 - Cells C29, D29, F29), must equal (Funds 10, 20 & 40 - Acct 8130 - Cells C52, D52, F52).	OK
Transfer of Interest (Funds 10 thru 90 - Acct 7140 - Cells C30:K30), must equal (Funds 10 thru 60, & 80 - Acct 8140 - Cells C53:H53, J53).	OK
Transfer to Debt Service to Pay Principal on GASB 87 Leases (Fund 30 - Acct 7400 - Cell E39) must equal (Funds 10, 20 & 60 - Acct 8400 Cells C57:H60).	OK
Transfer to Debt Service to Pay Interest on GASB 87 Leases (Fund 30 - Acct 7500 - Cell E40) must equal (Funds 10, 20 & 60 - Acct 8500 - Cells C61:H64).	OK
Transfer to Debt Service Fund to Pay Principal on Revenue Bonds (Fund 30 - Acct 7600 - Cell E41) must equal (Funds 10 & 20 - Acct 8600 - Cells C65:D68).	OK
Transfer to Debt Service to Pay Interest on Revenue Bonds (Fund 30 - Acct 7700 - Cell E42) must equal (Funds 10 & 20 - Acct 8700 - Cells C69:D72).	OK
Transfer to Capital Projects Fund (Fund 60 - Acct 7800 - Cell H43) must equal (Fund 10 & 20, Acct 8800 - Cells C73:D76).	OK
4. Summary of Cash Transactions: Beginning Cash Balance on Hand July 1, 2026 (CashSum 5 tab, All Funds) cannot be negative.	
Educational (Fund 10 - Cell C3)	OK
Operations & Maintenance (Fund 20 - Cell D3)	OK
Debt Service (Fund 30 - Cell E3)	OK
Transportation (Fund 40 - Cell F3)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G3)	OK
Capital Projects (Fund 60 - Cell H3)	OK
Working Cash (Fund 70 - Cell I3)	OK
Tort (Fund 80 - Cell J3)	OK
Fire Prevention & Safety (Fund 90 - Cell K3)	OK
Activity Funds (Cell C23)	OK
5. Summary of Cash Transactions: Ending Cash Balance on Hand June 30, 2026 (CashSum 5 tab - All Funds) cannot be negative.	
Educational (Fund 10 - Cell C21)	OK
Operations & Maintenance (Fund 20 - Cell D21)	OK
Debt Service (Fund 30 - Cell E21)	OK
Transportation (Fund 40 - Cell F21)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G21)	OK
Capital Projects (Fund 60 - Cell H21)	OK
Working Cash (Fund 70 - Cell I21)	OK
Tort (Fund 80 - Cell J21)	OK
Fire Prevention & Safety (Fund 90 - Cell K21)	OK
6. Summary of Cash Transactions: Other Receipts (CashSum 5 tab) must equal Other Disbursements (CashSum 5 tab).	
Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C6:H6, J6:K6) must equal Interfund Loans Receivable (Funds 10:20, 40, 70 - Acct 141 - Cells C15:D15, F15, I15).	OK
Interfund Loans Receivable (Funds 10, 20, 40, 70 - Acct 141 - Cells C7:D7, F7, I7) must equal Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C16:H16, J16, K16).	OK
7. Estimated Revenue (EstRev 6-10 tab)	
Amounts must be input for revenue.	OK
8. Estimated Expenditures (EstExp 11-19 tab)	
Amounts must be input for expenditures.	OK
9. Itemization Notes: Revenues/Expenditures reported that require note on Itemize 21 tab.	
Include brief note(s) describing revenue source.	OK
Include brief note(s) describing expenditure use.	OK
10. EBF Spending Plan	
All required questions have been answered.	OK

End of Balancing



Riverview Grade School, CCSD #2

1421 Spring Bay Road, East Peoria, Illinois 61611

Phone: 309-822-8550 Fax: (309) 822-8414

www.rgsting.org

Dr. John Bute, Superintendent
Mr. Brandon Dempsey, Principal

STATE OF ILLINOIS
COUNTY OF WOODFORD
SECRETARY'S CERTIFICATE

I, Alesia Haley, the duly qualified and acting Secretary of the Board of Education of Riverview Consolidated Community School District 2, Woodford County, Illinois, do hereby certify that attached hereto is a true and correct complete copy of the Budget for the 2026-27 Fiscal Year as adopted by said Board of Education at a meeting held on the 15th day of September 2026, at which meeting a quorum of said Board of Education was present.

I do further certify that the deliberations of the Board on the adoption of said Budget was conducted openly, that the vote on the adoption of said Budget was taken openly, that said meeting was called and held at a specified time and place convenient to the public, that notice of said meeting was called and held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the School Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Code and with all of the procedural rules of the Board in the passage of said Resolution.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 15th day of September 2026.

Alesia Haley
Secretary, Board of Education

Dr. John M. Bute
Superintendent



Riverview Grade School, CCSD #2

1421 Spring Bay Road, East Peoria, Illinois 61611

Phone: 309-822-8550 Fax: (309) 822-8414

www.rgsting.org

Dr. John Bute, Superintendent
Mr. Brandon Dempsey, Principal

TO: Board of Education
From: Dr. Bute, Superintendent
RE: ISBE Policy Requirements
Date: September 2026

According to state law and administrative code (see below) Board policy 7:70 Absenteeism and Truancy and 7:180 Prevention of and Response to Bullying, Intimidation and Harassment are to be reviewed by the local school board every two (2) years and an updated copy filed with ISBE. According to the records on our website, these policies are out of date and not in compliance with the law. It is possible that the board has updated these policies and not updated the website nor IASB's PRESS services. We are looking into that possibility. For tonight, I need the board to review the attached policies and consider adopting the most current PRESS policy for 7:70 and 7:180 so that we can update our website and be in compliance at ISBE.

Absenteeism and Truancy Policy Submission

1. Per 105 ILCS 5/22-92 and 23 Illinois Administrative Code Part 207, certain types of entities are required to maintain an absenteeism and truancy policy and submit the policy to the Illinois State Board of Education (ISBE) every two years.
2. School districts; charter schools established under Article 27A of the School Code; alternative schools and programs, including Regional Safe Schools Programs established under Article 13A of the School Code, Alternative Learning Opportunities Programs established under Article 13B of the School Code, and optional education programs established under Section 2- 3.66 of the School Code; and any other school serving students in any of the grades kindergarten through 12 that receives public funds, including, but not limited to, nonpublic schools that receive public funds and special education cooperatives must submit an absenteeism and truancy policy to the Illinois State Board of Education (ISBE).
3. What must be included in the absenteeism and truancy policy? Section 22-92 of the School Code sets forth the four required components of an absenteeism and truancy policy. These components are set forth below, followed by a more detailed explanation of each.
 - a. A definition of a valid cause for being absent.
 - b. The diagnostic procedures that will be used to identify the causes of unexcused absences.
 - c. The identification of interventions and supportive services for truant or chronically truant students.
 - d. Incorporation of the chronic absenteeism report and support provisions of School Code.

Bullying Prevention Policy Submission

1. Per 105 ILCS 5/27-23.7 and 23 Ill. Admin. Code 1.295, all school districts; charter schools; and nonpublic, nonsectarian elementary and secondary schools must develop and implement a policy concerning bullying prevention and reporting. The policy must be reviewed, re-evaluated, and as necessary, revised or updated every two years and the date of any amendment or modification (mm/dd/yyyy) should be listed on the policy.
2. If it is determined that no amendments are necessary after conducting a review or re-evaluation of the policy, the school/district must provide one of the following:
 - a. A copy of the board minutes clearly indicating that the board reviewed the policy and determined that no changes were necessary.
 - b. A signed statement from the board president that the policy was reviewed and no changes were deemed necessary. (If the school does not have a board president, the chief school administrator may submit the signed statement.)
3. Policies will NOT be approved unless they are publicly available on the school/district website. Refer to ISBE's Bullying Prevention Policy Requirements and Guidance for additional information. Additionally, pursuant to Public Act 103-0047, ISBE has created a model policy for bullying prevention, which includes all required policy items. The model policy may be used as a guide for drafting policies, or as a template which can be edited to apply to your school/district.

7:70 Attendance and Truancy

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades kindergarten through 8 in the public school regardless of age. Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, and (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, health, or other reason as approved by the Superintendent or designee. Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and School Board policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 8 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in 105 ILCS 5/26-2a.
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
8. A process for the collection and review of chronic absence data and to:
 - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and

- b. Encourage the habit of daily attendance and promote success.
9. Reasonable efforts to provide ongoing professional development to teachers, administrators, Board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement.
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
12. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.

