

Regular Board Meeting
Monday, June 8, 2026 6:30 PM Central

Downers Grove Civic Center
850 Curtiss Street
Downers Grove, Illinois 60515

Nicole Bernard: Present
Kirat Doshi: Present
Melissa Ellis: Absent
Emily Hanus: Present
Darren Hughes: Present
Steve Olczyk: Absent
Katie Thomas: Present
Present: 5, Absent: 2.

1. Opening Items

1.A. Call to Order and Roll Call

2. Pledge of Allegiance

3. Closed Session

3.A. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District. 5 ILCS 102/2(c)(1)

3.B. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees; 5 ILCS 120/2(c)(2)

3.C. Consideration of student disciplinary matters. 5 ILCS 120/2(c)(9)

3.D. The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10)

3.E. Litigation...when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c)(11)

3.F. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21)

4. Public Hearing on the Proposed 2025-2026 Amended Budget

5. Non-Action Reports

5.A. Communications

5.B. Spotlight on our Schools: Spring Data Snapshot

5.C. Spotlight on our Schools: School Environment and Communications Surveys

5.D. Spotlight on our Schools: Enrollment and Staffing Update

6. Reports to the Board

6.A. Superintendent Report

6.B. Monthly Business

6.C. Treasurer's Report

7. Policy Committee

8. Legislative Committee

9. Financial Advisory Committee

10. District Leadership Team

11. **Health & Wellness Committee**
 - 11.A. Report on the May 23, 2026 meeting
12. **SASED Report**
13. **Discussion**
 - 13.A. No items for discussion
14. **Public Comment**
 - 14.A. Public Comment Guidelines
15. **Recess**
 - 15.A. Recess will be taken at Chair's discretion
16. **Approval of Minutes**
 - 16.A. Regular Meeting - May 11, 2026
 - 16.B. Special Meeting - May 18, 2026
17. **Consent Agenda**
 - 17.A. Financial Reports ~ List of Bills & Summary
 - 17.B. Personnel Report: 1) Assignments; 2) Voluntary Reassignment to Part-time; 3) Resignations; 4) Family Medical Leaves of Absence; 5) Retirements
18. **Recommendations for Action**
 - 18.A. FY2026 Amended Budget
 - 18.B. Renewal of Surety Bond of Treasurer
 - 18.C. Resolution re Reduction in Days and Hours of Full-Time Educational Support Personnel Employees
 - 18.D. Resolution re Reduction in Days and Hours of Part-Time Educational Support Personnel Employees
 - 18.E. Resolution re Honorable Dismissal of Educational Support Personnel Employee
 - 18.F. PRESS Issue 121 Policy Updates
 - 18.G. Resolution of Nomination for Membership on the Downers Grove Plan Commission
 - 18.H. Staff MacBook Purchase
 - 18.I. Community Solar Subscription Agreement
 - 18.J. Transfer of Monies from Education Fund to Debt Service Fund
 - 18.K. FY2027 Property, Casualty and Workers' Compensation Insurance
 - 18.L. Consolidated District Plan
 - 18.M. Adoption of Professional Learning Mondays for 2026-2027
 - 18.N. PowerSchool Contract Renewal
 - 18.O. Surplus Equipment: Ovens, TVs, iPads, Freezer, Sprayer, Steam Table, Server Cart, Desk, Cafe Warmer
19. **Announcements**
 - 19.A. Upcoming Meetings & Events
20. **Closed Session**
 - 20.A. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District. 5 ILCS 102/2(c)(1)
 - 20.B. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees; 5 ILCS 120/2(c)(2)
 - 20.C. Consideration of student disciplinary matters. 5 ILCS 120/2(c)(9)

20.D. The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10)

20.E. Litigation...when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c)(11)

20.F. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21)

21. Action as a Result of Closed Session

21.A. Closed Session Minutes - May 11, 2026

22. Adjournment



Downers Grove Grade School District 58
We Envision. We Seek. We Believe.

Downers Grove Grade School District 58
850 Curtiss Street, Ste. 200, Downers Grove, IL 60515
630-719-5800 Phone | 630-719-5418 Fax | www.dg58.org

Memorandum

To: Board of Education, Dr. Kevin Russell

From: Gregory Harris, Assistant Superintendent for Business/CSBO

Date: June 8, 2026

Re: Amended FY 2026 Budget

Background:

School Code allows for boards of education to amend their annual budget, and it is best practice to do so under certain circumstances. To amend a budget, a school district must follow the same procedure as adopting an annual budget in August and September.

Administrative Considerations:

In December of 2025, the Board of Education approved a transfer of \$4,857,120.14 from the Capital Projects Fund to the Educational Fund. This amount represented the amount of arbitrage profit earned from the 2022 referendum bond issuance. As it is permissible for school districts to make permanent transfers of excess earned interest out of the Capital Projects fund, the money was moved to the Educational Fund to assist with cash flow during the District's low cash point in May. This strategy was devised and agreed upon after the annual budget was approved in September of 2025, so the budget is being amended to account for this transfer.

This amended budget also corrects an observed error made on the estimated expenditures page under function 2330. A total of \$788,700 was budgeted for purchased services under that function, but the correct number is \$2,700. The remaining \$786,000 should have been in the cell below, which is for functions 2361-2365.

Aside from these two adjustments, the budget remains identical to what the Board approved in September. The District has followed all the requirements for amending a budget, including putting the amended budget on display for 30 days and holding a public hearing.

Recommendation:

It is recommended that the Board approve the amended FY 2026 budget.

District Type:

- ☒ School District
☐ Joint Agreement

ILLINOIS STATE BOARD OF EDUCATION

School Business Services Division

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM *

July 1, 2025 - June 30, 2026

Accounting Basis:

- ☒ Cash
☐ Accrual

Is this an amended budget?

Yes _____

Date of Amended Budget:

06/08/26

(MM/DD/YY)

District Name:

Downers Grove GSD 58

District RCDT No:

19022058002

Balanced budget; no Deficit Reduction Plan is required.

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

Budget of Downers Grove GSD 58, County of Dupage, State of Illinois, for the Fiscal Year beginning July 1, 2025 and ending June 30, 2026.

WHEREAS the Board of Education of Downers Grove GSD 58, County of Dupage, State of Illinois, caused to be prepared in tentative form a budget, and the Secretary of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;

AND WHEREAS a public hearing was held as to such budget on the 8th day of June, 2026, notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

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

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

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

ADOPTION OF BUDGET

The budget shall be approved and signed below by members of the School Board. Adopted this 8th day of June, 2026 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.

<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
ESTIMATED BEGINNING FUND BALANCE (without Student Activity Funds)1 as of July 1, 2025		8,582,541	2,042,686	1,995,474	(1,099,248)	594,023	98,719,663	11,697,549	0	8,629
RECEIPTS/REVENUES (without Student Activity Funds)										
LOCAL SOURCES	1000	66,954,570	2,968,067	12,570,887	6,302,989	1,927,084	4,525,000	613,872	0	15
FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0				
STATE SOURCES	3000	4,894,357	50,000	0	2,597,058	0	1,200,000	0	0	0
FEDERAL SOURCES	4000	2,454,020	0	0	0	0	0	0	0	0
Total Direct Receipts/Revenues 8		74,302,947	3,018,067	12,570,887	8,900,047	1,927,084	5,725,000	613,872	0	15
Receipts/Revenues for "On Behalf" Payments 2	3998	30,000,000								
Total Receipts/Revenues		104,302,947	3,018,067	12,570,887	8,900,047	1,927,084	5,725,000	613,872	0	15
DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)										
INSTRUCTION	1000	48,884,294				1,029,609			0	
SUPPORT SERVICES	2000	22,169,976	4,353,925		7,724,188	1,083,378	60,213,643		0	0
COMMUNITY SERVICES	3000	187,436	0		0	2,358			0	
PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	2,752,905	0	0	0	0	0		0	0
DEBT SERVICES	5000	0	0	13,368,271	0	0			0	0
PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0
Total Direct Disbursements/Expenditures 9		73,994,611	4,353,925	13,368,271	7,724,188	2,115,345	60,213,643		0	0
Disbursements/Expenditures for "On Behalf" Payments 2	4180	30,000,000								
Total Disbursements/Expenditures		103,994,611	4,353,925	13,368,271	7,724,188	2,115,345	60,213,643		0	0
Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		308,336	(1,335,858)	(797,384)	1,175,859	(188,261)	(54,488,643)	613,872	0	15
OTHER SOURCES/USES OF FUNDS										
OTHER SOURCES OF FUNDS (7000)										
PERMANENT TRANSFER FROM VARIOUS FUNDS										
Abolishment the Working Cash Fund 16	7110									
Abatement of the Working Cash Fund 16	7110									
Transfer of Working Cash Fund Interest	7120									
Transfer Among Funds	7130									
Transfer of Interest	7140	4,857,121								
Transfer from Capital Projects Fund to O&M Fund	7150									
Transfer of Excess Fire Prev & Safety Tax & Interest 3 Proceeds to O&M Fund	7160									
Transfer of Excess Accumulated Fire Prev & Safety Bond and Int 3a Proceeds to Debt Service Fund	7170									
SALE OF BONDS (7200)										
Principal on Bonds Sold 4	7210									
Premium on Bonds Sold	7220									
Accrued Interest on Bonds Sold	7230									
Sale or Compensation for Fixed Assets 5	7300									
Transfer to Debt Service to Pay Principal on Leases	7400			260,000						
Transfer to Debt Service to Pay Interest on Leases	7500			0						
Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			0						
Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0						
Transfer to Capital Projects Fund	7800						0			
ISBE Loan Proceeds	7900									
Other Sources Not Classified Elsewhere	7990									
Total Other Sources of Funds 8		4,857,121	0	260,000	0	0	0	0	0	0
OTHER USES OF FUNDS (8000)										
TRANSFER TO VARIOUS OTHER FUNDS (8100)										
Abolishment or Abatement of the Working Cash Fund 16	8110							0		
Transfer of Working Cash Fund Interest	8120							0		
Transfer Among Funds	8130									
Transfer of Interest 6	8140						4,857,121			
Transfer from Capital Projects Fund to O&M Fund	8150									
Transfer of Excess Fire Prev & Safety Tax & Interest 3 Proceeds to O&M Fund	8160									

Begin entering data on EstRev 6-11 and EstExp 12-20 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
Transfer of Excess Accumulated Fire Prev & Safety Bond 3a and Int Proceeds to Debt Service Fund	8170									
Taxes Pledged to Pay Principal on Leases	8410	260,000								
Grants/Reimbursements Pledged to Pay Principal on Leases	8420									
Other Revenues Pledged to Pay Principal on Leases	8430									
Fund Balance Transfers Pledged to Pay Principal on Leases	8440									
Taxes Pledged to Pay Interest on Leases	8510									
Grants/Reimbursements Pledged to Pay Interest on Leases	8520									
Other Revenues Pledged to Pay Interest on Leases	8530									
Fund Balance Transfers Pledged to Pay Interest on Leases	8540									
Taxes Pledged to Pay Principal on Revenue Bonds	8610									
Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620									
Other Revenues Pledged to Pay Principal on Revenue Bonds	8630									
Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640									
Taxes Pledged to Pay Interest on Revenue Bonds	8710									
Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720									
Other Revenues Pledged to Pay Interest on Revenue Bonds	8730									
Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740									
Taxes Transferred to Pay for Capital Projects	8810									
Grants/Reimbursements Pledged to Pay for Capital Projects	8820									
Other Revenues Pledged to Pay for Capital Projects	8830									
Fund Balance Transfers Pledged to Pay for Capital Projects	8840									
Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910									
Other Uses Not Classified Elsewhere	8990									
Total Other Uses of Funds 9		260,000	0	0	0	0	4,857,121	0	0	0
Total Other Sources/Uses of Fund		4,597,121	0	260,000	0	0	(4,857,121)	0	0	0
ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2026		13,487,998	706,828	1,458,090	76,611	405,762	39,373,899	12,311,421	0	8,644
Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2025		137,104								
RECEIPTS/REVENUES (For Student Activity Funds)										
Total Student Activity Direct Receipts/Revenues (Local Sources)	1799									
DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)										
Total Student Activity Direct Disbursements/Expenditures	1999	0								
Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		0								
Student Activity ESTIMATED ENDING FUND BALANCE as of June 30, 2026		137,104								
Total ESTIMATED BEGINNING FUND BALANCE (All Sources Including Student Activity Funds) as of July 1, 2025		8,719,645	2,042,686	1,995,474	(1,099,248)	594,023	98,719,663	11,697,549	0	8,629
RECEIPTS/REVENUES (All Sources with Student Activity Funds)										
LOCAL SOURCES	1000	66,954,570	2,968,067	12,570,887	6,302,989	1,927,084	4,525,000	613,872	0	15
FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0				
STATE SOURCES	3000	4,894,357	50,000	0	2,597,058	0	1,200,000	0	0	0
FEDERAL SOURCES	4000	2,454,020	0	0	0	0	0	0	0	0
Total Direct Receipts/Revenues 8		74,302,947	3,018,067	12,570,887	8,900,047	1,927,084	5,725,000	613,872	0	15
Receipts/Revenues for "On Behalf" Payments 2	3998	30,000,000								
Total Receipts/Revenues		104,302,947	3,018,067	12,570,887	8,900,047	1,927,084	5,725,000	613,872	0	15
DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)										
INSTRUCTION	1000	48,884,294				1,029,609			0	
SUPPORT SERVICES	2000	22,169,976	4,353,925		7,724,188	1,083,378	60,213,643		0	0
COMMUNITY SERVICES	3000	187,436	0		0	2,358			0	
PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	2,752,905	0	0	0	0	0		0	0
DEBT SERVICES	5000	0	0	13,368,271	0	0			0	0
PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0
Total Direct Disbursements/Expenditures 9		73,994,611	4,353,925	13,368,271	7,724,188	2,115,345	60,213,643		0	0

Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
Disbursements/Expenditures for "On Behalf" Payments 2	4180	30,000,000									
Total Disbursements/Expenditures		103,994,611	4,353,925	13,368,271	7,724,188	2,115,345	60,213,643		0	0	
Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		308,336	(1,335,858)	(797,384)	1,175,859	(188,261)	(54,488,643)	613,872	0	15	
OTHER SOURCES/USES OF FUNDS											
OTHER SOURCES OF FUNDS (7000)											
Total Other Sources of Funds 8		4,857,121	0	260,000	0	0	0	0	0	0	
OTHER USES OF FUNDS (8000)											
Total Other Uses of Funds 9		260,000	0	0	0	0	4,857,121	0	0	0	
Total Other Sources/Uses of Fund		4,597,121	0	260,000	0	0	(4,857,121)	0	0	0	
ESTIMATED ENDING FUND BALANCE (All Sources with Student Activity Funds) as of June 30, 2026		13,625,102	706,828	1,458,090	76,611	405,762	39,373,899	12,311,421	0	8,644	
SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)											
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
Object Name											
Salaries	100	53,445,772	2,001,037		0		113,643		0	0	55,560,452
Employee Benefits	200	11,632,165	495,913		0	2,115,345	0		0	0	14,243,423
Purchased Services	300	3,282,465	832,187	2,000	7,724,188		3,378,000		0	0	15,218,840
Supplies & Materials	400	1,472,542	1,014,258		0		0		0	0	2,486,800
Capital Outlay	500	0	7,830		0		56,356,000		0	0	56,363,830
Other Objects	600	4,129,404	2,700	13,366,271	0	0	0		0	0	17,498,375
Non-Capitalized Equipment	700	32,263	0		0		366,000		0	0	398,263
Termination Benefits	800	0	0		0				0		0
Total Expenditures		73,994,611	4,353,925	13,368,271	7,724,188	2,115,345	60,213,643		0	0	161,769,983

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
BEGINNING CASH BALANCE ON HAND (without Student Activity Funds)7 as of July 1, 2025		8,582,541	2,042,686	1,995,474	752	594,023	98,719,663	10,597,549	0	8,629
Total Direct Receipts & Other Sources 8		79,160,068	3,018,067	12,830,887	8,900,047	1,927,084	5,725,000	613,872	0	15
OTHER RECEIPTS										
Interfund Loans Payable (Loans from Other Funds)	411									
Interfund Loans Receivable (Repayment of Loans)	141									
Notes and Warrants Payable	433									
Other Current Assets	199									
Total Other Receipts		0	0	0	0	0	0	0	0	0
Total Direct Receipts, Other Sources, & Other Receipts		79,160,068	3,018,067	12,830,887	8,900,047	1,927,084	5,725,000	613,872	0	15
Total Amount Available		87,742,609	5,060,753	14,826,361	8,900,799	2,521,107	104,444,663	11,211,421	0	8,644
Total Direct Disbursements & Other Uses 9		74,254,611	4,353,925	13,368,271	7,724,188	2,115,345	65,070,764	0	0	0
OTHER DISBURSEMENTS										
Interfund Loans Receivable (Loans to Other Funds) 10	141									
Interfund Loans Payable (Repayment of Loans)	411									
Notes and Warrants Payable	433									
Other Current Liabilities	499									
Total Other Disbursements		0	0	0	0	0	0	0	0	0
Total Direct Disbursements, Other Uses, & Other Disbursements		74,254,611	4,353,925	13,368,271	7,724,188	2,115,345	65,070,764	0	0	0
ENDING CASH BALANCE ON HAND (without Student Activity Funds) as of June 30, 2026		13,487,998	706,828	1,458,090	1,176,611	405,762	39,373,899	11,211,421	0	8,644
Activity Funds BEGINNING CASH BALANCE ON HAND7 as of July 1, 2025		137,104								
Total Direct Receipts & Other Sources 8										
Total Amount Available		137,104								
Total Direct Disbursements & Other Uses 9		0								
Activity funds ENDING CASH BALANCE ON HAND7 as of June 30, 2026		137,104								
Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds)7 as of July 1, 2025		8,719,645	2,042,686	1,995,474	752	594,023	98,719,663	10,597,549	0	8,629
Total Direct Receipts & Other Sources 8		79,160,068	3,018,067	12,830,887	8,900,047	1,927,084	5,725,000	613,872	0	15
Total Other Receipts		0	0	0	0	0	0	0	0	0
Total Direct Receipts, Other Sources, & Other Receipts		79,160,068	3,018,067	12,830,887	8,900,047	1,927,084	5,725,000	613,872	0	15
Total Amount Available		87,879,713	5,060,753	14,826,361	8,900,799	2,521,107	104,444,663	11,211,421	0	8,644
Total Direct Disbursements & Other Uses 9		74,254,611	4,353,925	13,368,271	7,724,188	2,115,345	65,070,764	0	0	0
Total Other Disbursements		0	0	0	0	0	0	0	0	0
Total Direct Disbursements, Other Uses, & Other Disbursements		74,254,611	4,353,925	13,368,271	7,724,188	2,115,345	65,070,764	0	0	0
Total ENDING CASH BALANCE ON HAND (with Student Activity Funds)7 as of June 30, 2026		13,625,102	706,828	1,458,090	1,176,611	405,762	39,373,899	11,211,421	0	8,644

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
RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)										
AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY	1100									
Designated Purposes Levies 11 (1110-1120)		62,544,092	2,681,567	12,534,887	5,984,989	737,557		448,872		
Leasing Purposes Levy 12	1130									
Special Education Purposes Levy	1140									
FICA and Medicare Only Levies	1150					1,121,927				
Area Vocational Construction Purposes Levy	1160									
Summer School Purposes Levy	1170									
Other Tax Levies (Describe & Itemize)	1190									
Total Ad Valorem Taxes Levied by District		62,544,092	2,681,567	12,534,887	5,984,989	1,859,484	0	448,872	0	0
PAYMENTS IN LIEU OF TAXES	1200									
Mobile Home Privilege Tax	1210									
Payments from Local Housing Authority	1220									
Corporate Personal Property Replacement Taxes13	1230	1,051,425	100,000			60,600				
Other Payments in Lieu of Taxes (Describe & Itemize)	1290									
Total Payments in Lieu of Taxes		1,051,425	100,000	0	0	60,600	0	0	0	0
TUITION	1300									
Regular Tuition from Pupils or Parents (In State)	1311	207,000								
Regular Tuition from Other Districts (In State)	1312									
Regular Tuition from Other Sources (In State)	1313									
Regular Tuition from Other Sources (Out of State)	1314									
Summer School Tuition from Pupils or Parents (In State)	1321	43,470								
Summer School Tuition from Other Districts (In State)	1322									
Summer School Tuition from Other Sources (In State)	1323									
Summer School Tuition from Other Sources (Out of State)	1324									
CTE Tuition from Pupils or Parents (In State)	1331									
CTE Tuition from Other Districts (In State)	1332									
CTE Tuition from Other Sources (In State)	1333									
CTE Tuition from Other Sources (Out of State)	1334									
Special Education Tuition from Pupils or Parents (In State)	1341									
Special Education Tuition from Other Districts (In State)	1342									
Special Education Tuition from Other Sources (In State)	1343									
Special Education Tuition from Other Sources (Out of State)	1344									
Adult Tuition from Pupils or Parents (In State)	1351									
Adult Tuition from Other Districts (In State)	1352									
Adult Tuition from Other Sources (In State)	1353									
Adult Tuition from Other Sources (Out of State)	1354									
Total Tuition		250,470								
TRANSPORTATION FEES	1400									
Regular Transportation Fees from Pupils or Parents (In State)	1411				91,000					
Regular Transportation Fees from Other Districts (In State)	1412				220,000					
Regular Transportation Fees from Other Sources (In State)	1413									
Regular Transportation Fees from Co-curricular Activities (In State)	1415									
Regular Transportation Fees from Other Sources (Out of State)	1416									
Summer School Transportation Fees from Pupils or Parents (In State)	1421									
Summer School Transportation Fees from Other Districts (In State)	1422									
Summer School Transportation Fees from Other Sources (In State)	1423									
Summer School Transportation Fees from Other Sources (Out of State)	1424									
CTE Transportation Fees from Pupils or Parents (In State)	1431									
CTE Transportation Fees from Other Districts (In State)	1432									
CTE Transportation Fees from Other Sources (In State)	1433									

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
CTE Transportation Fees from Other Sources (Out of State)	1434									
Special Education Transportation Fees from Pupils or Parents (In State)	1441									
Special Education Transportation Fees from Other Districts (In State)	1442									
Special Education Transportation Fees from Other Sources (In State)	1443									
Special Education Transportation Fees from Other Sources (Out of State)	1444									
Adult Transportation Fees from Pupils or Parents (In State)	1451									
Adult Transportation Fees from Other Districts (In State)	1452									
Adult Transportation Fees from Other Sources (In State)	1453									
Adult Transportation Fees from Other Sources (Out of State)	1454									
Total Transportation Fees					311,000					
EARNINGS ON INVESTMENTS	1500									
Interest on Investments	1510	470,000	15,000	36,000	7,000	7,000	4,500,000	165,000		15
Gain or Loss on Sale of Investments	1520									
Unrealized Gain or Loss on Investments	1530									
Total Earnings on Investments		470,000	15,000	36,000	7,000	7,000	4,500,000	165,000	0	15
FOOD SERVICE	1600									
Sales to Pupils - Lunch	1611	269,012								
Sales to Pupils - Breakfast	1612									
Sales to Pupils - A la Carte	1613									
Sales to Pupils - Other (Describe & Itemize)	1614									
Sales to Adults	1620									
Other Food Service (Describe & Itemize)	1690									
Total Food Service		269,012								
DISTRICT/SCHOOL ACTIVITY INCOME	1700									
Admissions - Athletic	1711									
Admissions - Other	1719									
Fees	1720	9,000								
Book Store Sales	1730									
Other District/School Activity Revenue (Describe & Itemize)	1790	20,000								
Student Activity Fund Revenues	1799									
Total District/School Activity Income (without Student Activity Funds 1799)		29,000	0							
Total District/School Activity Income (with Student Activity Funds 1799)		29,000								
TEXTBOOK INCOME	1800									
Textbook Rentals - Regular Textbooks	1811	1,276,571								
Textbook Rentals - Summer School Textbooks	1812									
Textbook Rentals - Adult/Continuing Education Textbooks	1813									
Textbook Rentals - Other (Describe & Itemize)	1819									
Textbook Sales - Regular Textbooks	1821									
Textbook Sales - Summer School	1822									
Textbook Sales - Adult/Continuing Education	1823									
Textbook Sales - Other (Describe & Itemize)	1829									
Other Textbook Income (Describe & Itemize)	1890									
Total Textbooks		1,276,571								
OTHER REVENUE FROM LOCAL SOURCES	1900									
Rentals	1910		150,000							
Contributions and Donations from Private Sources	1920	37,000	6,500							
Impact Fees from Municipal or County Governments	1930	20,000								
Services Provided Other Districts	1940									
Refund of Prior Years' Expenditures	1950	140,000								
Payments of Surplus Moneys from TIF Districts	1960	624,000								
Drivers' Education Fees	1970									

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
Proceeds from Vendors' Contracts	1980									
School Facility Occupation Tax Proceeds	1983									
Payment from Other Districts	1991	90,000								
Sale of Vocational Projects	1992									
Other Local Fees <i>(Describe & Itemize)</i>	1993									
Other Local Revenues <i>(Describe & Itemize)</i>	1999	153,000	15,000				25,000			
Total Other Revenue from Local Sources		1,064,000	171,500	0	0	0	25,000	0	0	0
Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)	1000	66,954,570	2,968,067	12,570,887	6,302,989	1,927,084	4,525,000	613,872	0	15
Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)		66,954,570								
FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)										
Flow-Through Revenue from State Sources	2100									
Flow-Through Revenue from Federal Sources	2200									
Other Flow-Through Revenue <i>(Describe & Itemize)</i>	2300									
Total Flow-Through Receipts/Revenues From One District to Another District	2000	0	0		0	0				
RECEIPTS/REVENUES FROM STATE SOURCES (3000)										
UNRESTRICTED GRANTS-IN-AID (3001-3099)										
Evidence Based Funding Formula (Section 18-8.15)	3001	3,552,546								
Reorganization Incentives (Accounts 3005-3021)	3005									
Other Unrestricted Grants-In-Aid From State Sources <i>(Describe & Itemize)</i>	3099									
Total Unrestricted Grants-In-Aid		3,552,546	0	0	0	0	0		0	0
RESTRICTED GRANTS-IN-AID (3100-3900)										
SPECIAL EDUCATION										
Special Education - Private/Public Facility Tuition	3100	600,000								
Special Education - Orphanage - Individual	3120	350,000								
Special Education - Orphanage - Summer Individual	3130	17,000								
Special Education - Other <i>(Describe & Itemize)</i>	3199									
Total Special Education		967,000	0		0					
CAREER AND TECHNICAL EDUCATION (CTE)										
CTE - Technical Education - Tech Prep	3200									
CTE - Secondary Program Improvement (CTEI)	3220									
CTE - WECEP	3225									
CTE - Agriculture Education	3235									
CTE - Instructor Practicum	3240									
CTE - Student Organizations	3270									
CTE - Other <i>(Describe & Itemize)</i>	3299									
Total Career and Technical Education		0	0			0				
State Free Lunch & Breakfast	3360	2,207								
School Breakfast Initiative	3365									
Driver Education	3370									
Adult Education (from ICCB)	3410									
Adult Education - Other <i>(Describe & Itemize)</i>	3499									
TRANSPORTATION										
Transportation - Regular and Vocational	3500				1,245,284					
Transportation - Special Education	3510				1,351,774					
Transportation - Other <i>(Describe & Itemize)</i>	3599									
Total Transportation		0	0		2,597,058	0				
Learning Improvement - Change Grants	3610									
Scientific Literacy	3660									