Monitoring

Pursuant to State law and policy 2:240, *Board Policy Development*, the Board updates this policy at least once every two years. The Superintendent or designee shall assist the Board with its update.

LEGAL REF.:

105 ILCS 5/22-92 and 5/26-1 through 18.

705 ILCS 405/3-33.5, Juvenile Court Act of 1987.

23 Ill.Admin.Code §§1.242 and 1.290.

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:190 (Student Behavior), 7:340 (Student Records)

Adopted: March 21, 2023

Students

Attendance and Truancy

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades kindergarten through 12 in the public school regardless of age.

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including a victim services provider), observance of a religious holiday,

¹ State law requires boards to adopt a policy covering some of the topics herein and controls this policy's content. 105 ILCS 5/22-92; 23 Ill.Admin Code Part 207. Any school receiving public funds must develop and annually communicate to its students and their parents/guardians an absenteeism and truancy policy. *Id.* The Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook* (MSH), at: www.ilprincipals.org/msh/.

This policy must be updated every two years and filed with the Ill. State Board of Education (ISBE) and the regional superintendent of schools [or Intermediate Service Center Executive Director, whichever is appropriate]. 105 ILCS 5/22-92(b); 23 Ill.Admin.Code §207.30(a). 105 ILCS 5/3-0.01 states that any references to *regional superintendent* include the chief administrative officer of Intermediate Service Centers established under 105 ILCS 5/2-3.62. See the **Updating** subhead and f/n 24, below.

² 105 ILCS 5/26-2 addresses enrolled students below or over set compulsory attendance ages. The law also requires any persons having custody or control of a child who is enrolled in grades kindergarten through 12 in the public school to cause the child to attend school.

105 ILCS 5/26-1 contains the compulsory school age exemptions. Each listed exception is specifically included in the statute, except the reference to *home school*. See sample policy 7:40, *Nonpublic School Students, Including Parochial and Home-Schooled Students*, regarding assigning students who enroll from a non-public school. See sample policy 6:150, *Home and Hospital Instruction*, regarding providing instruction to a pregnant student or other student who is medically unable to attend school.

³ 105 ILCS 5/26-1 and 5/26-2a. A student may be absent for mental or behavioral health for up to five days without providing a medical note, and the student must be given an opportunity to make up any missed school work. *Medical note* is not defined, but the same portion of the statute discusses a student's inability to attend school due to a disability being certified by an Illinois licensed physician, chiropractic physician, advanced practice registered nurse, or physician assistant; presumably, any of these individuals could provide a *medical note*. After the second mental health day used, the student may be referred to the appropriate school support personnel. *Id.* See sample policy 7:250, *Student Support Services*.

⁴ 105 ILCS 5/26-2a, amended by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*.

death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to Board policy 7:90, *Release During School Hours* (10 ILCS 5/7-42 and 5/17-15), other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. For students who are parents, expectant parents, or victims of domestic or sexual violence, valid cause for absence also includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and School Board policy. The program shall include but not be limited to:

5

105 ILCS 5/26-1 and 5/26-2a. Subject to ISBE guidelines, a middle or high school student shall be permitted one school day-long excused absence per school year to engage in a *civic event*, defined as "an event sponsored by a non-profit organization or governmental entity that is open to the public. *Civic event* includes, but is not limited to, an artistic or cultural performance or educational gathering that supports the mission of the sponsoring non-profit organization. Schools may require students to provide an appropriate administrator with reasonable advance notice of the intended absence and documentation of participation.

6

105 ILCS 5/22-92(a)(1) requires a policy with a definition of valid cause for absence in accordance with 105 ILCS 5/26-2a. These reasons are in 105 ILCS 5/26-2a except that (1) "other reason as approved by the Superintendent," and (2) absences for students to vote authorized by 10 ILCS 5/7-42 and 5/17-15 were added. An ISBE rule requires that the absenteeism and truancy policy define valid causes for absence. 23 Ill.Admin.Code §1.290.

For elementary districts, delete the following phrase from the second sentence of this paragraph: "~~voting pursuant to policy 7:90, Release During School Hours (10 ILCS 5/7-42 and 5/17-15),~~" and delete 7:90, *Release During School Hours*, from the Cross References.

For high school and unit districts that do not wish to include the **Voting** subhead in policy 7:90, *Release During School Hours*, amend the second sentence of this paragraph as follows: "~~policy 7:90, Release During School Hours (the Election Code, 10 ILCS 5/7-42 and 5/17-15),~~" and delete 7:90, *Release During School Hours* from the Cross References.

7

105 ILCS 5/26-2a, amended by P.A. 102-466, a/k/a *ESS Law*. *Fulfillment of a parenting responsibility* includes, but is not limited to, arranging and providing child care, caring for a sick child, attending prenatal or other medical appointments for the expectant student, and attending medical appointments for a child. *Id.* *Circumstances resulting from domestic or sexual violence* includes, but is not limited to, experiencing domestic or sexual violence, recovering from physical or psychological injuries, seeking medical attention, seeking services from a domestic or sexual violence organization as defined in 105 ILCS 5/26A-10, seeking psychological or other counseling, participating in safety planning, temporarily or permanently relocating, seeking legal assistance or remedies, or taking any other action to increase the safety or health of the student or to protect the student from future domestic or sexual violence. *Id.* Before an absence of three or more consecutive days that is related to domestic or sexual violence, a district may require a student to verify his or her claim of domestic or sexual violence under 105 ILCS 5/26A-45. *Id.* See sample policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

8

See f/n 3. In addition, 105 ILCS 5/10-20.78 requires a written policy related to absences and missed homework or classwork assignments as a result of or related to a student's pregnancy. It makes sense to apply such a policy to all students who are absent for a valid cause.

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in 105 ILCS 5/26-2a.
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family

9

Any child "necessarily and lawfully employed" may be exempted from attendance by the superintendent "on certification of the facts by and the recommendation of the school board." 105 ILCS 5/26-1. The policy's language serves to delegate this "certification of the facts" to the superintendent or designee. The following option allows a board to consider and include specific criteria in the policy:

A student may be excused, at the Superintendent's discretion, when: (1) the student has a last period study hall, (2) the parent/guardian provides written permission, (3) the student's employer provides written verification of employment, (4) the student provides evidence of a valid work permit, or (5) other reason deemed justifiable by the Superintendent.

Child Labor laws include: 29 C.F.R. Part 570 (minimum age standards, occupations, conditions, etc.); Child Labor Law of 2024, 820 ILCS 206/, added by P.A. 103-721; 56 Ill.Admin.Code Part 250 (child labor regulations). To streamline the employment certificate process for minors, the Ill. Dept. of Labor (IDOL) has a paperless certification system for districts to provide IDOL with the name and contact information of the superintendent or designee as the *issuing officer*. The *school issuing officer* will then be granted access to electronically complete and submit either the IDOL's *Employment Certificate Form* or *Temporary Employment Certificate Form*, at: <https://labor.illinois.gov/laws-rules/fls/employment-certificates-minors.html>.

10

105 ILCS 5/26-1. A student must notify the building principal or other administrator at least two days prior to the absence providing the date, time, and location of the military honors funeral. This requirement may be waived if the student did not receive notice at least two days in advance, but the student shall notify the administration as soon as possible of the absence.

A student whose absence is excused to sound *Taps* shall be counted in attendance for purposes of calculating the average daily attendance of students in the district. The district must allow the student reasonable time to make up school work and if school work is satisfactorily completed, the day of absence is counted as an attendance day for the student.

11

105 ILCS 5/26-1. Such a student must be granted five days of excused absences in any school year and, at the board's discretion, may be granted additional excused absences to visit the student's parent/guardian. The student and his/her parent/guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence and for ensuring that such assignments are completed by the student prior to his/her return to school from the excused absence period. *Id.*

12

This notification is required by 105 ILCS 5/26-3b. Delete for high school districts.

13

105 ILCS 5/22-92(a)(2).

counseling, and information about available community services relevant to such students' needs. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.

8. A process for the collection and review of chronic absence data and to:
 - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
 - b. Encourage the habit of daily attendance and promote success.
9. Reasonable efforts to provide ongoing professional development to all school personnel, Board members, and school resource officers on the appropriate and available supportive services for the promotion of student attendance and engagement.
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of

14

Id. at (3). The School Code references to dropout prevention include: 105 ILCS 5/26-3a (regional superintendent activities and annual report); 105 ILCS 5/1020.25a (annual report by boards); and 105 ILCS 5/1A-4(E) (ISBE report).