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
Truant Alternative/Optional Education	3695									
Early Childhood - Block Grant	3705	367,604								
Chicago General Education Block Grant	3766									
Chicago Educational Services Block Grant	3767									
School Safety & Educational Improvement Block Grant	3775									
Technology - Technology for Success	3780									
State Charter Schools	3815									
Extended Learning Opportunities - Summer Bridges	3825									
Infrastructure Improvements - Planning/Construction	3920		50,000							
School Infrastructure - Maintenance Projects	3925									
Other Restricted Revenue from State Sources (Describe & Itemize)	3999	5,000					1,200,000			
Total Restricted Grants-In-Aid		1,341,811	50,000	0	2,597,058	0	1,200,000	0	0	0
Total Receipts/Revenues from State Sources	3000	4,894,357	50,000	0	2,597,058	0	1,200,000	0	0	0
RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)										
UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)										
Federal Impact Aid	4001									
Other Unrestricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4009									
Total Unrestricted Grants-In-Aid Received Directly from Fed Govt		0	0	0	0	0	0	0	0	0
RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)	(4045-									
Head Start	4045									
Construction (Impact Aid)	4050									
MAGNET	4060									
Other Restricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4090									
Total Restricted Grants-In-Aid Received Directly from Federal Govt.		0	0		0	0	0			0
RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL THRU THE STATE (4100-4999)	GOVT.									
TITLE V										
Title V - Flexibility and Accountability	4100									
Title V - SEA Projects	4105									
Title V - Rural Education Initiative (REI)	4107									
Title V - Other (Describe & Itemize)	4199									
Total Title V		0	0		0	0				
FOOD SERVICE										
Breakfast Start-Up Expansion	4200									
National School Lunch Program	4210	274,284								
Special Milk Program	4215									
School Breakfast Program	4220									
Summer Food Service Admin/Program	4225									
Child and Adult Care Food Program	4226									
Fresh Fruit and Vegetables	4240									
Food Service - Other (Describe & Itemize)	4299									
Total Food Service		274,284				0				
TITLE I										
Title I - Low Income	4300	230,000								
Title I - Low Income - Neglected, Private	4305									
Title I - Migrant Education	4340									
Title I - Other (Describe & Itemize)	4399									
Total Title I		230,000	0		0	0				
TITLE IV										
Title IV - Student Support & Academic Enrichment Grant	4400	13,414								

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
Title IV - Part A – Student Support & Academic Enrichment Grants Safe and Drug Free Schools	4415									
Title IV - 21st Century	4421									
Title IV - Other (Describe & Itemize)	4499									
Total Title IV		13,414	0		0	0				
FEDERAL - SPECIAL EDUCATION										
Federal Special Education - Preschool Flow-Through	4600	42,704								
Federal Special Education - Preschool Discretionary	4605									
Federal Special Education - IDEA Flow Through	4620	1,263,618								
Federal Special Education - IDEA Room & Board	4625	190,000								
Federal Special Education - IDEA Discretionary	4630									
Federal Special Education - IDEA - Other (Describe & Itemize)	4699									
Total Federal Special Education		1,496,322	0		0	0				
CTE - PERKINS										
CTE - Perkins-Title IIIIE Tech Prep	4770									
CTE - Other (Describe & Itemize)	4799									
Total CTE - Perkins		0	0			0				
Federal - Adult Education	4810									
Qualified Zone Academy Bond Tax Credits	4866									
Qualified School Construction Bond Credits	4867									
Build America Bond Tax Credits	4868									
Build America Bond Interest Reimbursement	4869									
Total Stimulus Programs		0	0		0	0				
Race to the Top Program	4901									
Race to the Top - Preschool Expansion Grant	4902									
Title III - Instruction for English Learners & Immigrant Students	4905									
Title III - English Language Acquisition	4909	35,000								
McKinney Education for Homeless Children	4920									
Title II - Eisenhower - Professional Development Formula	4930									
Title II - Teacher Quality	4932	150,000								
Title II - Part A – Supporting Effective Instruction – State Grants	4935									
Federal Charter Schools	4960									
State Assessment Grants	4981									
Grant for State Assessments and Related Activities	4982									
Medicaid Matching Funds - Administrative Outreach	4991	5,000								
Medicaid Matching Funds - Fee-For-Service Program	4992	250,000								
Other Restricted Grants Received from Fed. Govt. thru State (Describe & Itemize)	4998									
Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State		2,454,020	0	0	0	0	0		0	0
TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES	4000	2,454,020	0	0	0	0	0	0	0	0
TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)		74,302,947	3,018,067	12,570,887	8,900,047	1,927,084	5,725,000	613,872	0	15
TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)		74,302,947								

Description: Enter Whole Numbers Only		(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
	Func #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
10 - EDUCATIONAL FUND (ED)										
INSTRUCTION (ED)	1000									
Regular Programs	1100	28,708,483	6,088,770	150,116	767,866		3,600	14,263		35,733,098
Tuition Payment to Charter Schools	1115									0
Pre-K Programs	1125	259,876	27,245							287,121
Special Education Programs (Functions 1200 - 1220)	1200	6,705,716	1,220,428	129,700	110,672		1,333,311			9,499,827
Special Education Programs Pre-K	1225	619,274	93,294	4,298	22,000					738,866
Remedial and Supplemental Programs K-12	1250	782,599	169,001		2,159					953,759
Remedial and Supplemental Programs Pre-K	1275									0
Adult/Continuing Education Programs	1300									0
CTE Programs	1400									0
Interscholastic Programs	1500	122,919	1,536	4,310	7,200		17,133	18,000		171,098
Summer School Programs	1600		1,651		2,250					3,901
Gifted Programs	1650				2,250					2,250
Driver's Education Programs	1700									0
Bilingual Programs	1800	1,277,176	215,578		1,620					1,494,374
Truant Alternative & Optional Programs	1900									0
Pre-K Programs - Private Tuition	1910									0
Regular K-12 Programs - Private Tuition	1911									0
Special Education Programs K-12 Private Tuition	1912									0
Special Education Programs Pre-K Tuition	1913									0
Remedial/Supplemental Programs K-12 Private Tuition	1914									0
Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
Adult/Continuing Education Programs Private Tuition	1916									0
CTE Programs Private Tuition	1917									0
Interscholastic Programs Private Tuition	1918									0
Summer School Programs Private Tuition	1919									0
Gifted Programs Private Tuition	1920									0
Bilingual Programs Private Tuition	1921									0
Truants Alternative/Opt Ed Programs Private Tuition	1922									0
Student Activity Fund Expenditures	1999									0
Total Instruction ¹⁴ (Without Student Activity Funds 1999)	1000	38,476,043	7,817,503	288,424	916,017	0	1,354,044	32,263	0	48,884,294
Total Instruction (With Student Activity Funds 1999)	1000	38,476,043	7,817,503	288,424	916,017	0	1,354,044	32,263	0	48,884,294
SUPPORT SERVICES (ED)	2000									
Support Services - Pupil	2100									
Attendance & Social Work Services	2110	2,396,209	502,295							2,898,504
Guidance Services	2120	580,966	89,805		707					671,578
Health Services	2130	994,219	164,004	540	9,996					1,168,259
Psychological Services	2140	964,494	160,574		50,000					1,175,068
Speech Pathology & Audiology Services	2150	1,553,953	283,736		40,000					1,877,689
Other Support Services - Pupils (Describe & Itemize)	2160									0
Total Support Services - Pupil	2100	6,489,841	1,200,514	540	100,703	0	0	0	0	7,791,598
Support Services - Instructional Staff	2200									
Improvement of Instruction Services	2210	2,373,792	533,226	711,069	22,600					3,640,687
Educational Media Services	2220	1,266,660	314,243	363,358	363,793					2,308,054
Assessment & Testing	2230	7,681	96							7,777
Total Support Services - Instructional Staff	2200	3,648,133	847,565	1,074,427	386,393	0	0	0	0	5,956,518
Support Services - General Administration	2300									
Board of Education Services	2310			130,140	9,000		9,900			149,040
Executive Administration Services	2320	368,930	100,585	10,485	14,850		9,000			503,850
Special Area Administration Services	2330	479,381	158,645	2,700	540					641,266
Tort Immunity Services	2361, 2365			786,000						786,000
Total Support Services - General Administration	2300	848,311	259,230	929,325	24,390	0	18,900	0	0	2,080,156
Support Services - School Administration	2400									
Office of the Principal Services	2410	2,868,468	992,664	8,113	20,139		630			3,890,014
Other Support Services - School Administration (Describe & Itemize)	2490									0
Total Support Services - School Administration	2400	2,868,468	992,664	8,113	20,139	0	630	0	0	3,890,014
Support Services - Business	2500									
Direction of Business Support Services	2510	348,838	103,490	2,790						455,118
Fiscal Services	2520	171,362	23,847	284,440	1,350		1,800			482,799
Operation & Maintenance of Plant Services	2540									0
Pupil Transportation Services	2550									0
Food Services	2560			563,520	2,250					565,770
Internal Services	2570									0
Total Support Services - Business	2500	520,200	127,337	850,750	3,600	0	1,800	0	0	1,503,687
Support Services - Central	2600									
Direction of Central Support Services	2610	337,477	102,697	29,700						469,874
Planning, Research, Development & Evaluation Services	2620									0
Information Services	2630	105,000	34,374	42,390			450			182,214
Staff Services	2640			43,200	19,800		675			63,675
Data Processing Services	2660									0
Total Support Services - Central	2600	442,477	137,071	115,290	19,800	0	1,125	0	0	715,763
Other Support Services - Misc. (Describe & Itemize)	2900		231,240	1,000						232,240
Total Support Services	2000	14,817,430	3,795,621	2,978,445	556,025	0	22,455	0	0	22,169,976
COMMUNITY SERVICES (ED)	3000									
INDEMNITIES TO OTHER DIST & GOVT UNITS (ED)	4000									
Payments to Other Dist & Govt Units (In-State)	4100									
Payments for Regular Programs	4110									0
Payments for Special Education Programs	4120						2,752,905			2,752,905
Payments for Adult/Continuing Education Programs	4130									0
Payments for CTE Programs	4140									0
Payments for Community College Programs	4170									0
Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
Total Payments to Other Dist & Govt Units (In-State)	4100			0			2,752,905			2,752,905
Payments for Regular Programs - Tuition	4210									0
Payments for Special Education Programs - Tuition	4220									0
Payments for Adult/Continuing Education Programs - Tuition	4230									0
Payments for CTE Programs - Tuition	4240									0
Payments for Community College Programs - Tuition	4270									0
Payments for Other Programs - Tuition	4280									0
Other Payments to In-State Govt Units - Tuition (Describe & Itemize)	4290									0
Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
Payments for Regular Programs - Transfers	4310									0
Payments for Special Education Programs - Transfers	4320									0
Payments for Adult/Continuing Ed Programs - Transfers	4330									0
Payments for CTE Programs - Transfers	4340									0
Payments for Community College Program - Transfers	4370									0
Payments for Other Programs - Transfers	4380									0
Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390									0
Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
Payments to Other Dist & Govt Units (Out of State)	4400									0
Total Payments to Other Dist & Govt Units	4000			0			2,752,905			2,752,905
DEBT SERVICE (ED)	5000									
Debt Service - Interest on Short-Term Debt	5100									
Tax Anticipation Warrants	5110									0

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
Tax Anticipation Notes	5120									0
Corporate Personal Property Regl Tax Anticipated Notes	5130									0
State Aid Anticipation Certificates	5140									0
Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
Total Debt Service - Interest on Short-Term Debt	5100						0			0
Debt Service - Interest on Long-Term Debt	5200									0
Total Debt Service	5000						0			0
PROVISION FOR CONTINGENCIES (EO)	6000									0
Total Direct Disbursements/Expenditures (without Student Activity Funds (1999))		53,445,772	11,632,165	3,282,465	1,472,542	0	4,129,404	32,263	0	73,994,611
Total Direct Disbursements/Expenditures (with Student Activity Funds (1999))		53,445,772	11,632,165	3,282,465	1,472,542	0	4,129,404	32,263	0	73,994,611
Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds (1999))										308,336
Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds (1999))										308,336
20 - OPERATIONS AND MAINTENANCE FUND (O&M)										
SUPPORT SERVICES (O&M)	2000									
Support Services - Pupil	2100									0
Other Support Services - Pupils (Describe & Itemize)	2190									0
Support Services - Business	2500									
Direction of Business Support Services	2510									0
Facilities Acquisition & Construction Services	2530			900						900
Operation & Maintenance of Plant Services	2540	2,001,037	495,913	831,187	1,014,258	7,830	2,700			4,353,025
Pupil Transportation Services	2550									0
Food Services	2560									0
Total Support Services - Business	2500	2,001,037	495,913	832,187	1,014,258	7,830	2,700	0	0	4,353,925
Other Support Services - Misc. (Describe & Itemize)	2900									0
Total Support Services	2000	2,001,037	495,913	832,187	1,014,258	7,830	2,700	0	0	4,353,925
COMMUNITY SERVICES (O&M)	3000									0
PAYMENTS TO OTHER DIST & GOVT UNITS (O&M)	4000									
Payments to Other Dist & Govt Units (In-State)	4100									
Payments for Regular Programs	4110									0
Payments for Special Education Programs	4120									0
Payments for CTE Program	4140									0
Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
Payments to Other Dist & Govt Units (Out of State) 14	4400									0
Total Payments to Other Dist & Govt Units	4000			0			0			0
DEBT SERVICE (O&M)	5000									
Debt Service - Interest on Short-Term Debt	5100									
Tax Anticipation Warrants	5110									0
Tax Anticipation Notes	5120									0
Corporate Personal Prop Regl Tax Anticipated Notes	5130									0
State Aid Anticipation Certificates	5140									0
Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
Total Debt Service - Interest on Short-Term Debt	5100						0			0
Debt Service - Interest on Long-Term Debt	5200									0
Total Debt Service	5000						0			0
PROVISION FOR CONTINGENCIES (O&M)	6000									0
Total Direct Disbursements/Expenditures		2,001,037	495,913	832,187	1,014,258	7,830	2,700	0	0	4,353,925
Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(1,335,858)
30 - DEBT SERVICE FUND (DS)										
PAYMENTS TO OTHER DIST & GOVT UNITS (DS)	4000									
Payments to Other Dist & Govt Units (In-State)	4100									
Payments for Regular Programs	4110									
Payments for Special Education Programs	4120									
Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									
Total Payments to Other Dist & Govt Units (In-State)	4000						0			0
DEBT SERVICE (DS)	5000									
Debt Service - Interest on Short-Term Debt	5100									
Tax Anticipation Warrants	5110									0
Tax Anticipation Notes	5120									0
Corporate Personal Prop Regl Tax Anticipation Notes	5130									0
State Aid Anticipation Certificates	5140									0
Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
Total Debt Service - Interest on Short-Term Debt	5100						0			0
Debt Service - Interest on Long-Term Debt	5200						10,297,119			10,297,119
Debt Service - Payments of Principal on Long-Term Debt 15 (Lease/Purchase Principal Retired) (Describe & Itemize)	5300						3,069,152			3,069,152
Debt Service - Other (Describe & Itemize)	5400			2,000						2,000
Total Debt Service	5000			2,000			13,366,271			13,368,271
PROVISION FOR CONTINGENCIES (DS)	6000									0
Total Direct Disbursements/Expenditures				2,000			13,366,271			13,368,271
Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(797,384)
40 - TRANSPORTATION FUND (TR)										
SUPPORT SERVICES (TR)	2000									
Support Services - Pupil	2100									0
Other Support Services - Pupils (Describe & Itemize)	2190									0
Support Services - Business	2500									
Pupil Transportation Services	2550			7,724,188						7,724,188
Other Support Services - Business (Describe & Itemize)	2590									0
Total Support Services	2000	0	0	7,724,188	0	0	0	0	0	7,724,188
COMMUNITY SERVICES (TR)	3000									0
PAYMENTS TO OTHER DIST & GOVT UNITS (TR)	4000									
Payments to Other Dist & Govt Units (In-State)	4100									0
Payments for Regular Program	4110									0
Payments for Special Education Programs	4120									0
Payments for Adult/Continuing Education Programs	4130									0
Payments for CTE Programs	4140									0
Payments for Community College Programs	4170									0
Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
Payments to Other Dist & Govt Units (Out-of-State) (Describe & Itemize)	4400									0
Total Payments to Other Dist & Govt Units	4000			0			0			0
DEBT SERVICE (TR)	5000									
Debt Service - Interest on Short-Term Debt	5100									
Tax Anticipation Warrants	5110									0
Tax Anticipation Notes	5120									0
Corporate Personal Prop Regl Tax Anticipation Notes	5130									0
State Aid Anticipation Certificates	5140									0
Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
Total Debt Service - Interest on Short-Term Debt	5100						0			0
Debt Service - Interest on Long-Term Debt	5200									

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
Debt Service - Payments of Principal on Long-Term Debt 15 (Lease/Purchase Principal Retired) (Describe & Itemize)	5300									0
Debt Service - Other (Describe & Itemize)	5400									0
Total Debt Service	5000						0			0
PROVISION FOR CONTINGENCIES (TR)	6000									0
Total Direct Disbursements/Expenditures		0	0	7,724,188	0	0		0	0	7,724,188
Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										1,175,859
50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)										
INSTRUCTION (MR/SS)	1000									
Regular Program	1100		473,928							473,928
Pre-K Programs	1125		4,673							4,673
Special Education Programs (Functions 1200-1220)	1200		465,899							465,899
Special Education Programs Pre-K	1225		57,962							57,962
Remedial and Supplemental Programs K-12	1250		20,629							20,629
Remedial and Supplemental Programs Pre-K	1275									0
Adult/Continuing Education Programs	1300									0
CTE Programs	1400									0
Interscholastic Programs	1500		1,782							1,782
Summer School Programs	1600									0
Gifted Programs	1650									0
Driver's Education Programs	1700									0
Bilingual Programs	1800		4,736							4,736
Truant Alternative & Optional Programs	1900									0
Total Instruction	1000		1,029,609							1,029,609
SUPPORT SERVICES (MR/SS)	2000									
Support Services - Pupil	2100									
Attendance & Social Work Services	2110		662							662
Guidance Services	2120		320							320
Health Services	2130		186,878							186,878
Psychological Services	2140		503							503
Speech Pathology & Audiology Services	2150		1,382							1,382
Other Support Services - Pupils (Describe & Itemize)	2190									0
Total Support Services - Pupil	2100		189,745							189,745
Support Services - Instructional Staff	2200									
Improvement of Instruction Services	2210		30,178							30,178
Educational Media Services	2220		125,537							125,537
Assessment & Testing	2230		111							111
Total Support Services - Instructional Staff	2200		155,826							155,826
Support Services - General Administration	2300									
Board of Education Services	2310									0
Executive Administration Services	2320		19,027							19,027
Special Area Administrative Services	2330		15,026							15,026
Claims Paid from Self Insurance Fund	2361									0
Risk Management and Claims Services Payments	2365									0
Total Support Services - General Administration	2300		34,053							34,053
Support Services - School Administration	2400									
Office of the Principal Services	2410		185,598							185,598
Other Support Services - School Administration (Describe & Itemize)	2490									0
Total Support Services - School Administration	2400		185,598							185,598
Support Services - Business	2500									
Direction of Business Support Services	2510		15,944							15,944
Fiscal Services	2520		35,403							35,403
Facilities Acquisition & Construction Services	2530									0
Operation & Maintenance of Plant Service	2540		410,568							410,568
Pupil Transportation Services	2550									0
Food Services	2560									0
Internal Services	2570									0
Total Support Services - Business	2500		461,915							461,915
Support Services - Central	2600									
Direction of Central Support Services	2610		34,547							34,547
Planning, Research, Development & Evaluation Services	2620									0
Information Services	2630		21,694							21,694
Staff Services	2640									0
Data Processing Services	2660									0
Total Support Services - Central	2600		56,241							56,241
Other Support Services - Misc. (Describe & Itemize)	2900									0
Total Support Services	2000		1,083,378							1,083,378
COMMUNITY SERVICES (MR/SS)	3000			2,358						2,358
PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)	4000									
Payments for Regular Programs	4110									
Payments for Special Education Programs	4120									
Payments for CTE Programs	4140									
Total Payments to Other Dist & Govt Units	4000		0							0
DEBT SERVICE (IMR/SS)	5000									
Debt Service - Interest on Short-Term Debt	5100									
Tax Anticipation Warrants	5110									0
Tax Anticipation Notes	5120									0
Corporate Personal Prop Regl Tax Anticipation Notes	5130									0
State Aid Anticipation Certificates	5140									0
Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
Total Debt Service	5000						0			0
PROVISION FOR CONTINGENCIES (MR/SS)	6000									0
Total Direct Disbursements/Expenditures			2,115,345				0			2,115,345
Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(188,261)
60 - CAPITAL PROJECTS (CP)										
SUPPORT SERVICES (CP)	2000									
Support Services - Business										
Facilities Acquisition & Construction Services	2530	113,643		3,378,000		56,356,000		366,000		60,213,643
Other Support Services - Business (Describe & Itemize)	2900									0
Total Support Services	2000	113,643	0	3,378,000	0	56,356,000	0	366,000		60,213,643
PAYMENTS TO OTHER DIST & GOVT UNITS (CP)	4000									
Payments to Other Dist & Govt Units (In-State)	4100									
Payments to Regular Programs	4110									0
Payment for Special Education Programs	4120									0
Payment for CTE Programs	4140									0
Payments to Other Govt Units - Programs (In-State) (Describe & Itemize)	4190									0
Total Payments to Other Districts & Govt Units	4000			0			0			0
PROVISION FOR CONTINGENCIES (CP)	6000									0
Total Direct Disbursements/Expenditures		113,643	0	3,378,000	0	56,356,000	0	366,000		60,213,643
Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(54,488,643)
70 WORKING CASH FUND (WC)										
80 - TORT FUND (TF)										

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
INSTRUCTION (TF)	1000									
Regular Programs	1100									0
Tuition Payment to Charter Schools	1115									0
Pre-K Programs	1125									0
Special Education Programs (Functions 1200 - 1220)	1200									0
Special Education Programs Pre-K	1225									0
Remedial and Supplemental Programs K-12	1250									0
Remedial and Supplemental Programs Pre-K	1275									0
Adult/Continuing Education Programs	1300									0
CTE Programs	1400									0
Interscholastic Programs	1500									0
Summer School Programs	1600									0
Gifted Programs	1650									0
Driver's Education Programs	1700									0
Bilingual Programs	1800									0
Truant Alternative & Optional Programs	1900									0
Pre-K Programs - Private Tuition	1910									0
Regular K-12 Programs - Private Tuition	1911									0
Special Education Programs K-12 Private Tuition	1912									0
Special Education Programs Pre-K Tuition	1913									0
Remedial/Supplemental Programs K-12 Private Tuition	1914									0
Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
Adult/Continuing Education Programs Private Tuition	1916									0
CTE Programs Private Tuition	1917									0
Interscholastic Programs Private Tuition	1918									0
Summer School Programs Private Tuition	1919									0
Gifted Programs Private Tuition	1920									0
Bilingual Programs Private Tuition	1921									0
Truants Alternative/Opt Ed Programs Private Tuition	1922									0
Total Instruction 14	1000	0	0	0	0	0	0	0	0	0
SUPPORT SERVICES (TF)	2000									
Support Services - Pupil	2100									0
Attendance & Social Work Services	2110									0
Guidance Services	2120									0
Health Services	2130									0
Psychological Services	2140									0
Speech Pathology & Audiologists Services	2150									0
Other Support Services - Pupils (Describe & Itemize)	2190									0
Total Support Services - Pupil	2100	0	0	0	0	0	0	0	0	0
Support Services - Instructional Staff	2200									0
Improvement of Instruction Services	2210									0
Educational Media Services	2220									0
Assessment & Testing	2230									0
Total Support Services - Instructional Staff	2200	0	0	0	0	0	0	0	0	0
Support Services - General Administration	2300									0
Board of Education Services	2310									0
Executive Administration Services	2320									0
Special Area Administration Services	2330									0
Claims Paid from Self Insurance Fund	2361									0
Risk Management and Claims Services Payments	2365									0
Total Support Services - General Administration	2300	0	0	0	0	0	0	0	0	0
Support Services - School Administration	2400									0
Office of the Principal Services	2410									0
Other Support Services - School Administration (Describe & Itemize)	2490									0
Total Support Services - School Administration	2400	0	0	0	0	0	0	0	0	0
Support Services - Business	2500									0
Direction of Business Support Services	2510									0
Fiscal Services	2520									0
Facilities Acquisition & Construction Services	2530									0
Operation & Maintenance of Plant Services	2540									0
Pupil Transportation Services	2550									0
Food Services	2560									0
Internal Services	2570									0
Total Support Services - Business	2500	0	0	0	0	0	0	0	0	0
Support Services - Central	2600									0
Direction of Central Support Services	2610									0
Planning, Research, Development & Evaluation Services	2620									0
Information Services	2630									0
Staff Services	2640									0
Data Processing Services	2660									0
Total Support Services - Central	2600	0	0	0	0	0	0	0	0	0
Other Support Services - Misc. (Describe & Itemize)	2900									0
Total Support Services	2000	0	0	0	0	0	0	0	0	0
COMMUNITY SERVICES (TF)	3000									
PAYMENTS TO OTHER DIST & GOVT UNITS (TF)	4000									
Payments to Other Dist & Govt Units (In-State)	4100									0
Payments for Regular Programs	4110									0
Payments for Special Education Programs	4120									0
Payments for Adult/Continuing Education Programs	4130									0
Payments for CTE Programs	4140									0
Payments for Community College Programs	4170									0
Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
Payments for Regular Programs - Tuition	4210									0
Payments for Special Education Programs - Tuition	4220									0
Payments for Adult/Continuing Education Programs - Tuition	4230									0
Payments for CTE Programs - Tuition	4240									0
Payments for Community College Programs - Tuition	4270									0
Payments for Other Programs - Tuition	4280									0
Other Payments to In-State Govt Units - Tuition (Describe & Itemize)	4290									0
Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
Payments for Regular Programs - Transfers	4310									0
Payments for Special Education Programs - Transfers	4320									0
Payments for Adult/Continuing Ed Programs - Transfers	4330									0
Payments for CTE Programs - Transfers	4340									0
Payments for Community College Programs - Transfers	4370									0
Payments for Other Programs - Transfers	4380									0
Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390									0
Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
Payments to Other Dist & Govt Units (Out of State)	4400									0
Total Payments to Other Dist & Govt Units	4000			0			0			0
DEBT SERVICE (TF)	5000									
Debt Service - Interest on Short-Term Debt										0
Tax Anticipation Warrants	5110									0
Tax Anticipation Notes	5120									0
Corporate Personal Property Replacement Tax Anticipation Notes	5130									0

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
State Aid Anticipation Certificates	5140									0
Other Interest or Short-Term Debt (Describe & Itemize)	5150									0
Debt Service - Interest on Long-Term Debt	5200									0
Debt Service - Payments of Principal on Long-Term Debt 15 (Lease/Purchase Principal Retired) (Describe & Itemize)	5300									0
Debt Service - Other (Describe & Itemize)	5400									0
Total Debt Service	5000			0			0			0
PROVISION FOR CONTINGENCIES (TF)	6000									0
Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0	0	0
Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0
90 - FIRE PREVENTION & SAFETY FUND (FP&S)										
SUPPORT SERVICES (FP&S)	2000									
Support Services - Business	2500									
Facilities Acquisition & Construction Services	2530									0
Operation & Maintenance of Plant Service	2540									0
Total Support Services - Business	2500	0	0	0	0	0	0	0		0
Other Support Services - Misc. (Describe & Itemize)	2900									0
Total Support Services	2000	0	0	0	0	0	0	0		0
PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (FP&S)	4000									
Payments to Regular Programs	4110									
Payments to Special Education Programs	4120									
Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									
Total Payments to Other Districts & Govt Units (FP&S)	4000						0			0
DEBT SERVICE (FP&S)	5000									
Debt Service - Interest on Short-Term Debt	5100									0
Tax Anticipation Warrants	5110									0
Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
Total Debt Service - Interest on Short-Term Debt	5100						0			0
Debt Service - Interest on Long-Term Debt	5200									
Debt Service - Payments of Principal on Long-Term Debt 15 (Lease/Purchase Principal Retired) (Describe & Itemize)	5300									
Total Debt Service	5000						0			0
PROVISIONS FOR CONTINGENCIES (FP&S)	6000									0
Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0		0
Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										15

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.