15

105 ILCS 5/22-92(a)(4) requires the incorporation of provisions relating to chronic absenteeism in accordance with 105 ILCS 5/26-18. 105 ILCS 5/26-18 requires districts to collect and review chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. 105 ILCS 5/26-18(c). The review must include an analysis of chronic absence data from each attendance center. *Id.* Districts are also encouraged to: (1) provide a system of support to students at risk of reaching or exceeding chronic absence levels, i.e., those available through the Illinois Multi-tiered Systems of Support Network; and (2) make resources available to families, i.e., those available through ISBE's Family Engagement Framework, to support and engage students and their families. 105 ILCS 5/26-18(d). *Chronic absence* means "absences that total 10% or more of school days of the most recent school year, including absences with and without valid cause, as defined in Section 26-2a of this Code, and out-of-school suspensions for an enrolled student." 105 ILCS 5/26-18(a). In contrast, a *chronic or habitual truant* is "a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days." 105 ILCS 5/26-2a.

16

105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896.

17

Use this alternative for districts in suburban Cook County: replace "Regional Office of Education" with "appropriate Intermediate Service Center."

school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.

12. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.

18

105 ILCS 5/26-9 requires school officers and superintendents to assist truant officers. A minor who is reported by the regional superintendent as a chronic truant may be adjudicated a "truant minor in need of supervision" if the minor declines or refuses to fully participate in truancy intervention services. 705 ILCS 405/3-33.5, amended by P.A. 103-379. Truant minors in need of supervision may be required by the court to perform reasonable public service that does not interfere with school hours, school-related activities, or work commitments of the minor or the minor's parent, guardian, or legal custodian. *Id.* Fees or costs may not be ordered or imposed in contempt proceedings related to the minor's adjudication as a truant minor in need of supervision. *Id.*

Counties may regulate truants by ordinance and impose fines and/or community services on truants, as permitted by law, or, if the truant is under 10 years of age, on the parent or custodian. 55 ILCS 5/5-1078.2; 55 ILCS 5/5-1101.3, amended by P.A. 103-379. Municipalities may regulate truants by ordinance and impose fines and/or community services on truants, as permitted by law, or, if the truant is under 13 years of age, on the parent or custodian. 65 ILCS 5/11-5-9. Local officials or authorities that enforce, prosecute, or adjudicate municipal ordinances adopted under 65 ILCS 5/11-5-9, or that work with school districts to address truancy problems, are designated as: (a) part of the juvenile justice system, established by the Juvenile Court Act of 1987, and (b) *juvenile authorities* within the definition set forth in subsection (a)(6.5) of Section 10-6 of the Ill. School Student Records Act. 105 ILCS 10/6(a)(6.5). *Id.* **A superintendent should consult with the board attorney before disclosing school student records to non-district entities.** See 7:340-AP1, *School Student Records*, for a sample procedure for release of such records to juvenile authorities.

Passed in response to a [ProPublica article](http://www.propublica.org/series/the-price-kids-pay) series entitled The Price Kids Pay, at: www.propublica.org/series/the-price-kids-pay, P.A. 103-379 restricts the ability of the juvenile courts and certain county boards to assess fines, fees, assessments, and costs to minors and the minor's parents/guardians, subject to the minor's adjudication under various ordinances and statutes.

19

105 ILCS 5/26-12, amended by P.A. 104-430, prohibits punitive action "unless available supportive services and other school resources have been provided to the student." School personnel may not refer a truant, chronic truant, or truant minor to any other local public entity, school resource officer, or peace officer to issue the child a fine or fee as punishment for truancy. *Id.* In addition, "a truant minor may not be expelled for nonattendance unless he or she has accrued 15 consecutive days of absences without valid cause and the student cannot be located by the school district or the school district has located the student but cannot, after exhausting all available supportive services, compel the student to return to school." *Id.*

20

105 ILCS 5/26-3a requires the district to "establish, in writing, a set of criteria for use by the local superintendent of schools in determining whether a pupil's failure to attend school is the result of extraordinary circumstances, including but not limited to economic or medical necessity or family hardship."

This statute also requires the "clerk or secretary" of the board to quarterly report to the regional superintendent and Secretary of State the identity of students who were removed from the regular attendance roll, exclusive of transferees, because they were expelled; have withdrawn; left school; withdrew due to extraordinary circumstances; have re-enrolled in school since their names were removed from the attendance rolls; were certified to be chronic or habitual truants; or were previously certified as chronic or habitual truants who have resumed regular school attendance. The statute provides that the status of a driver's license or instructional permit will be jeopardized for a student who is the subject of this notification because of non-attendance unless the non-attendance is due to extraordinary circumstances as determined by the local district. State Superintendent Koch announced in his *Weekly Message*, 8-28-07, see **Funding & Disbursements** subhead, p.2, at: www.isbe.net/Documents_Superintendent_Weekly_Message/message_082807.pdf, that ISBE is delaying implementing this statute based upon legal guidance from the U.S. Dept. of Education's Family Policy Compliance Office that its implementation would violate the federal Family Educational Rights and Privacy Act.

14. An approval process for students to attend activities allowed under 105 ILCS 5/10-19.05(k), including provisions for making up missed coursework that do not penalize students.
[For high school and unit districts only]
15. A process for a 17-year-old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in Board policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
16. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

24

Updating

Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board updates this policy at least once every two years. The Superintendent or designee shall assist the Board with its update.

21

Required by 105 ILCS 5/10-19.05(k), amended by P.A. 104-250, eff. 1-1-26, no later than the beginning of the 2026-27 school year. Allowable activities are: (1) instruction in a college course where the student is dually enrolled for both high school and college credit, (2) participation in a Supervised Career Development Experience in which student participation and learning outcomes are approved by an educator licensed under 105 ILCS 5/21B for assessment of competencies, (3) participation in any work-based learning experience in which student participation and learning outcomes are approved by an educator who holds an Educator License with Stipulations with a career and technical educator endorsement and a work-based learning designation, (4) participation in a youth apprenticeship in which student participation and learning outcomes are approved by an educator licensed under 105 ILCS 5/21B for assessment of competencies, and (5) participation in a blended learning program approved by the district in which course content, student evaluation, and instructional methods are supervised by an educator licensed under 105 ILCS 5/21B. *Id.*

22

A district must allow this participation; the length of the drop-out period and the documentation requirement contained in the next sentence are permissive. 105 ILCS 5/26-14.

23

Optional, but provided in 105 ILCS 5/26-2(c)(3); ISBE's rule controls the appeal process, 23 Ill.Admin.Code §1.242.

24

105 ILCS 5/22-92(b). Every two years this policy must be updated and, even if no updates are made, filed with ISBE and the regional superintendent of schools [or Intermediate Service Center Executive Director, whichever is appropriate]. *Id.*; 23 Ill.Admin.Code §207.30. The policy must contain all requirements of 105 ILCS 5/22-92, indicate the date of adoption (by month, day, and year) and any revision dates, and be filed electronically by September 30 each review year through ISBE's MyISBE (formerly Ill. Web Application Security (IWAS)) system. 23 Ill.Admin.Code §§207.20(a), 207.30(a). If, after review and re-evaluation of the policy, the district determines that no updates are necessary, either a copy of board minutes clearly indicating the policy was re-evaluated and no changes were deemed necessary or a signed statement from the board president indicating the policy was re-evaluated and no changes were deemed necessary must be submitted to MyISBE. 23 Ill.Admin.Code §207.30(a)(3). ISBE has stated that for districts that update the adoption date listed on a policy whenever the policy is updated, the date of adoption is sufficient to also indicate the revision date. See ISBE *Absenteeism and Truancy Policy FAQ*, at: www.isbe.net/Documents/Absenteeism-Truancy-Policy-FAQ.pdf.

LEGAL REF.: 105 ILCS 5/10-19.05(k), 5/22-92, 5/26-1 through 5/26-3, 5/26-5 through 5/26-16, 5/26-18, and 5/26A.
705 ILCS 405/3-33.5, Juvenile Court Act of 1987.
23 Ill.Admin.Code §§1.242 and Part 207.

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:90 (Release During School Hours), 7:190 (Student Behavior), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:340 (Student Records)

7:180 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any nonschool-related activity, function, or program.