Revenue Check: **OK**
Expenditure Check: **OK**

Error Message	Revenues Acct. (EstRev tab)	Amount	Describe Revenue	Expenditures Fund-Function (EstExp tab)	Amount	Describe Expenditures	Error Message
OK	1190			10-2190			OK
OK	1290			10-2490			OK
OK	1614			10-2900	\$ 232,240	Medial insurance for retirees	OK
OK	1690			10-4190			OK
OK	1790	\$ 20,000	Outdoor education fees	10-4290			OK
OK	1819			10-4390			OK
OK	1829			10-4400			OK
OK	1890			10-5150			OK
OK	1993			20-2190			OK
OK	1999	\$ 193,000	Miscellaneous other local revenue	20-2900			OK
OK	2300			20-4190			OK
OK	3099			20-4400			OK
OK	3199			20-5150			OK
OK	3299			30-4190			OK
OK	3499			30-5150			OK
OK	3599			30-5300	\$ 3,069,152	Payment on debt principal, rent payments, copier leases	OK
OK	3999	\$ 1,205,000	DCEO state grants	30-5400	\$ 2,000	Fees for disclosures	OK
OK	4009			40-2190			OK
OK	4090			40-2900			OK
OK	4199			40-4190			OK
OK	4299			40-4400			OK
OK	4399			40-5150			OK
OK	4499			40-5300			OK
OK	4699			40-5400			OK
OK	4799			50-2190			OK
OK	4998			50-2490			OK
				50-2900			OK
				50-5150			OK
				60-2900			OK
				60-4190			OK
				80-2190			OK
				80-2490			OK
				80-2900			OK
				80-4190			OK
				80-4290			OK
				80-4390			OK
				80-4400			OK
				80-5150			OK
				80-5300			OK
				80-5400			OK
				90-2900			OK
				90-4190			OK
				90-5150			OK
				90-5300			OK

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	74,302,947	3,018,067	8,900,047	613,872	86,834,933
Direct Expenditures	73,994,611	4,353,925	7,724,188		86,072,724
Difference	308,336	(1,335,858)	1,175,859	613,872	762,209
Estimated Fund Balance - June 30, 2026	13,487,998	706,828	76,611	12,311,421	26,582,858

Balanced budget; no Deficit Reduction Plan is required.

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

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

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

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

School Districts Only		DEFICIT REDUCTION PLAN ESTIMATED BUDGET FY2025-2026					ESTIMATED BUDGET FY2026-2027					ESTIMATED BUDGET FY2027-2028					ESTIMATED BUDGET FY2028-2029					SUMMARY BUDGET ADDENDUM - DEFICIT REDUCTION PLAN ESTIMATED BUDGET			
19020958002 District Number		Date of Adoption: Enter as MM/DD/YYYY																							
Downers Grove GSD 58 District Name		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total	Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total	Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total	Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total	FY2025-2026	FY2026-2027	FY2027-2028	FY2028-2029
ESTIMATED BEGINNING FUND BALANCE equal prior Ending Fund Balance		(must)																							
8,582,541		2,042,686	(1,099,248)	11,697,549	21,223,528	13,487,998	706,828	76,611	12,311,421	26,582,858	13,487,998	706,828	76,611	12,311,421	26,582,858	13,487,998	706,828	76,611	12,311,421	26,582,858	21,223,528	26,582,858	26,582,858	26,582,858	
Receipts/Revenues																									
1000		66,954,570	2,968,067	6,302,989	613,872	76,839,498										0				0	76,839,498	0	0	0	
2000		0	0	0	0	0										0				0	0	0	0		
3000		4,894,357	50,000	2,597,058	0	7,541,415										0				0	7,541,415	0	0	0	
4000		2,454,020	0	0	0	2,454,020										0				0	2,454,020	0	0	0	
Total Receipts/Revenues		74,302,947	3,018,067	8,900,047	613,872	86,834,933	0	0	0	0	0	0	0	0	0	0	0	0	0	0	86,834,933	0	0	0	
Disbursements/Expenditures		Funct #																							
1000		48,884,294				48,884,294										0				0	48,884,294	0	0	0	
2000		22,169,976	4,353,925	7,724,188		34,248,089										0				0	34,248,089	0	0	0	
3000		187,436	0			187,436										0				0	187,436	0	0	0	
4000		2,752,905	0	0		2,752,905										0				0	2,752,905	0	0	0	
5000		0	0			0										0				0	0	0	0		
6000		0	0			0										0				0	0	0	0		
Total Disbursements/Expenditures		73,994,611	4,353,925	7,724,188		86,072,724	0	0	0	0	0	0	0	0	0	0	0	0	0	0	86,072,724	0	0	0	
Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		308,336	(1,335,858)	1,175,859	613,872	762,209	0	0	0	0	0	0	0	0	0	0	0	0	0	0	762,209	0	0	0	
Other Sources/Uses of Funds																									
Other Sources of Funds (1000)		4,857,121	0	0	0	4,857,121										0				0	4,857,121	0	0	0	
Other Uses of Funds (6000)		260,000	0	0	0	260,000										0				0	260,000	0	0	0	
Total Other Sources/Uses of Funds		4,857,121	0	0	0	4,857,121	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4,857,121	0	0	0	
ESTIMATED ENDING FUND BALANCE		13,487,998	706,828	76,611	12,311,421	26,582,858	13,487,998	706,828	76,611	12,311,421	26,582,858	13,487,998	706,828	76,611	12,311,421	26,582,858	13,487,998	706,828	76,611	12,311,421	26,582,858	26,582,858	26,582,858	26,582,858	

Plan is incomplete.

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

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

<i>Downers Grove GSD 58</i>	<i>19022058002</i>

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:

- Short- and Long-Term Borrowing:

- Educational Impact:

- Other Assumptions:

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

Evidence-Based Funding: Fiscal Year 2026 Spending Plan Downers Grove GSD 58							RCDT	19022058002
Part I: Achieving Student Growth and Making Progress Toward State Education Goals							Color Key	Text or dollar figure entered by user.
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.								Response selected from dropdown list
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.								Value is provided based on district selection.
1) What are the Organizational Unit's strategic goals for student success for the 2025-26 school year? What measures will be used to evaluate progress? (No more than 2000 characters, including spaces.)								
Goal 1: Focus on Learning (Curriculum, Assessment, & Instruction)Objective 1.1: District 58 will set high expectations for all learners that are designed to meet their individual needs. Objective 1.2: Ensure students' availability for learning by measuring and supporting their behavioral needs, while also supporting mental health. Objective 1.3: District 58 will implement a systematic review of (multiple forms of) data to inform transparent instructional decision making.Goal 4: Building for Success (Implementing the New PK-5 and 6-8 Models) Objective 4.1: District 58 will work to ensure smooth transitions to a 6-8 middle school model for all stakeholders, especially in the first year of transition. Objective 4.2: In order to ensure equitable access to curricular, programmatic, and instructional resources District 58 should examine school boundaries based on building utilization. Objective 4.3: The district will examine the use and implementation of resources that provide intervention and enrichment to the student experience (curricular and extra-curricular). Objective 4.4: The pre-k/5 elementary structure will be examined in order to optimize opportunities and innovative experiences. Objective 4.5: Middle school structure will be examined in order to optimize opportunities and innovative experiences. Objective 1.4: Support students in the intentional use of technology to build digital literacy and citizenship. Objective 1.5: Commit to regularly evaluating and improving upon our curricular offerings to ensure that students have equitable access to broader areas of learning.								
		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.)		Improve programs, curriculum, and/or learning tools		Maintain or increase equitable resource allocation for students so that more dollars benefit students in greater need		Focus increased time and attention on 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 2026 EBF dollars. Key statistics related to EBF distributions are provided for your reference. Form 50-36/50-39 is typically released before current-year appropriations are known. Therefore, the figures provided are for the prior fiscal year.								
Collaboration Opportunity - Organizational Units may find that questions in this section are most easily and effectively completed if led by finance leaders in consultation with program leaders.								
Evidence-Based Funding Organizational Unit Results (FY 2025)		Final Resources / Adequacy Target = Percent of Adequacy	Average Student Enrollment	4,773.64	Adequacy Target	\$65,772,773		
			Final Resources	\$65,591,829	Percent of Adequacy	100%		
		Base Funding Minimum	Tier Assignment	3	Gross State Contribution	\$3,552,547		
			FY25 Base Funding Minimum	\$3,465,019	FY 2025 Tier Funding	\$87,528		
		Within FY 2025 Gross State Contribution, Resources Attributable to Specific Populations	Low-Income Students	\$430,953				
			English Learners (Els)	\$67,259				
Special Education	\$1,565,332							
		FY 2026 Tier Funding	Funding Type (Select)	*Note: Tier Funding allocations are published annually at https://www.isbe.net/Pages/ebfdistribution.aspx . Amounts are available in early August. Districts must use actual funding amounts if they are available before submitting the budget to ISBE.				
1) FY 2026 Tier Funding Allocation*: Enter the dollar amount of Tier Funding (e.g., NEW MONEY only) allocated to the Organizational Unit for FY 2026. Select whether the amount is estimated or actual funding.		\$4,438	Actual					
		Data Source 1		Data Source 2		Data Source 3		
2) Select the top three sources of data used to inform the Organizational Unit's planned allocation of EBF dollars. (Select three different responses.)		Student growth and achievement data, disaggregated by student groups		Financial projections		Annual Financial Report data		
3) Indicate with which groups the Organizational Unit engaged to inform its intended allocation of EBF dollars. (Select any that apply; otherwise leave blank.)		Bilingual Program Director(s)	Yes	Principals	Yes	Bilingual Parent Advisory Committee	Yes	
		Special Ed. Program Director(s)	Yes	School Improvement Teams	Yes	Other Parent Group(s)	Yes	
		Other Program Leaders	Yes	Teacher or Support Staff Unions	Yes	Community Focus Group(s)	Yes	

		School Board Members	Yes	Other School Staff	Yes	Other	
	[Optional] Provide a brief description of the Organizational Unit's process for consulting with internal and external stakeholders in determining the allocation of EBF dollars. (No more than 1000 characters, including spaces.)						
		Priority Investment 1	Priority Investment 2		Priority Investment 3		
4)	Given the data analyzed, the stakeholders consulted, and the priorities identified in Part I, indicate the top three priority investments the Organizational Unit will make with its FY 2026 Base Funding Minimum (e.g., excluding Tier Funding). Choose "Other" if investments do not match the provided list. (Select three different responses. "Other" may be selected more than once if needed.)	Instructional Materials	Core Teachers		EL Intervention Teacher		
	If "Other" was selected in question 4, please describe. (No more than 1000 characters, including spaces.)						
Cost Factor Table							
The table below presents the regionally adjusted amount embedded in the Organizational Unit's FY 2025 Adequacy Target for each of the 34 cost factors in the Evidence-Based Funding model (Column F). Column G is required for all Organizational Units that receive at least \$5,000 in Tier Funding, while column H is optional. Organizational Units may choose to provide additional narrative context in Columns I-M to elaborate on the figures included in the table. ISBE has produced guidance for populating the cost factor table. The guidance includes a definition for each cost factor, along with suggestions for using Employee Information System position codes and common expenditure accounts to support a determination of expenditures. This guidance is available at https://www.isbe.net/ebfspendingplan .							
5)	Column G: If the Organizational Unit will receive at least \$5,000 in FY 2026 Tier Funding (as entered in Q2.1/cell G31), column G is required. Please indicate the Organizational Unit's planned expenditures in FY 2026 from Tier Funds only. Organizational Units are not expected to place a value in each cell. Rather, the table allows for the communication of priority investments with new state resources for the current fiscal year. During years in which there is no new Tier Funding, column G will not be required. During years in which Tier Funding is available, the amount of new Tier Funding entered in Q2.1/cell G31 above must equal the sum in cell G90 below. If some or all Tier Funding is invested outside of the cost factors, enter a dollar amount in cell G89 and provide additional context in the space for a narrative beginning in row 93.						
	Column H: Optionally, Organizational Units may populate column H with total planned expenditures in FY 2026 for each cost factor from all revenue sources (e.g., not just from EBF). By comparing the figures in column F to the figures entered in column H, the Organizational Unit may engage local stakeholders in productive dialogue about resource allocation decisions.						
Cost Factors		Amount in FY 2025 Adjusted Adequacy Target	Budgeted FY 2026 Investments with New Tier Funding	Budgeted FY 2026 Expenditures (All Resources)	Optional District Narratives		
			[Optional]	[Optional]			
Core Investments	Core Teachers	\$16,530,569			Enter optional context for core investment decisions.		
	Specialist Teachers	\$3,306,114					
	Instructional Facilitator	\$1,810,758					
	Core Intervention Teacher	\$804,444					
	Substitute Teachers	\$555,141					
	Guidance Counselor	\$1,094,161					
	Nurse	\$417,085					
	Supervisory Aide	\$695,611					
	Librarian	\$921,801					
	Librarian Aide	\$521,790					
	Principal	\$1,358,906					
	Assistant Principal	\$1,183,577					
	School Site Staff	\$834,693					
Subtotal		\$30,034,648					
Per Student Investments	Gifted	\$425,548			Enter optional context for per student investment decisions.		
	Professional Development	\$596,705					
	Instructional Materials	\$1,551,433					
	Assessments	\$162,304					
	Computer & Tech Equipment	\$1,362,874					
	Student Activities	\$853,034					
	Maintenance & Operations	\$7,165,234					
	Central Office	\$4,774					
	Employee Benefits	\$11,740,120					
Subtotal*		\$28,948,108					
Additional Investments	Low-Income Intervention Teacher	\$384,995			Enter optional context for additional investment decisions.		
	Low-Income Pupil Support Staff	\$384,995					
	Low-Income Extended Day Teacher	\$400,936					
	Low-Income Summer School Teacher	\$400,936					
	EL Intervention Teacher	\$184,925					
	EL Pupil Support Staff	\$184,925					
	EL Extended Day Teacher	\$192,896					
EL Summer School Teacher	\$192,896						