Definitions from 105 ILCS 5/27-23.7

Bullying includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution

by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the following requirements:

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator:

Tim Turner, Superintendent

1421 Spring Bay Rd, East Peoria, IL 61611

tturner@rgsting.org

309-822-8550

Complaint Managers:

John Wetterauer

1421 Spring Bay Rd, East Peoria, IL 61611

jwetterauer@rgsting.org

309-822-8550

Dalton Gorsuch

1421 Spring Bay Rd, East Peoria, IL 61611

dgorsuch@rgsting.org

309-822-8550

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform parent(s)/guardian(s) of all students involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the report of the incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported act of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to

this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:

- a. The frequency of victimization;
- b. Student, staff, and family observations of safety at a school;
- c. Identification of areas of a school where bullying occurs;
- d. The types of bullying utilized; and
- e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- 1) An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
- 2) If no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
- 3) A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
 - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
 - b. 2:265, *Title IX Sexual Harassment Grievance Procedure*. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
 - c. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - d. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
 - e. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
 - f. 7:20, *Harassment of Students Prohibited*. This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
 - g. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
 - h. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.

- i. 7:310, *Restrictions on Publications; Elementary Schools*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.:

105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/24-24, and 5/27-23.7.

405 ILCS 49/, Children's Mental Health Act.

775 ILCS 5/1-103, Ill. Human Rights Act.

23 Ill.Admin.Code §§1.240, 1.280, and 1.295.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:310 (Restrictions on Publications; Elementary Schools)

Adopted: March 21, 2023

Riverview CCSD 2

Students

1

Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, association with a person or group with one or more of the aforementioned actual or perceived

1

All districts must have a policy on bullying, monitor it, review and re-evaluate it, and file it with the Ill. State Board of Education (ISBE) every two years, no later than September 30 of the review year. 105 ILCS 5/22-110, amended by P.A. 103-47 and renumbered by P.A. 104-391; 23 Ill.Admin.Code §1.295. The policy must be based on ISBE's template for a model bullying prevention policy (available at www.isbe.net/Documents/Model-Bullying-Prevention-Policy.pdf), contain all requirements of 105 ILCS 5/22-110, renumbered by P.A. 104-391, indicate the date of adoption (by month, day, and year), and be filed electronically each review year through ISBE's MyISBE system (formerly known as Ill. Web Application Security (IWAS)). 105 ILCS 5/22-110(d), amended by P.A. 103-47 and renumbered by P.A. 104-391; 23 Ill.Admin.Code §1.295(b), (c).

ISBE monitors policy implementation, including by providing technical assistance upon receipt of an allegation by a parent/guardian that a school or district has not substantially complied with its bullying policy. 23 Ill.Admin.Code §1.295(e). If ISBE finds that a school or district has not substantially complied with its bullying policy, the school or district must accept technical assistance from ISBE. 23 Ill.Admin.Code §1.295(f). If a district fails to file its policy by the deadline or submits a deficient policy, ISBE will provide a written request for filing and provide the district with technical assistance and resources to assist it in meeting bullying policy requirements and, as appropriate, notify the district's regional office of education or intermediate service center. 105 ILCS 5/22-110(d), renumbered by P.A. 104-391; 23 Ill.Admin.Code §1.295(g). If the district still fails to file its policy within 14 days of receipt of ISBE's written request, ISBE shall issue a letter of non-compliance, publish notice of non-compliance on its website, and maintain the school or district on its website until thirty days after the district comes into compliance. 105 ILCS 5/22-110(d), renumbered by P.A. 104-391; 23 Ill.Admin.Code §1.295(e)(3).

This sample policy's first paragraph allows a school board to consider its goals for preventing bullying and remedying its consequences; it may be amended.

In addition to a bullying prevention policy, all districts must have a policy on student behavior. 105 ILCS 5/10-20.14, amended by P.A. 104-430; 23 Ill.Admin.Code §1.280. Boards must, in consultation with their parent-teacher advisory committees and other community-based organizations, address aggressive behavior, including bullying, in their student behavior policy. See sample policy 7:190, *Student Behavior*, and sample exhibit 7:190-E1, *Aggressive Behavior Reporting Letter and Form*.

This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. See f/n 9, below.

Additionally, 105 ILCS 5/22-110(f), added by P.A. 103-47 and renumbered by P.A. 104-391, requires districts to collect non-identifiable data regarding verified allegations of bullying within the District and submit it in an annual report to ISBE by no later than August 15 of each year, beginning with the 2024-25 school year through the 2030-31 school year. ISBE rules for data submission require that data be submitted electronically on a form approved by ISBE and include: (1) a record of each verified allegation of bullying and action taken; (2) whether the instance of bullying was based on actual or perceived characteristics identified in 105 ILCS 5/22-110(a) and, if so, lists the relevant characteristics; and (3) a record demonstrating that the district adhered to its bullying policy. 23 Ill.Admin.Code §1.295(h). If a school or district fails to submit the required data, ISBE will provide a written request for submission. Id. See www.isbe.net/Pages/Bullying-Prevention.aspx for ISBE's *Racism-Free Schools Law and Bullying Prevention Data Collection Guidance* (8-7-24) and *Bullying Racism Free Schools Data Collection Template*.

characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

3

Definitions from 105 ILCS 5/22-110

Artificial intelligence means a machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments. *Artificial intelligence* includes generative artificial intelligence.

Bullying includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, posting or distributing sexually explicit images, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

2

This paragraph and its subparts 1-4 are from the bullying prevention statute. 105 ILCS 5/22-110(a), renumbered by P.A. 104-391; see also 775 ILCS 5/1-103 and 23 Ill.Admin.Code §1.240. With the exception of order of protection status, the protected statuses are mandated by the bullying prevention statute. *Order of protection status* is not a basis for bullying in 105 ILCS 5/22-110, amended by P.A. 103-47 and renumbered by P.A. 104-391, but it is listed here because the Ill. Human Rights Act (IHRA) prohibits harassment based on *order of protection status*. 775 ILCS 5/1-103(K-5), (Q). Including *order of protection status* in the list of protected statuses aligns with the protected statuses listed in sample policy 7:20, *Harassment of Students Prohibited*.

3

All definitions are directly from 105 ILCS 5/22-110, amended by P.A. 104-338, eff. 7-1-26, and renumbered by P.A. 104-391, or any other statutes it incorporates by reference. See also resources from Cyberbullying Research Center, available at: www.cyberbullying.org/, and the U.S. School Safety Clearinghouse website at: www.SchoolSafety.gov, discussed in f/n 1, para. 3 of sample policy 4:170, *Safety*.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of *bullying*.

Digital replica means a newly created, electronic representation of the identity of an actual individual created using a computer, algorithm, software, tool, artificial intelligence, or other technology that is fixed in a sound recording or audiovisual work in which that individual did not actually perform or appear and that is so realistic that a reasonable observer would believe it is a performance by the individual being portrayed and no other individual.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Unauthorized digital replica means the use of a digital replica of an individual without the consent of the depicted individual.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below.

4

This sentence is required beginning with the 2026-27 school year. 105 ILCS 5/22-110, amended by P.A. 104-338, eff. 7-1-26, and renumbered by P.A. 104-391.

5

Each numbered requirement, 1-12, corresponds with the same number in 5/22-110(b)(1) - (b)(12), renumbered by P.A. 104-391, and the requirements of 105 ILCS 5/22-110(b)(13), renumbered by P.A. 104-391, are included in numbered requirement 4. As a result, there are no reference citations in footnotes. All non-statutory requirements, plus alternatives and optional provisions, are described in footnotes.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

9

Nondiscrimination Coordinator:**Title IX Coordinator:**

Name	Name
Address	Address
Email	Email
Telephone	Telephone

Complaint Managers:

6

105 ILCS 5/22-110(b), para. 3(1), renumbered by P.A. 104-391. See f/n 4, above and ISBE's *School Policies for Bullying Prevention* at: www.isbe.net/Documents/Bullying-Prev-Policy-Req.pdf.

A board may augment the School Code requirement by using this alternative:

Using the definition of *bullying* as provided in this policy, the Superintendent or designee shall emphasize to the school community that: (a) the District prohibits bullying; and (b) all students should conduct themselves with a proper regard for the rights and welfare of other students. This may include a process for commending or acknowledging students for demonstrating appropriate behavior.

7

The statute requires that the policy contain the email address and telephone number for the staff person(s) responsible for receiving bullying reports. Using the district Nondiscrimination Coordinator and Complaint Managers is consistent with sample policy 2:260, *Uniform Grievance Procedure*. While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored. A telephone number for making anonymous reports may also be added.