	EL Core Teacher	\$231,953			
	Sp Ed Teacher	\$2,698,151			
	Sp Ed Instructional Assistant	\$1,110,157			
	Sp Ed Psychologist	\$422,252			
	Subtotal	\$6,790,016			
	Other Investments				
	Total**	\$65,772,773			Tier Funding Check (Cell G90)
	*The subtotal for Per Student Investments is a calculated figure that adjusts salary portions of Central Office and Maintenance & Operations to account for regional salary differences. As a result, the sum of each individual cost factor will not equal the subtotal. **The total is the Final Adequacy Target (adjusted for Regionalization Factor) calculated in the Full FY 2025 EBF Calculation file. Due to differences in rounding, this figure may vary slightly from the sum of the subtotals in this table.				
If some or all Tier Funding was invested outside of the cost factors, please describe. (No more than 1000 characters, including spaces.)					
Part III: Support for Special Student Groups					
EBF statute sets aside specific allocations to be spent for special education, English learners, and low-income students. Per statute these designated funds must be spent on programs and services benefiting these specific student groups. Funds for English learners and low-income students must be spent in addition to, and not in lieu of, funding that supports general programs of instruction for all students. Funds attributable to special education must be used for the provision of special education facilities and services as outlined in ILCS 14-1.08. Current-year EBF amounts attributable to each of the special student groups must be reported in Question 1 below (cells G100-G102). If the Organizational Unit received at least \$5,000 for any of the student groups, a response to Questions 2 through 4 below is required. For amounts less than \$5,000, a response is optional for those questions. All other EBF funds may be spent in any manner deemed appropriate by the school district.					
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.					
1)	FY 2026 Student Population Allocations*: Enter the dollar amount of resources attributable to Specific Populations within the FY26 Gross State Contribution. Enter "0" if no funds are allocated for a student group. Select whether amounts are estimated or actual.	Low-Income Students	Enter Amounts	Select type	*Note: Allocations for each of the three student groups are published annually at isbe.net/ebfdist under "Reports." Amounts are typically available by September 1. Districts must use actual funding amounts if they are available before submitting the budget to ISBE.
		English Learners	\$431,133	Estimated	
		Special Education	\$67,344	Estimated	
			\$1,565,703	Estimated	
2)	Organizational Unit investment of EBF dollars for low-income students: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Required	Low-Income Intervention Teacher	Yes	Low-Income Extended Day Teacher	Other Investments
		[Optional - Enter \$]		[Optional - Enter \$]	
		Low-Income Pupil Support Staff		Low-Income Summer School Teacher	
		[Optional - Enter \$]		[Optional - Enter \$]	
	Additional context for the Organizational Unit's planned use of dollars attributable to low-income students in FY 2026. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)				
3)	Organizational Unit investment of EBF dollars for English learners: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Required	English Learner Intervention Teacher	Yes	English Learner Extended Day Teacher	English Learner Core Teacher
		[Optional - Enter \$]		[Optional - Enter \$]	
		English Learner Pupil Support Staff		English Learner Summer School Teacher	Other Investments
		[Optional - Enter \$]		[Optional - Enter \$]	
	Additional context for the Organizational Unit's planned use of dollars attributable to English learners in FY 2026. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)				
	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 \$]	

4)		Special Education Instructional Assistant		Other Investments		
		[Optional - Enter \$]		[Optional - Enter \$]		
	Additional context for the Organizational Unit's planned use of dollars attributable to Special Education students in FY 2026. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)					

Plan Assurances					
Please complete the assurances below related to Article 14C of the Illinois School Code, which contains provisions for EL services, parent participation, and the use of EBF dollars provided for English learners. It is the joint responsibility of home and serving entities to ensure compliance related to the use of state funding provided for English learners. Organizational Units should maintain supporting documentation (e.g., sign-in sheets, meeting agendas) to affirm the veracity of the below assurances. Responses in this section are only required if an Organizational Unit receives any amount of EBF dollars attributable to English learners.					
Collaboration Opportunity - Organizational Units may find that the plan assurances are most easily and effectively completed if led by program leaders.					
1). "I hereby affirm that at least 60% of the school district's state funds attributable to English learners will be used for instructional costs of programs and services for English learners (function 1000), in accordance with Article 14C of the Illinois School Code. The remaining balance of state funds attributable to English learners will also be used to serve English learners." 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 Yes 3). "I hereby affirm that the school district's BPAC will review this EBF Spending Plan by or before October 31, 2025." Required Yes 4). Enter the anticipated date on which the BPAC review will take place and the name of the BPAC chair for SY 2025-26. <table border="1"> <tr> <td>BPAC Meeting (MM/DD/YYYY)</td> <td>9/17/2025</td> </tr> <tr> <td>Name of Chair</td> <td>Rodrigo Ruiz Rodriguez</td> </tr> </table>		BPAC Meeting (MM/DD/YYYY)	9/17/2025	Name of Chair	Rodrigo Ruiz Rodriguez
BPAC Meeting (MM/DD/YYYY)	9/17/2025				
Name of Chair	Rodrigo Ruiz Rodriguez				

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

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS (School Districts Only)

(For Local Use Only)

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

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

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

An official Limitation of Administrative Costs Worksheet can also be found on the ISBE website at:

[Limitation of Administrative Costs](#)

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS WORKSHEET

(Section 17-1.5 of the School Code)

School District Name: **Downers Grove GSD 58**

RCDT Number: **19022058002**

		Estimated Actual Expenditures, Fiscal Year 2025				Budgeted Expenditures, Fiscal Year 2026			
		(10)	(20)	(80)		(10)	(20)	(80)	
Description	Funct. No.	Educational Fund	Operations & Maintenance Fund	Tort Fund	Total	Educational Fund	Operations & Maintenance Fund	Tort Fund	Total
1. Executive Administration Services	2320				0	503,850		0	503,850
2. Special Area Administration Services	2330				0	641,266		0	641,266
3. Other Support Services - School Administration	2490				0	0		0	0
4. Direction of Business Support Services	2510				0	455,118	0	0	455,118
5. Internal Services	2570				0	0		0	0
6. Direction of Central Support Services	2610				0	469,874		0	469,874
7. Deduct - Early Retirement or other pension obligations required by state law and included above.					0				0
8. Totals		0	0	0	0	2,070,108	0	0	2,070,108
9. Estimated Percent Increase (Decrease) for FY2026 (Budgeted) over (Actual) FY 2025									Enter Actual Data

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

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

For ISBE Use Only		
RCDT	19022058002	Type
Tier Funding	\$4,438	Actual
Low-Income	\$431,133	Estimated
EL	\$67,344	Estimated
SpEd	\$1,565,703	Estimated

Include brief note(s) describing expenditure use.	OK
10. EBF Spending Plan	
All required questions have been answered.	OK
<i>End of Balancing</i>	

DOWNERS GROVE GRADE SCHOOL DISTRICT 58
DUPAGE COUNTY, ILLINOIS
NOTICE OF PUBLIC HEARING

ON TENTATIVE AMENDED ANNUAL BUDGET
NOTICE IS HEREBY GIVEN by the Board of Education of Downers Grove Grade School District 58, DuPage County, Illinois, that the Tentative Amended Annual Budget for said School District will be on file and conveniently available for inspection on the School District's website: www.dg58.org, and at the office of the Superintendent of Schools, 850 Curtiss Street, Suite 200, Downers Grove, Illinois, from and after May 5, 2026 during normal business hours.

NOTICE IS FURTHER HEREBY GIVEN that a public hearing on said Tentative Amended Annual Budget will be held on Monday, June 8, 2026, at 7:00 p.m., at Downers Grove Civic Center, 850 Curtiss Street, Downers Grove, DuPage County, Illinois.

NOTICE IS FURTHER HEREBY GIVEN that after the Board of Education has adopted an amended annual budget for the current fiscal year, said budget will be posted within ten business days on the School District's website, www.dg58.org.

Disabled persons needing assistance or accommodation to attend the above hearing should contact the designated ADA Coordinator, Mr. Justin Sisul (630-719-5807), in advance of the board meeting to arrange appropriate accommodations.

Said hearing may be continued without further notice except as required by the Illinois Open Meetings Act. Dated this 5th day of May, 2026.

MELISSA L. JERVES, SECRETARY
BOARD OF EDUCATION
DOWNERS GROVE DISTRICT 58
DUPAGE COUNTY, ILLINOIS

Published in Daily Herald May 5, 2026 (330395)

CERTIFICATE OF PUBLICATION

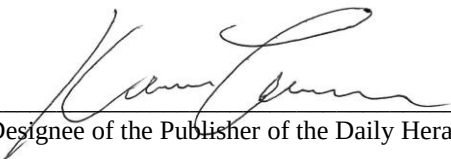
Paddock Publications, Inc.

DuPage County
Daily Herald

Corporation organized and existing under and by virtue of the laws of the State of Illinois, DOES HEREBY CERTIFY that it is the publisher of the **DuPage County DAILY HERALD**. That said **DuPage County DAILY HERALD** is a secular newspaper, published in Naperville, DuPage County, State of Illinois, and has been in general circulation daily throughout DuPage County, continuously for more than 50 weeks prior to the first Publication of the attached notice, and a newspaper as defined by 715 ILCS 5/5.

I further certify that the **DuPage County DAILY HERALD** is a newspaper as defined in "an Act to revise the law in relation to notices" as amended in 1992 Illinois Compiled Statutes, Chapter 715, Act 5, Section 1 and 5. That a notice of which the annexed printed slip is a true copy, was published 05/05/2026 in said **DuPage County DAILY HERALD**. This notice was also placed on a statewide public notice website as required by 5 ILCS 5/2.1.

BY


Designee of the Publisher of the Daily Herald

Control # 330395 *DUPAGE*



Legal notices

to place a legal advertisement, email legals@dailyherald.com or call 847-427-4671 hours: M - F 8:30 a.m. - 4:30 p.m.

Public Hearings & Notices

DOWNERS GROVE GRADE SCHOOL DISTRICT 58
DUPAGE COUNTY, ILLINOIS
NOTICE OF PUBLIC HEARING
ON TENTATIVE AMENDED ANNUAL BUDGET
NOTICE IS HEREBY GIVEN by the Board of Education of Downers Grove Grade School District 58, DuPage County, Illinois, that the Tentative Amended Annual Budget for said School District will be on file and conveniently available for inspection on the School District's website, www.dgsd58.org, and at the office of the Superintendent of Schools, 850 Curtiss Street, Suite 200, Downers Grove, Illinois, from and after May 5, 2026 during normal business hours.

NOTICE IS FURTHER HEREBY GIVEN that a public hearing will be held on Monday, June 8, 2026, at 7:00 p.m., at Downers Grove Civic Center, 850 Curtiss Street, Downers Grove, DuPage County, Illinois. **NOTICE IS FURTHER HEREBY GIVEN** that after the Board of Education has adopted an amended annual budget for the current fiscal year, said budget will be posted within ten business days on the School District's website, www.dgsd58.org, and at the office of the Superintendent of Schools, 850 Curtiss Street, Suite 200, Downers Grove, Illinois, from and after May 5, 2026 during normal business hours.

MELISSA A. HERRS, SECRETARY
BOARD OF EDUCATION
DOWNERS GROVE DISTRICT 58
DUPAGE COUNTY, ILLINOIS
Published in Daily Herald May 5, 2026 (3303935)

NOTICE OF PUBLIC HEARING
NOTICE IS HEREBY GIVEN that a public hearing at a meeting of the Village of Lake Planning and Zoning Commission will be conducted in-person on May 20, 2026 at the hour of 7:00 p.m. in the Lisle Village Hall, 925 Burlington Avenue, Lisle, Illinois 60532, to consider the following resolutions:

1. Major change to the Corporate Lakes, Phase 1, Planned Unit Development under Sections 5-7-4 (note 1), 5-7-9(H), 5-17-12(G) and 5-18-7(A) of the Lisle Village Code.
2. Special use permit for the Kindi Academy – Cabot Drive Planned Unit Development with the following departures:

a. In accordance with Sections 5-18-4 and 5-18-6 of the Lisle Village Code, to allow poles for the requirement to provide a soils report prepared by an Illinois licensed Professional Engineer.

b. In accordance with Sections 5-18-4 and 5-18-6 of the Lisle Village Code, to allow poles for the requirement to provide density information other than the statement that there is no density contemplated by the special use.

c. In accordance with Sections 5-4-3 and 5-18-4 of the Lisle Village Code, modification of the minimum east side yard setback from 80 feet to 40 feet for the existing building and 67 feet measured to the nearby second side lot line in the shared driveway.

d. In accordance with Sections 5-4-3, 5-13-8(C), and 5-18-4 of the Lisle Village Code, modification of the minimum side yard parking facility setback from 80 feet to 45 feet (west) and from 80 feet to zero feet (east along two interior side lot lines).

e. In accordance with Sections 5-4-3, 5-13-8(C), and 5-18-4 of the Lisle Village Code, modification of the minimum front street parking facility setback from 100 feet to 22 feet (south).

f. In accordance with Sections 5-4-3, 5-13-8(C), and 5-18-4 of the Lisle Village Code, modification of the minimum side street existing parking facility setback from 100 feet to 27 feet (east).

g. In accordance with Sections 5-4-3, 5-8-1(F) and 5-18-4 of the Lisle Village Code, to allow athletic facilities in yards as follows: (1) the playing area of the soccer field not less than 15 feet from the east lot line along Cabot Drive and not less than 59 feet from the south lot line; and (2) athletic facilities, including the use of off-premises signs, in order to allow the continuation of the existing off-premises sign benefitting the Property situated adjacent to Cabot Drive as required in an easement recorded as Document No. R2004-282671 or as such easement may be amended.

h. In accordance with Sections 5-11-5(D) of the Lisle Village Code to allow temporary banner signs with an area not to exceed 45 square feet.

i. In accordance with Sections 5-12-6(B) (2) of the Lisle Village Code to reduce the perimeter buffer yard requirements on the east and west lot lines and to allow the landscape plan as a plan for alternative compliance.

j. In accordance with Sections 5-13-8 and 5-18-4 of the Lisle Village Code, modification of the minimum dimension for parking stalls to allow existing and new parking stalls to be 8.5 feet wide by 18 feet long.

k. In accordance with Sections 5-13-8 and 5-18-4 of the Lisle Village Code, modification of maximum correlated color temperature of 4,000 Kelvins to 5,700 Kelvins for outdoor athletic facility lighting.

l. In accordance with Sections 5-4-3 and 5-18-4 of the Lisle Village Code, modification to allow the measurement of 1.00 foot-candles to be taken at the existing west curb line of Cabot Drive where lot line foot-candles without landscaping accounted for at 1.3, 3.8 and 1.7 foot-candles at the east curb line foot-candle measure is not greater than 0.6.

m. In accordance with Sections 7-6-1 and 5-18-4 of the Lisle Village Code to continue the waiver of sidewalks, streetside landscaping and landscaping along Cabot Drive and Warrenville Road.

n. In accordance with Section 5-16-3(G) and 5-18-4 of the Lisle Village Code, modification to the requirement that a primary building material of face brick, stone, or glass encompass a minimum 50% of the exterior wall area and 100% if the ground level.

o. In accordance with Section 5-16-3(G) and 5-18-4 of the Lisle Village Code, modification to the requirement that an accent building material encompass a maximum of 50% of the exterior wall area.

p. In accordance with Section 5-16-3(H) and 5-18-4 of the Lisle Village Code, modification to the requirement that parapets be provided with horizontal height changes of at least one foot occurring not less than every 100 feet of building frontage with a minimum of three height changes of at least one foot.

q. In accordance with Section 5-16-3(I) and 5-18-4 of the Lisle Village Code, modification to the requirement that street facing facades and facades adjacent to parking areas or pedestrian paths to incorporate transparent features (clear glass on windows and doors) over 35% of the wall surface area at ground level.

r. In accordance with 5-16-3(F) and 5-18-4 of the Lisle Village Code, modification to the requirement that all facades of a building that front adjoining properties and/or streets shall feature architectural features similar to the street facing facade.

s. In accordance with 5-7-4, 5-7-6(L), and 5-17-12 of the Lisle Village Code. Purpose: To authorize the use of the Corporate Lakes, Phase 1, Planned Unit Development and authorize the conversion of an existing office building to a school with outdoor athletic facilities and new gymnasium.