8

105 ILCS 5/22-110(d), renumbered by P.A. 104-391, requires that "[s]chool personnel available for help with a bully or to make a report about bullying" be made known to parents/guardians, students, and school personnel.

9

Sample policy 2:260, *Uniform Grievance Procedure*, states that a district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator. Best practice is that throughout the board policy manual, the same individual be named as Nondiscrimination Coordinator. In contrast, Complaint Managers identified in individual policies may vary depending upon local district needs.

Name	Name
Address	Address
Email	Email
Telephone	Telephone

1. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.
2. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

10

105 ILCS 5/10-20.14(d) contains a similar requirement. See sample exhibit 7:190-E1, *Aggressive Behavior Reporting Letter and Form*.

11

This sentence contains requirements found in 105 ILCS 5/22-110(d), renumbered by P.A. 104-391.

3. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
4. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
5. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
6. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
7. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
8. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

12

A grant may be available from ISBE for the promotion of a safe and healthy learning environment. 105 ILCS 5/2-3.180 and 3.181. A list of grant funding opportunities is available at: www.isbe.net/Pages/Grants.aspx. ISBE is also directed to create the Illinois Bullying and Cyberbullying Prevention Fund, through which a grant may be available to support anti-bullying programming. 30 ILCS 105/5.997 and 105 ILCS 5/22-110(i)-(j), all added by P.A. 103-47 and renumbered by P.A. 104-391.

13

Consult the board attorney about the potential conflict of 105 ILCS 5/22-110(b)(7), renumbered by P.A. 104-391, (allowance of suspension and/or expulsion of students for reprisal/retaliation against reports of bullying) with 105 ILCS 5/10-22.6(b-20) (districts must resolve threats, address disruptions, and minimize the length (and implementation of) suspensions and expulsions to the greatest extent practicable). See sample policies 7:200, *Suspension Procedures*, at f/n 8 and 7:210, *Expulsion Procedures*, at f/ns 11 and 13.

14

105 ILCS 5/22-110(b)(10), amended by P.A. 103-47 and renumbered by P.A. 104-391. The policy posted on the district's website may not be password protected and must be easily accessible to students and parents/guardians. 23 Ill. Admin. Code §1.295(c)(1).

15

105 ILCS 5/22-110, renumbered by P.A. 104-391. See the ISBE guidance document that is cited in f/n 7, above. Including the month, date, and year that an updated policy was adopted is required by 23 Ill. Admin. Code §1.295(c)(2).

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- i. An updated version of the policy with the amendment/modification date specifying the date of adoption (indicated by month, date, and year) included in the reference portion of the policy;
- ii. If no revisions are deemed necessary, a copy of Board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
- iii. A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

9. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:

- a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
- b. 2:265, *Title IX Grievance Procedure*. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
- c. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.
- d. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
- e. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
- f. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.

16

The statute requires that the bullying policy *be consistent with* other board policies. The list of policies may be deleted and the following alternative used: "12. The District's bullying prevention plan must be consistent with other Board policies." If a policy list is included, be sure the referenced policies were adopted locally and amend the list accordingly.

The bullying statute does not identify staff member duties regarding the prevention of or response to student bullying. The following optional provision addresses staff member responsibilities and may be added as a new paragraph 13:

13. The Superintendent or designee shall fully inform staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:

- a. Communicating the District's expectation and State law requirement that teachers and other licensed employees maintain discipline.
- b. Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
- c. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
- d. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

- g. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
- h. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
- i. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
- j. 7:310, *Restrictions on Publications; Elementary Schools*, and 7:315, *Restrictions on Publications; High Schools*. These policies prohibit students from and provide consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption¹⁷ to school operations or interferes with the rights of other students or staff members.

LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/22-110, and 5/24-24.
 405 ILCS 49/, Children's Mental Health Act.
 775 ILCS 5/1-103, Ill. Human Rights Act.
 23 Ill.Admin.Code §§1.240, 1.280, and 1.295.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools)

For elementary districts, delete: ~~and 7:315, *Restrictions on Publications; High Schools*~~ and delete the Cross Reference to ~~7:315, *Restrictions on Publications; High Schools*~~. For high school districts, delete ~~7:310, *Restrictions on Publications; Elementary Schools*~~, and delete the Cross Reference to ~~7:310, *Restrictions on Publications; Elementary Schools*~~. In both cases, revise the beginning of the sentence to read: "These policyies prohibits students from and provides."

EIS Administrator and Teacher Salary and Benefits Report - School Year 2026

9/10/2026 9:43 am

Riverview CCSD 2 1421 Spring Bay Rd, East Peoria, IL 61611 531020020040000

Selection Criteria: (Employer) Employees = All

Name	Position	Base Salary	FTE	Vacation Days	Sick Days	Bonuses	Annuities	Retirement Enhancements	Other Benefits
Butler, Tiffani	250-Special Education Teacher	\$48,242.00	1.00	0	14	\$0.00	\$0.00	\$515.44	\$4,999.79
Carpenter, Thomas	200-Teacher	\$44,532.00	1.00	0	14	\$0.00	\$0.00	\$473.27	\$4,688.79
Degenhart, Anne E	200-Teacher	\$53,332.00	1.00	0	14	\$0.00	\$0.00	\$664.44	\$981.00
Gorsuch, Dalton	200-Teacher	\$47,632.00	1.00	0	14	\$0.00	\$0.00	\$565.35	\$5,739.65
Hessing, Jennifer A	200-Teacher	\$59,082.00	1.00	0	14	\$0.00	\$0.00	\$739.70	\$806.57
Hiller, Tammy S	200-Teacher	\$67,783.82	1.00	0	14	\$0.00	\$0.00	\$842.32	\$19,243.42
Kelch, Janet L	200-Teacher	\$61,561.62	1.00	0	14	\$0.00	\$0.00	\$770.53	\$9,966.78
Kiesewetter, Stephanie D	200-Teacher	\$46,362.00	1.00	0	14	\$0.00	\$0.00	\$603.86	\$7,508.11
Lewis, Dena	200-Teacher	\$51,982.00	1.00	0	14	\$0.00	\$0.00	\$694.42	\$11,144.19
Liesen, Kirsten D	200-Teacher	\$49,992.00	1.00	0	14	\$0.00	\$0.00	\$623.36	\$7,936.23
Lowry-Emery, Joann M	605-Resource Teacher Reading	\$73,680.00	1.00	0	14	\$0.00	\$0.00	\$913.87	\$989.53
Noll, Benjamin C	200-Teacher	\$60,542.00	1.00	0	14	\$0.00	\$0.00	\$769.29	\$9,211.26
Richey, Heaven	200-Teacher	\$46,992.00	1.00	0	14	\$0.00	\$0.00	\$583.70	\$6,078.78
Sadowski, Katie L	200-Teacher	\$47,632.00	1.00	0	14	\$0.00	\$0.00	\$609.67	\$6,640.83
Shields, Carly Bree	250-Special Education Teacher	\$53,442.00	1.00	0	14	\$0.00	\$0.00	\$730.86	\$6,258.16
Theleritis, Olivia	250-Special Education Teacher	\$45,132.00	1.00	0	14	\$0.00	\$0.00	\$608.31	\$863.92
Traver, Megan	200-Teacher	\$48,362.00	1.00	0	14	\$0.00	\$0.00	\$597.02	\$5,624.42
Truelove, Christina	200-Teacher	\$46,732.00	1.00	0	14	\$0.00	\$0.00	\$578.62	\$7,484.07
Turner, Timothy R	100-District Superintendent	\$107,636.76	0.95	15	10	\$0.00	\$0.00	\$13,188.04	\$28,290.89
Wetterauer, John E	103-Principal	\$88,673.10	1.00	10	14	\$0.00	\$0.00	\$10,864.99	\$15,547.82
Willis, Jamie	200-Teacher	\$45,132.00	1.00	0	14	\$0.00	\$0.00	\$595.21	\$5,609.39
Totals									
Distinct Employee Count: 21		Distinct Positions Count: 21		Total Positions Count: 21		Vacation Days: 25		Sick Days: 290	
Base Salary: \$1,194,457.30		Bonuses: \$0.00		Annuities: \$0.00		Retirement Enhancements: \$36,532.27		Other Benefits: \$165,613.60	

Public Act 097-0609								
IMRF Compensation Report 2026								
Name	Position Description	Annual Salary	Employer-Paid Health Insurance	Employer-Paid IMRF	Bonus	Vacation Days	Sick Days	Total Compensation
Coffey, Jody	Bookkeeper/Superintendent Secretary	\$65,293.20	\$5,728.04	\$3,453.99	0	10	14	\$74,475.23
Webster, Mindy	Principal Secretary	\$64,510.00	\$8,442.30	\$3,410.69	0	10	14	\$76,362.99
Webster, Rick	Head of Maintenance	\$66,216.00	\$8,130.30	\$3,500.01	0	10	14	\$77,846.31

RIVERVIEW COMMUNITY CONSOLIDATED SCHOOL DISTRICT #2

RISK MANAGEMENT PLAN

Effective Date: September 16, 2026

Review Cycle: Annually

Responsible Administrator: Superintendent

Board Approval Date: September 15, 2026

I. AUTHORITY AND STATUTORY BASIS

Riverview Community Consolidated School District #2 ("District") establishes this Risk Management Plan pursuant to the Illinois Local Governmental and Governmental Employees Tort Immunity Act, including 745 ILCS 10/9-103 and 745 ILCS 10/9-107, and other applicable federal and Illinois laws, regulations, Board policies, insurance requirements, and contractual obligations.

The Tort Immunity Act identifies a school district as a "local public entity." The Act permits a local public entity to protect itself against property damage and liability or loss through insurance, self-insurance, claims services, risk management, related legal services, and educational, inspectional, and supervisory services designed to prevent or reduce losses. 745 ILCS 10/9-103.

The District shall administer this Plan consistent with applicable law. Nothing in this Plan shall be interpreted to expand the District's legal authority, waive any immunity or defense available to the District or its employees, or authorize an expenditure that is not otherwise permitted by law.

II. PURPOSE

The purpose of this Risk Management Plan is to establish a systematic process for identifying, evaluating, preventing, reducing, and monitoring risks that could result in:

- Injury to students, employees, volunteers, visitors, or members of the public;
- Damage to District property;
- Loss or damage to District vehicles, equipment, or other assets;
- Workers' compensation or occupational disease claims;
- Unemployment-related costs;
- Liability claims or lawsuits;
- Property or casualty losses;
- Cybersecurity incidents or loss of electronic information;
- Data privacy or information security incidents;
- Interruption of District operations;
- Unsafe conditions in District facilities or on District property;
- Transportation-related incidents; or
- Other financial or operational losses.

The District recognizes that effective risk management is an ongoing process rather than a one-time activity. The District shall work to identify hazards before a loss occurs and shall take reasonable steps to correct or reduce identified risks.

III. RISK MANAGEMENT OBJECTIVES

The District's risk management objectives are to:

- Protect students, employees, volunteers, visitors, and the public.
- Protect District buildings, grounds, vehicles, equipment, records, and other property.
- Reduce the frequency and severity of accidents, injuries, claims, and losses.
- Maintain appropriate insurance coverage.
- Identify and correct unsafe conditions in a timely manner.
- Establish consistent procedures for reporting and responding to incidents.
- Provide appropriate training and safety information to employees.
- Maintain appropriate records and documentation of risk management activities.
- Monitor identified risks and verify that corrective actions are completed.
- Use District resources responsibly and only for purposes authorized by law.
- Review the Plan annually and revise it when conditions, laws, operations, or identified risks change.

IV. RISK MANAGEMENT PROCESS

The District shall use the following process for managing identified risks:

Step 1 – Identify the Risk

The District shall identify potential loss exposures through:

- Routine inspections;
- Employee reports;
- Incident and accident reports;
- Insurance claims;
- Workers' compensation claims;
- Safety inspections;
- Fire and life-safety inspections;
- Playground inspections;
- Transportation inspections;
- Facility and maintenance inspections;
- Security assessments;
- Cybersecurity and technology reviews;
- Emergency preparedness reviews;
- Reports from students, parents, visitors, and community members;
- Recommendations from insurance providers, legal counsel, consultants, or other qualified professionals; and
- Review of applicable laws, regulations, and safety standards.

Step 2 – Evaluate the Risk

Each identified risk should be evaluated based on:

- Likelihood of occurrence;
- Potential severity of injury or loss;

- Number of people potentially affected;
- Frequency of exposure;
- Existing safeguards;
- Legal or regulatory requirements;
- Financial impact; and
- Availability and effectiveness of corrective measures.

Step 3 – Select a Risk-Control Strategy

The District may use one or more of the following strategies:

- **Avoidance** – Eliminate an activity or condition that presents an unreasonable risk.
- **Prevention** – Take steps to prevent an incident from occurring.
- **Reduction** – Reduce the likelihood or severity of a loss.
- **Transfer** – Transfer appropriate risk through insurance, contracts, indemnification provisions, or other lawful means.
- **Retention** – Accept and manage a reasonable level of risk when appropriate.
- **Correction** – Repair, replace, modify, or otherwise correct an unsafe condition.

Step 4 – Implement Corrective Action

The responsible administrator or employee shall establish:

- The corrective action required;
- The person responsible for completing the action;
- A target completion date;
- Any necessary funding;
- Any required training; and
- Any required communication to staff or other affected individuals.

Step 5 – Monitor and Document

The District shall monitor corrective actions to determine whether they have been completed and whether they have effectively reduced the identified risk.

Documentation should include, when appropriate:

- Date the risk was identified;
- Description of the risk;
- Location;
- Person reporting the risk;
- Recommended corrective action;
- Person responsible;
- Date corrective action was completed;
- Supporting documentation, photographs, work orders, invoices, inspection reports, or correspondence;
- Follow-up inspection or review; or
- Whether additional action is necessary.

V. PLAN ADMINISTRATION

The Superintendent shall have overall responsibility for administration of this Risk Management Plan. The Superintendent shall:

- Oversee development and implementation of the Plan.
- Identify appropriate District personnel to participate in risk management activities.
- Ensure that significant risks are evaluated and addressed.
- Coordinate with the District's insurance carrier, broker, legal counsel, consultants, and other professionals as appropriate.
- Ensure that appropriate documentation is maintained.
- Review claims, incidents, and loss trends.
- Recommend appropriate expenditures for risk prevention and loss reduction.
- Report significant risks and corrective actions to the Board of Education when appropriate.
- Review the Plan annually.
- Recommend revisions when necessary because of changes in law, District operations, facilities, insurance coverage, or identified risks.

VI. DISTRICT RISK MANAGEMENT TEAM

The Superintendent may annually designate a Risk Management Team (RMT) consisting of appropriate District personnel. The team may include, as appropriate:

- Superintendent;
- Principal;
- Maintenance/Custodial representative;
- Transportation representative;
- Special education representative;
- Technology representative;
- Business office representative;
- Athletic representative; or
- Other employees designated by the Superintendent.

The RMT shall assist the Superintendent by:

- Identifying potential loss exposures;
- Reviewing accident and incident trends;
- Reviewing claims and near-miss events;
- Conducting or coordinating safety inspections;
- Recommending corrective actions;
- Reviewing emergency preparedness;
- Reviewing employee safety practices;
- Evaluating facility and equipment risks;
- Reviewing cybersecurity and data-security risks;
- Monitoring corrective actions;
- Recommending training; and
- Reviewing the effectiveness of previous risk-control measures.

The Superintendent may seek assistance from outside professionals when specialized expertise is required.

VII. EMPLOYEE RESPONSIBILITIES

All District employees share responsibility for maintaining a safe environment. Employees shall:

- Follow District policies and safety procedures.
- Report unsafe conditions promptly to the appropriate administrator.
- Report accidents, injuries, property damage, and other incidents according to District procedures.
- Correct minor hazards when it is safe and appropriate to do so.
- Never ignore a known safety concern.
- Participate in required safety and emergency training.
- Properly use District equipment and safety devices.
- Maintain appropriate supervision of students.
- Follow procedures for emergencies, drills, transportation, field trips, and other activities.
- Protect confidential and sensitive District information.
- Report suspected cybersecurity or data-security incidents promptly.
- Cooperate with investigations of accidents, claims, and other incidents.

VIII. RISK AREAS

The District shall routinely review, as applicable, the following areas of risk.

A. Student Supervision

The District shall establish reasonable procedures to provide appropriate supervision of students during:

- Arrival and dismissal;
- Classroom instruction;
- Hallway transitions;
- Lunch and recess;
- Physical education;
- Athletics;
- Field trips;
- Extracurricular activities;
- Before- and after-school activities;
- Transportation;
- Emergency situations.