Subject property: 2275 Cabot Drive, Lisle, Illinois 60532
Property Index Number: 08-04-206-004

Documents that comprise part of the application are open to inspection at the Village of Lisle Planning and Zoning Commission, 925 Burlington Avenue, Lisle, IL 60532 (<https://www.villageoflisle.org/156/Planning-Zoning-Commission>), after which the documents will be available pursuant to the Village Freedom of Information Act procedures.

You may submit written comments prior to the public hearing through mail or by emailing Director Michael Smetana at msmetana@villageoflisle.org.

Mailed comments can be sent to: Public Comment, P.O. Box 200, Lisle, IL 60532

C/o Director Smetana
925 Burlington Avenue
Lisle, IL 60532

Kindi Academy, Ltd.
Hatem Elagha, President and Director, 1205 West 16th Street, Oakbrook Terrace, IL 60181

Ola Elagha, Secretary and Director, 1205 West 16th Street, Oakbrook Terrace, IL 60181

Omar Ali, Director, 25633 Park Avenue, Glen Ellyn, IL 60137

Property Owner:
Anadavco Ventures, LLC,
Chris Riegel, Manager, 502 Shambord Circle, Kettering, OH 45429

Case: Zoning Application 26-254
Published by: Michael Smetana,
Development Services Director, Lisle, IL 60532

Published in Daily Herald May 5, 2026 (330996)

NOTICE OF PUBLIC HEARING
ITASCIA PLAN COMMISSION
Case #26-010

NOTICE IS HEREBY GIVEN that on Wednesday, May 20, 2026 at 7:00 p.m., or as soon thereafter as the case may be heard, in the Itasca Village Hall, 550 West Irving Park Road, Itasca, Illinois, the Itasca Plan Commission will hold a public hearing to consider the petition of Christopher Geropoulos and Anna Geropoulos, owners, for the following variation:
A variation from the provisions of Section 4.20.5.4 of the Itasca Zoning Ordinance to permit a fence past the corner wall of the principal structure in the R-2 Residential District for a corner lot from 35 ft. to 12.1 ft., to permit an addition to a single-family residence consisting of an attached enclosable pergola with outdoor kitchen.

This variation is proposed for the property commonly known as 428 W. Madison Street, Itasca, IL PIN#03-07-213-001, approximately 9,945 square feet in area, legally described as follows:
LOT 3 IN ITASCIA HEIGHTS, BEING A SUBDIVISION OF THE NORTH 1/4 OF SECTION 17, TOWNSHIP 40 NORTH, RANGE 11, EAST OF THE THIRD PRINCIPAL MERIDIAN, ACCORDING TO THE PLAT THEREOF RECORDED SEPTEMBER 2, 1955 AS DOCUMENT 771838 AND CERTIFICATE OF CORRECTION RECORDED NOVEMBER 17, 1955 AS DOCUMENT 781036 AND CERTIFICATE OF CORRECTION RECORDED DECEMBER 10, 1957 AS DOCUMENT 865458, IN DUPAGE COUNTY, ILLINOIS.

All interested persons are invited to attend and be heard. The petition, drawings of the proposed improvements, and supporting documentation are available for inspection at the Community Development Department, 550 West Irving Park Road, Itasca, IL during normal business hours. Written comments, questions, and/or statements can be submitted by email to commdev@itasca.com or by mail addressed to: Village of Itasca

Attn: Community Development Department
Public Comment PC 26-010
550 W. Irving Park Road
Itasca, IL 60143

NOTE: Any person who has a disability requiring a reasonable accommodation to participate in this public hearing should contact Jody Condi, Village Clerk, 550 W. Irving Park Road, Itasca, IL, or call (630) 773-0835 within a reasonable time before the meeting. Requests for a qualified interpreter require five (5) working days advance notice.

Published in Daily Herald May 5, 2026 (330998)

NOTICE OF PUBLIC HEARING
PUBLIC NOTICE IS HEREBY GIVEN that a Public Hearing will be held by the Buffalo Grove Planning & Zoning Commission on Wednesday, May 20th, 2026 at 7:30 P.M. in the Jeffrey S. Brimman Council Chambers, 1000 Deerfield Parkway, Buffalo Grove, 60089, at the intersection of Buffalo Grove Boulevard, Buffalo Grove, IL concerning the following matter:

SUBJECT: A petition to the Village of Buffalo Grove for the construction of a Preliminary Plan to allow the construction of an approximately 76,500 sqft addition at 990 and 1000 Deerfield Parkway, along with the following variations:
Variation to Section 17.30-0.1 of the Zoning Ordinance related to parking lot requirements.
CRE Deerfield Associates, LLC plans to expand the current building to create a distribution center for its tenant, Siemens. The project includes parking, lot modification and various other improvements. Additionally, the three lots will be consolidated into a single parcel as part of this request.

PETITIONER: CRE Deerfield Associates, LLC
1985 Cassin Ridge
Lakewood, NJ 08701

SUBJECT PROPERTY COMMON DESCRIPTION:
990 Deerfield Pkwy, Buffalo Grove, IL 60089
1000 Deerfield Pkwy, Buffalo Grove, IL 60089
P.I.N.: 15-27-305-024, 15-27-008-004, 15-27-008-005

Documents submitted by the petitioner for the public hearing concerning this petition are on file with the Village Clerk and the Community Development Department, 1000 Deerfield Parkway, Buffalo Grove, IL 60089, or by email addressed to: commdev@itasca.com or by mail addressed to: Village of Itasca

Attn: Community Development Department
Public Comment PC 26-011
550 W. Irving Park Road
Itasca, IL 60143

NOTE: Any person who has a disability requiring a reasonable accommodation to participate in this public hearing should contact Jody Condi, Village Clerk, 550 W. Irving Park Road, Itasca, IL, or call (630) 773-0835 within a reasonable time before the meeting. Requests for a qualified interpreter require five (5) working days advance notice.

Jody Condi, Village Clerk
Published in Daily Herald May 5, 2026 (330999)

Public Hearings & Notices

DU PAGE COUNTY
ZONING HEARING OFFICER PROGRAM
JACK T. KNUEFFER ADMINISTRATION BUILDING
421 NORTH COUNTY FARM ROAD WHEATON,
ILLINOIS 60187/630-407-6700
Zoning Officer: JESSICA INFELISE, ALCO
The DuPage County Zoning Hearing Officer will conduct the following public hearing:
PUBLIC HEARING: 2:30 p.m. WEDNESDAY, MAY 20, 2026, at the Jack T. KnuEFFER Administration Building, 421 North County Farm Road Wheaton, Illinois 60187.

If you would like to attend the hearing via Zoom, please contact Jessica Infelise, Datzman@jessica-infelise@dupagecounty.gov or 630-514-0624 to receive the Zoom call-in/ video conferencing information.

OWNER: GIOVANNI FALCO & REBECCA AUSTIN, 22W630 BURR OAK DRIVE, GLEN ELLYN, IL 60137

REQUEST: Variation to reduce the interior side setback and rear yard setback for an existing chicken coop from required 25 feet to approximately 16 feet and 14 feet, respectively.

ADDRESS OR GENERAL LOCATION: 22W630 BURR OAK DRIVE, GLEN ELLYN, IL 60137

LOT 12 IN B LOCK 14 OF ARTHUR T. MCINTOSH AND COMPANY'S VALLEY VIEW UNIT NO. 2, BEING A SUBDIVISION OF PART OF SECTION 25, TOWNSHIP 39 NORTH, RANGE 10 EAST, OF THE THIRD PRINCIPAL MERIDIAN, ACCORDING TO THE PLAT THEREOF RECORDED FEBRUARY 25, 1957, AS DOCUMENT 833355, AND CERTIFICATES OF CORRECTION FIRST RECORDED NOVEMBER 17, 1955 AS DOCUMENT 859356 AND MAY 5, 1958 AS DOCUMENT 878635, IN DUPAGE COUNTY, ILLINOIS.

Respectfully Submitted,
ROBERT J. KARTHOLL, CHAIRMAN/ZONING HEARING OFFICER

DUPAGE COUNTY ZONING BOARD OF APPEALS
Notice of this hearing is being sent to property owners within 300 feet of the subject property and as one of the following persons:

comment on the petition. A reduced scaled sketch or drawing of the petitioner's request is included for your review. If you have any questions or require a full-drawing of the site plan, please contact the Zoning Division at (630) 407-6700.

Please be advised that access to the 421 JACK T. KNUEFFER ADMINISTRATION BUILDING is limited to the main entrance located in the center on the east side of the building.

Published in Daily Herald May 5, 2026 (330983)

NOTICE OF PUBLIC HEARING
ITASCIA PLAN COMMISSION
Case #26-009

NOTICE IS HEREBY GIVEN that on Wednesday, May 20, 2026 at 7:00 p.m., or as soon thereafter as the case may be heard, in the Itasca Village Hall, 550 West Irving Park Road, Itasca, Illinois, the Itasca Plan Commission will hold a public hearing to consider the petition of Jeffrey Williams, owner, for the following variation:

A variation from the provisions of Section 7.05.5.1 (1) of the Itasca Zoning Ordinance to permit a decrease of the minimum rear yard requirement in the R-2 Residential District for a corner lot from 35 ft. to 12.1 ft., to permit an addition to a single-family residence consisting of an attached enclosable pergola with outdoor kitchen.

This variation is proposed for the property commonly known as 428 W. Madison Street, Itasca, IL PIN#03-07-213-001, approximately 9,945 square feet in area, legally described as follows:
LOT 3 IN ITASCIA HEIGHTS, BEING A SUBDIVISION OF THE NORTH 1/4 OF SECTION 17, TOWNSHIP 40 NORTH, RANGE 11, EAST OF THE THIRD PRINCIPAL MERIDIAN, ACCORDING TO THE PLAT THEREOF RECORDED SEPTEMBER 2, 1955 AS DOCUMENT 771838 AND CERTIFICATE OF CORRECTION RECORDED NOVEMBER 17, 1955 AS DOCUMENT 781036 AND CERTIFICATE OF CORRECTION RECORDED DECEMBER 10, 1957 AS DOCUMENT 865458, IN DUPAGE COUNTY, ILLINOIS.

All interested persons are invited to attend and be heard. The petition, drawings of the proposed improvements, and supporting documentation are available for inspection at the Community Development Department, 550 West Irving Park Road, Itasca, IL during normal business hours. Written comments, questions, and/or statements can be submitted by email to commdev@itasca.com or by mail addressed to: Village of Itasca

Attn: Community Development Department
Public Comment PC 26-009
550 W. Irving Park Road
Itasca, IL 60143

NOTE: Any person who has a disability requiring a reasonable accommodation to participate in this public hearing should contact Jody Condi, Village Clerk, 550 W. Irving Park Road, Itasca, IL, or call (630) 773-0835 within a reasonable time before the meeting. Requests for a qualified interpreter require five (5) working days advance notice.

Published in Daily Herald May 5, 2026 (330997)

NOTICE OF HEARING BEFORE THE VILLAGE OF MUNDELEIN PLANNING & ZONING COMMISSION

NOTICE IS HEREBY GIVEN that on May 20, 2026, at 7:00 p.m., there will be a public hearing before the Village of Mundelein Planning and Zoning Commission at the Mundelein Village Hall, 300 Plaza Circle, Mundelein, Illinois, concerning a petition by Shaun Cepican requesting a variation from Table 20.52 of Section 20.5 of the Village of Mundelein Zoning Ordinance to allow the measurement of 1.00 foot-candle to be taken at the existing west curb line of Cabot Drive where lot line foot-candles without landscaping accounted for at 1.3, 3.8 and 1.7 foot-candles at the east curb line foot-candle measure is not greater than 0.6.

a. In accordance with Sections 7-6-1 and 5-18-4 of the Lisle Village Code to continue the waiver of sidewalks, streetside landscaping and landscaping along Cabot Drive and Warrenville Road.

b. In accordance with Section 5-16-3(G) and 5-18-4 of the Lisle Village Code, modification to the requirement that a primary building material of face brick, stone, or glass encompass a minimum 50% of the exterior wall area and 100% if the ground level.

c. In accordance with Section 5-16-3(G) and 5-18-4 of the Lisle Village Code, modification to the requirement that an accent building material encompass a maximum of 50% of the exterior wall area.

d. In accordance with Section 5-16-3(H) and 5-18-4 of the Lisle Village Code, modification to the requirement that parapets be provided with horizontal height changes of at least one foot occurring not less than every 100 feet of building frontage with a minimum of three height changes of at least one foot.

e. In accordance with Section 5-16-3(I) and 5-18-4 of the Lisle Village Code, modification to the requirement that street facing facades and facades adjacent to parking areas or pedestrian paths to incorporate transparent features (clear glass on windows and doors) over 35% of the wall surface area at ground level.

f. In accordance with 5-16-3(F) and 5-18-4 of the Lisle Village Code, modification to the requirement that all facades of a building that front adjoining properties and/or streets shall feature architectural features similar to the street facing facade.

g. In accordance with 5-7-4, 5-7-6(L), and 5-17-12 of the Lisle Village Code. Purpose: To authorize the use of the Corporate Lakes, Phase 1, Planned Unit Development and authorize the conversion of an existing office building to a school with outdoor athletic facilities and new gymnasium.

Subject property: 2275 Cabot Drive, Lisle, Illinois 60532
Property Index Number: 08-04-206-004

Documents that comprise part of the application are open to inspection at the Village of Lisle Planning and Zoning Commission, 925 Burlington Avenue, Lisle, IL 60532 (<https://www.villageoflisle.org/156/Planning-Zoning-Commission>), after which the documents will be available pursuant to the Village Freedom of Information Act procedures.

You may submit written comments prior to the public hearing through mail or by emailing Director Michael Smetana at msmetana@villageoflisle.org.