B. Buildings and Grounds

The District shall inspect and maintain:

- Classrooms;
- Hallways;
- Stairways;
- Entrances and exits;

- Parking areas;
- Sidewalks;
- Playgrounds;
- Athletic fields;
- Outdoor equipment;
- Lighting;
- Roofing and drainage;
- Heating and cooling systems;
- Electrical systems;
- Plumbing;
- Fire protection equipment;
- Security systems; or
- Other areas presenting potential safety risks.

Unsafe conditions shall be addressed promptly based on the severity of the identified hazard.

C. Playground and Recreational Equipment

Playgrounds and recreational equipment shall be inspected periodically for:

- Damaged equipment;
- Unsafe surfaces;
- Missing or inadequate protective surfacing;
- Sharp edges or exposed hardware;
- Structural problems;
- Unsafe openings or entrapment hazards;
- Fencing and access concerns;
- Drainage problems;
- Other conditions that may create an unreasonable risk.

Repairs, replacement, additional protective surfacing, fencing, or other corrective measures shall be implemented when necessary.

D. Transportation

Transportation-related risks shall be monitored through:

- Required vehicle inspections;
- Driver qualification and training;
- Driver record monitoring;
- Vehicle maintenance;
- Bus evacuation drills;
- Student loading and unloading procedures;
- Bus supervision;
- Communication procedures;
- Accident and incident reporting;
- Compliance with applicable Illinois requirements.

E. Employee Safety and Workers' Compensation

The District shall maintain appropriate workers' compensation coverage and shall promote safe work practices.

Risk reduction efforts may include:

- Employee safety training;
- Proper lifting and material-handling procedures;
- Personal protective equipment when appropriate;
- Safe use of tools and equipment;
- Hazard communication;
- Workplace inspections;
- Accident investigation;
- Return-to-work coordination when appropriate; or
- Identification of recurring injury trends.

F. Hazardous Materials and Environmental Safety

The District shall maintain procedures for the safe storage, use, handling, labeling, and disposal of hazardous materials.

Areas of particular concern may include:

- Science laboratories;
- Cleaning chemicals;
- Maintenance materials;
- Pesticides;
- Fuel;
- Asbestos-containing materials;
- Lead-containing materials; or
- Other regulated or potentially hazardous substances.

Employees shall receive appropriate training when their job duties expose them to hazardous materials or conditions.

G. Emergency Preparedness

The District shall maintain emergency procedures addressing, as appropriate:

- Fire;
- Severe weather;
- Tornadoes;
- Earthquakes;
- Active threats;
- Intruders;
- Medical emergencies;
- Hazardous materials incidents;
- Utility failures;
- Evacuation;
- Shelter-in-place;
- Lockdown;
- Student reunification; or

- Other emergencies.

Emergency procedures shall be reviewed periodically and updated when necessary.

H. Technology, Cybersecurity, and Data Protection

The District recognizes cybersecurity and information security as significant areas of risk.

Risk management activities may include:

- Appropriate access controls;
- Password and authentication practices;
- Security updates;
- Data backups;
- Filtering and monitoring;
- Protection of student and employee information;
- Staff cybersecurity training;
- Phishing awareness;
- Incident response procedures;
- Vendor security review;
- Appropriate use of District technology;
- Procedures for reporting suspected cyber incidents.

I. Student Records and Confidential Information

The District shall take reasonable steps to protect confidential student and employee information and shall comply with applicable privacy laws and District policies. Employees shall not disclose confidential information except as authorized by law or District policy.

J. Athletics and Physical Activities

The District shall address risks associated with:

- Athletic participation;
- Physical education;
- Sports equipment;
- Field and facility conditions;
- Supervision;
- Emergency response;
- Appropriate training;
- Injury reporting;
- Transportation to athletic events.

K. Food Service

Food service operations shall be monitored for:

- Food safety;
- Proper storage;
- Sanitation;

- Temperature control;
- Allergen awareness;
- Equipment safety;
- Employee safety;
- Compliance with applicable requirements.

L. Contractors and Outside Organizations

Contracts and agreements should be reviewed, when appropriate, for:

- Insurance requirements;
- Indemnification provisions;
- Responsibility for property damage;
- Responsibility for employee or participant injuries;
- Background-check requirements;
- Safety requirements;
- Proof of required licenses or certifications;
- Other appropriate risk-transfer provisions.

IX. INCIDENT AND CLAIM REPORTING

Employees shall promptly report accidents, injuries, property damage, security incidents, vehicle accidents, hazardous conditions, and other events that may create District liability or loss. The Superintendent or designee shall determine whether additional notification is required, including notification to:

- The District's insurance carrier;
- Insurance broker;
- Legal counsel;
- Law enforcement;
- Emergency services;
- Parents or guardians;
- Applicable governmental agencies;
- Other appropriate parties.

Incident reports shall be factual and should avoid speculation regarding fault or legal responsibility. Photographs, witness information, statements, medical documentation, repair records, and other relevant documentation shall be preserved when appropriate.

X. INSURANCE AND RISK TRANSFER

The District shall periodically review its insurance program to determine whether appropriate coverage is maintained. Coverage may include, as applicable:

- General liability;
- Property;
- Automobile/fleet;
- Workers' compensation;
- Employment practices liability;
- Directors and officers liability;

- Cyber liability;
- Crime/fidelity coverage;
- Student accident coverage;
- Equipment or specialized coverage;
- Other coverage recommended by the District's insurance professionals.

Insurance shall be maintained with insurers authorized to provide the applicable coverage in Illinois as required by law. 745 ILCS 10/9-103.

XI. TORT FUND AND RISK MANAGEMENT EXPENDITURES

The District may use funds levied pursuant to 745 ILCS 10/9-107 only for purposes authorized by applicable law. Authorized purposes may include, as applicable:

- Insurance;
- Individual or joint self-insurance;
- Appropriate reserves;
- Claims services;
- Risk management directly attributable to loss prevention and loss reduction;
- Related legal services;
- Educational, inspectional, and supervisory services related to loss prevention and loss reduction;
- Judgments and settlements authorized by law;
- Certain bond-related costs; or
- Other expenditures specifically authorized by 745 ILCS 10/9-107.

Illinois law requires that funds raised under Section 9-107 be used only for purposes specified in the Tort Immunity Act, subject to lawful transfers permitted by statute. The District shall maintain sufficient documentation to demonstrate the relationship between a proposed expenditure and an authorized risk management, insurance, claims, liability, or loss-prevention purpose. The Superintendent and Business Office shall review proposed Tort Fund expenditures for compliance with applicable law before the expenditure is made.

XII. ANNUAL RISK MANAGEMENT REVIEW

At least annually, the Superintendent or designee shall review:

- Prior-year claims;
- Workers' compensation claims;
- Property losses;
- Vehicle accidents;
- Student injuries;
- Employee injuries;
- Playground and facility concerns;
- Emergency incidents;
- Security incidents;
- Cybersecurity incidents;
- Insurance coverage;

- Insurance recommendations;
- Safety inspection findings;
- Outstanding corrective actions;
- Risk management expenditures;
- Tort Fund activity;
- Changes in District operations;
- Changes in applicable laws or regulations.

The review shall be used to identify trends and establish priorities for the upcoming year.

XIII. CORRECTIVE ACTION PRIORITIES

When a significant risk is identified, the District shall prioritize corrective action based on:

- **Priority 1 – Immediate Hazard**
A condition presenting an immediate or significant threat of injury, death, property damage, or substantial liability. Corrective action shall begin immediately.
- **Priority 2 – Significant Risk**
A condition that could reasonably result in injury, property damage, or liability. Corrective action should be initiated as soon as reasonably practicable.
- **Priority 3 – Routine Risk**
A condition requiring correction but not presenting an immediate threat. The responsible administrator shall establish a reasonable completion date.
- **Priority 4 – Monitoring**
A condition that does not currently require corrective action but should be monitored for changes.

XIV. DOCUMENTATION AND RECORD RETENTION

The District shall maintain appropriate records documenting risk management activities.

Records may include:

- Risk assessments;
- Inspection reports;
- Accident reports;
- Incident reports;
- Insurance documents;
- Claims correspondence;
- Repair records;
- Work orders;
- Training records;
- Safety meeting documentation;
- Corrective action records;
- Photographs;
- Contracts;

- Consultant reports;
- Legal correspondence;
- Annual Risk Management Team reports;
- Tort Fund expenditure documentation.

Records shall be maintained in accordance with applicable law, District policy, insurance requirements, and the District's records-retention procedures.

XV. ANNUAL REPORT TO THE BOARD OF EDUCATION

The Superintendent shall annually present the Risk Management Plan to the Board of Education for review and approval. The annual review should include, as appropriate:

- Significant risks identified during the preceding year;
- Major corrective actions completed;
- Outstanding risks requiring continued attention;
- Insurance coverage and recommendations;
- Claims and loss trends;
- Risk management expenditures;
- Proposed Tort Fund expenditures;
- Recommended priorities for the upcoming year;
- Recommended revisions to this Plan.

The Board may approve appropriate expenditures consistent with applicable law and District policy.

XVI. IDENTIFICATION OF SPECIFIC LOSS EXPOSURE

The following form shall be used to document identified risks.

RIVERVIEW CCSD #2

RISK MANAGEMENT PLAN

IDENTIFICATION OF SPECIFIC LOSS EXPOSURE FORM

Date Identified: _____

Location of Loss Exposure:

Person Reporting/Identifying Risk:

Description of Loss Exposure:

Potential Consequences:

- ☐ Student/visitor injury
- ☐ Employee injury
- ☐ Property damage
- ☐ Vehicle/transportation loss
- ☐ Cybersecurity/data loss
- ☐ Financial loss
- ☐ Liability claim
- ☐ Regulatory/compliance concern
- ☐ Other: _____

Risk Priority:

- ☐ Priority 1 – Immediate Hazard
- ☐ Priority 2 – Significant Risk
- ☐ Priority 3 – Routine Risk
- ☐ Priority 4 – Monitoring

Steps Needed to Address Loss Exposure:

Responsible Person/Department:

Target Completion Date: _____

Resources/Funding Needed:

Date Corrective Action Completed: _____

Method of Monitoring Future Loss Exposure:

Follow-Up Date: _____

Additional Action Needed:

☐ No

☐ Yes – Explain:

Superintendent/Designee Review:

Signature: _____

Date: _____

XVII. ADDITIONAL ANNUAL RISK ASSESSMENT AREAS

The District shall review the following areas annually and document significant findings:

Risk Area	Review Date	Corrective Action Needed	Responsible Person	Completion Date
Buildings/Grounds				
Playground Equipment				
Parking/Walkways				
Student Supervision				
Transportation				
Employee Safety				
Workers' Compensation				
Fire/Life Safety				
Emergency Prep				
Building Security				
Cybersecurity				
Hazardous Materials				
Science Laboratories				
Athletics				
Food Service				
Special Education				
Insurance Coverage				
Contractors/Vendors				
Other				

XVIII. TORT FUND / RISK MANAGEMENT BUDGET WORKSHEET

A. INSURANCE

Expense	Amount
Property Insurance	\$_____
General Liability Insurance	\$_____
Automobile/Fleet Insurance	\$_____
Workers' Compensation Insurance	\$_____
Cyber/Technology Insurance	\$_____
Crime/Fidelity/Bond Coverage	\$_____
Other Authorized Insurance	\$_____

Insurance Subtotal	\$_____
---------------------------	----------------

B. CLAIMS, JUDGMENTS, AND LEGAL SERVICES

Expense	Amount
Authorized Claims	\$_____
Authorized Judgments/Settlements	\$_____
Legal Services	\$_____
Claims Administration	\$_____
Other Authorized Costs	\$_____
Claims/Legal Subtotal	\$_____

C. RISK MANAGEMENT AND LOSS PREVENTION

Expense	Amount
Safety Inspections	\$_____
Risk Assessments	\$_____
Safety Training	\$_____
Security Services/Equipment	\$_____
Emergency Preparedness	\$_____
Cybersecurity Risk Reduction	\$_____
Facility Safety Improvements	\$_____
Playground Safety Improvements	\$_____
Transportation Safety	\$_____
Hazardous Material Risk Reduction	\$_____
Employee Safety Programs	\$_____
Consultants/Professional Services	\$_____
Other Authorized Risk Management	\$_____
Risk Management Subtotal	\$_____

D. OTHER AUTHORIZED EXPENDITURES

Expense	Amount
Other Authorized Expenditure	\$_____
Other Authorized Expenditure (See Schedule A)	\$_____
Other Subtotal	\$_____

XIX. ANNUAL CERTIFICATION AND APPROVAL

I certify that this Risk Management Plan has been reviewed and that reasonable efforts will be made to identify, evaluate, prevent, reduce, and monitor risks to the District, its students, employees, property, and operations.

Superintendent

Name: _____

Signature: _____

Date: _____

BOARD OF EDUCATION APPROVAL

The Board of Education of Riverview Community Consolidated School District #2 reviewed and approved this Risk Management Plan on:

Date: _____

Board President:

Name: _____

Signature: _____

Board Secretary:

Name: _____

Signature: _____

Schedule A

Special Risk Management Duties and Apportionment

Section I. Risk Management Duties of the Superintendent

The Superintendent is primarily responsible for the administration of this Program.

The safe condition of buildings and grounds, protection of the District's real and personal property, and all aspects of the District's transportation program are primarily the responsibility of the Superintendent. The Superintendent shall, with the assistance of the Building Principal(s), and/or such other personnel as the Superintendent may designate:

- Identify and analyze circumstances that could give rise to the imposition of liability or loss upon the District or its employees.
- Select techniques for treating identified exposures to loss. This includes, but is not limited to:
 - Developing and identifying the various components and responsibilities concerning inspection of buildings, grounds, and equipment to provide protection to the District, its employees and the public. The Superintendent shall be responsible for the supervision of the operations services manager, maintenance workers, custodians, bus drivers, daily inspection of buildings and grounds, operation of the District's building security systems, and the District's food service program.
 - Overseeing the legal and safe operation of the District's buildings and grounds. The Superintendent is responsible for the District's compliance with State and Federal laws regarding employee and student health and safety, asbestos, radon, lead, etc. The Superintendent shall be the District's official asbestos management director and he shall be responsible for the training of the District custodial personnel in performing work on safety and health matters.
 - Coordinating, supervising, and reviewing the performance of all personnel in accordance with the Program.
- Implement selected techniques. This includes, but is not limited to:
 - Making all employees aware of their obligations to assist in the management of risk as provided by this Program.
 - Providing for training of employees to assist them in the implementation and monitoring of risk management techniques.
- Continued evaluation and modification of selected techniques. The Superintendent shall continually evaluate the effectiveness of the Program and make revisions, additions, or deletions where necessary, and shall report to the Board of Education, as necessary or at the Board's request, issues related to risk management or implementation of the Program.

The Superintendent also administers the District's Asbestos Management Plan and reporting. The Superintendent is also responsible for remediation of underground

storage tanks, as well as the bidding of supplies and contractual services in such a manner that the District meets all the requirements for freedom from tort situations (which include meeting the requirements for Toxic Materials, Equal Opportunity Employment, Prevailing Wage Rates, Responsible Bidders, etc.). The Superintendent shall serve as the District's liaison to the various consulting services, claim and adjustment services, and insurance companies.

The special responsibilities of the Superintendent under this Program are no less than Thirty percent (30%) of his or her total compensable time in service to the District.

Section II. Risk Management Responsibilities of the Building Principal.

The Building Principal is responsible for assisting the Superintendent in the development and administration of the Program. In particular, the Building Principal shall be responsible for the management of risk with relation to protection of students and student discipline, including, but not limited to risks of loss associated with incidents in and around the school building and school grounds; on the playground; during school athletic events; in connection with the transportation of students and related traffic hazards; and acts of fellow students committed in or out of the classroom. The Building Principal shall:

- Assist the Superintendent in identifying and analyzing circumstances related to the building he or she oversees that could give rise to the imposition of liability or loss upon the District or its employees. This includes identification of risks of loss related to student protection and discipline, as well as assisting the Superintendent in the identification and analysis of other types of risk, as may be delegated from time to time by the Superintendent.
- Select techniques for treating identified exposures to loss related to student protection and discipline. This includes, but is not limited to, selecting techniques to ensure proper supervision of students.
- Implement selected techniques, including, but not limited to, employee supervision and training as required.
- Continued evaluation and modification of selected techniques. The Building Principal shall continually evaluate the effectiveness of the selected techniques and make revisions, additions, or deletions where necessary, and shall report to the Superintendent, as necessary or at the Superintendent's request, issues related to risk management or implementation of the techniques selected by the Building Principal in accordance with this Program.

In addition to the risk management responsibilities outlined above, the Building Principal shall assist the Superintendent in the overall administration of this Program, as may be delegated from time to time by the Superintendent.

The special responsibilities of the Building Principal under this Program are no less than Twenty percent (20%) of his or her total compensable time in service to the District.