Mailed comments can be sent to: Public Comment, P.O. Box 200, Lisle, IL 60532

C/o Director Smetana
925 Burlington Avenue
Lisle, IL 60532

Kindi Academy, Ltd.
Hatem Elagha, President and Director, 1205 West 16th Street, Oakbrook Terrace, IL 60181

Ola Elagha, Secretary and Director, 1205 West 16th Street, Oakbrook Terrace, IL 60181

Omar Ali, Director, 25633 Park Avenue, Glen Ellyn, IL 60137

Property Owner:
Anadavco Ventures, LLC,
Chris Riegel, Manager, 502 Shambord Circle, Kettering, OH 45429

Case: Zoning Application 26-254
Published by: Michael Smetana,
Development Services Director, Lisle, IL 60532

Published in Daily Herald May 5, 2026 (330996)

NOTICE OF PUBLIC HEARING
ITASCIA PLAN COMMISSION
Case #26-010

NOTICE IS HEREBY GIVEN that on Wednesday, May 20, 2026 at 7:00 p.m., or as soon thereafter as the case may be heard, in the Itasca Village Hall, 550 West Irving Park Road, Itasca, Illinois, the Itasca Plan Commission will hold a public hearing to consider the petition of Jeffrey Williams, owner, for the following variation:
A variation from the provisions of Section 7.05.5.1 (1) of the Itasca Zoning Ordinance to permit a decrease of the minimum rear yard requirement in the R-2 Residential District for a corner lot from 35 ft. to 12.1 ft., to permit an addition to a single-family residence consisting of an attached enclosable pergola with outdoor kitchen.

This variation is proposed for the property commonly known as 428 W. Madison Street, Itasca, IL PIN#03-07-213-001, approximately 9,945 square feet in area, legally described as follows:
LOT 3 IN ITASCIA HEIGHTS, BEING A SUBDIVISION OF THE NORTH 1/4 OF SECTION 17, TOWNSHIP 40 NORTH, RANGE 11, EAST OF THE THIRD PRINCIPAL MERIDIAN, ACCORDING TO THE PLAT THEREOF RECORDED SEPTEMBER 2, 1955 AS DOCUMENT 771838 AND CERTIFICATE OF CORRECTION RECORDED NOVEMBER 17, 1955 AS DOCUMENT 781036 AND CERTIFICATE OF CORRECTION RECORDED DECEMBER 10, 1957 AS DOCUMENT 865458, IN DUPAGE COUNTY, ILLINOIS.

All interested persons are invited to attend and be heard. The petition, drawings of the proposed improvements, and supporting documentation are available for inspection at the Community Development Department, 550 West Irving Park Road, Itasca, IL during normal business hours. Written comments, questions, and/or statements can be submitted by email to commdev@itasca.com or by mail addressed to: Village of Itasca

Attn: Community Development Department
Public Comment PC 26-010
550 W. Irving Park Road
Itasca, IL 60143

NOTE: Any person who has a disability requiring a reasonable accommodation to participate in this public hearing should contact Jody Condi, Village Clerk, 550 W. Irving Park Road, Itasca, IL, or call (630) 773-0835 within a reasonable time before the meeting. Requests for a qualified interpreter require five (5) working days advance notice.

Published in Daily Herald May 5, 2026 (330998)

NOTICE OF PUBLIC HEARING
PUBLIC NOTICE IS HEREBY GIVEN that a Public Hearing will be held by the Buffalo Grove Planning & Zoning Commission on Wednesday, May 20th, 2026 at 7:30 P.M. in the Jeffrey S. Brimman Council Chambers, 1000 Deerfield Parkway, Buffalo Grove, 60089, at the intersection of Buffalo Grove Boulevard, Buffalo Grove, IL concerning the following matter:

SUBJECT: A petition to the Village of Buffalo Grove for the construction of a Preliminary Plan to allow the construction of an approximately 76,500 sqft addition at 990 and 1000 Deerfield Parkway, along with the following variations:
Variation to Section 17.30-0.1 of the Zoning Ordinance related to parking lot requirements.
CRE Deerfield Associates, LLC plans to expand the current building to create a distribution center for its tenant, Siemens. The project includes parking, lot modification and various other improvements. Additionally, the three lots will be consolidated into a single parcel as part of this request.

PETITIONER: CRE Deerfield Associates, LLC
1985 Cassin Ridge
Lakewood, NJ 08701

SUBJECT PROPERTY COMMON DESCRIPTION:
990 Deerfield Pkwy, Buffalo Grove, IL 60089
1000 Deerfield Pkwy, Buffalo Grove, IL 60089
P.I.N.: 15-27-305-024, 15-27-008-004, 15-27-008-005

Documents submitted by the petitioner for the public hearing concerning this petition are on file with the Village Clerk and the Community Development Department, 1000 Deerfield Parkway, Buffalo Grove, IL 60089, or by email addressed to: commdev@itasca.com or by mail addressed to: Village of Itasca

Attn: Community Development Department
Public Comment PC 26-011
550 W. Irving Park Road
Itasca, IL 60143

NOTE: Any person who has a disability requiring a reasonable accommodation to participate in this public hearing should contact Jody Condi, Village Clerk, 550 W. Irving Park Road, Itasca, IL, or call (630) 773-0835 within a reasonable time before the meeting. Requests for a qualified interpreter require five (5) working days advance notice.

Jody Condi, Village Clerk
Published in Daily Herald May 5, 2026 (330999)

Public Hearings & Notices

NOTICE OF PUBLIC HEARING
PUBLIC NOTICE is hereby given to all persons concerned that on the 20th day of May, 2026 at 7:00 p.m., the Plan Commission of the City of Batavia will meet, and a Public Hearing will be held in the City Council Chamber, 100 N. Island Avenue, Batavia, The Public Hearing will be held pursuant to Chapters 5.2 and 5.4 of the Batavia Zoning Code (City Code Title 10) to consider the Conditional Use Permit for a "Recreational Cannabis Dispensary" as a Cannabis Business Establishment use. The Conditional Use request is to use an existing building for a recreational cannabis dispensary. The proposed user is Revolution Dispensary at 899 N. Randall Rd North Randall Road, Batavia, Illinois (PIN: 12-17-277-004).

The applicant for the Conditional Use Permit is Cana Farm Dispensary LLC, 12010 N. North Branch Street, Appleton, WI 54912. The property owner is Dyn Sterling Plaza LLC, 6801 Spring Creek Road, Rockford Illinois 61114.

The meeting's agenda and packet will be posted a minimum of 72 hours before the meeting at www.bataviail.org/agendacenter. Public comments may also be emailed to Drew Rackow, Planning and Zoning Officer at drackow@bataviail.org prior to 5:00 PM the date of meeting for entry into the hearing agenda.

Information regarding the conditional use permit and site improvements are available for review at the Community Development Department in the City of Batavia, 100 N. Island Avenue, Batavia, Illinois 60015, during normal business hours. You may also contact the Community Development Department at 630-454-2700.

All interested persons may attend said hearing.

Tom Gosselin, Chair
Batavia Plan Commission and Zoning Board of Appeals
Published in Daily Herald May 5, 2026 (330774)

NOTICE OF PUBLIC HEARING
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All interested persons may attend said meeting.

Tom Gosselin, Chair
Batavia Plan Commission and Zoning Board of Appeals
Published in Daily Herald May 5, 2026 (330775)

NOTICE OF PUBLIC HEARING
PUBLIC NOTICE is hereby given that the Village of Glen Ellyn Planning and Zoning Commission will conduct a public hearing on May 21, 2026 at 7:00 p.m. at the Glen Ellyn Civic Center, 535 Duane Street, Glen Ellyn, Illinois 60137 on the application of the Village of Oakbrook Hills for a Conditional Use of a Village Landmark designation. The subject property is in the R2 Residential District and located at 364 N. Main Street, Glen Ellyn, Illinois 60137.

The related nomination under the following criteria as provided by the Glen Ellyn Code of Ordinance Title 2 Section 2-1-3 as follows:</



Downers Grove Grade School District 58

We Envision. We Seek. We Believe.

Spring Data Snapshot

June 8, 2026

Tonight's Objectives

- Provide a district-level overview of Spring 2026 Benchmarking data
- Share initial interpretations and responses to data, including steps to be taken over the summer and in the fall
- Acknowledge that the “final” 2025-2026 Data Review and KPI review will occur in the fall when we can include final IAR data
- Recognize the opportunities that all data review provides us, from the district level to the individual student level
- Provide a district-level overview of Spring 2026 Climate Survey Data
- Provide snapshot of Communications Preferences & Satisfaction Survey

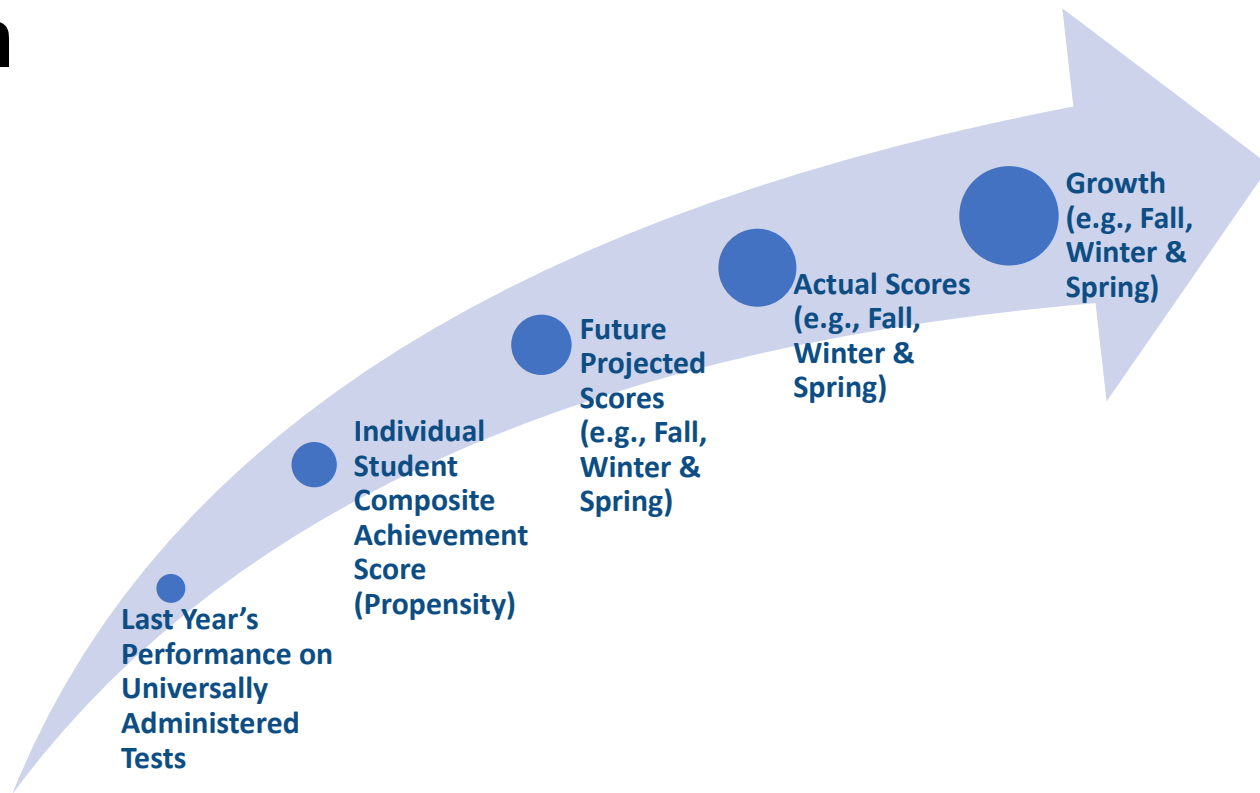


Overall Spring Data Impressions

- Reviewing data at the highest level, District 58 is within the expected growth range taking into consideration NWEA MAP.
- 2025-2026 growth projections were based on our final growth reports of the 2024-2025 school year, with projections including our 2025 IAR scores where our growth continues to rise above expectations.
- In Spring, we saw expected growth at our schools in both subjects. We saw lower than expected growth at Herrick math this year. We also saw expected growth in both subjects across grade levels



Student Achievement Growth



Spring Growth Summary

Growth Year: **2025-2026**

Growth Comparison Group: **Local District**

Term: **Spring**

The following table summarizes assessments evaluated at each grade level and subject.

Grade	Criterion by Grade and Subject	
	Mathematics	Reading
K	Spring MAP, Spring MAP Spanish, Spring aimsPlus Early Numeracy	Spring MAP, Spring MAP Spanish, Spring aimsPlus Early Literacy
01	Spring MAP, Spring MAP Spanish, Spring aimsPlus Early Numeracy	Spring MAP, Spring MAP Spanish
02	Spring MAP, Spring MAP Spanish	Spring MAP, Spring MAP Spanish
03	Spring MAP	Spring MAP, Spring MAP Spanish
04	Spring MAP	Spring MAP, Spring MAP Spanish
05	Spring MAP	Spring MAP, Spring MAP Spanish
06	Spring MAP	Spring MAP, Spring MAP Spanish
07	Spring MAP	Spring MAP, Spring MAP Spanish
08	Spring MAP	Spring MAP



Spring Growth Summary - all subjects

Subject:

All Subjects

Growth Year: **2025-2026**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

- 0.05  Expected Growth

Student Growth by School

School:	Student Count ^A	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
BELLE AIRE ELEM SCHOOL	231	75%	15%	68%	18%	- 0.05 
EL SIERRA ELEM SCHOOL	317	60%	16%	69%	15%	+ 0.04 
FAIRMOUNT ELEM SCHOOL	304	75%	18%	64%	19%	0.00 
HENRY PUFFER SCHOOL	222	70%	18%	63%	19%	- 0.02 
HERRICK MIDDLE SCHOOL	619	69%	12%	64%	24%	- 0.26 
HIGHLAND ELEM SCHOOL	305	78%	21%	63%	16%	+ 0.09 
HILLCREST ELEM SCHOOL	355	82%	17%	66%	17%	- 0.01 
INDIAN TRAIL ELEM SCHOOL	247	61%	14%	65%	21%	- 0.14 
KINGSLEY ELEM SCHOOL	343	64%	16%	65%	20%	- 0.09 
LESTER ELEM SCHOOL	469	77%	15%	66%	19%	- 0.11 
O NEILL MIDDLE SCHOOL	380	69%	16%	65%	18%	- 0.07 
PIERCE DOWNER ELEM SCHOOL	331	80%	21%	63%	16%	+ 0.08 
WHITTIER ELEM SCHOOL	268	76%	20%	69%	11%	+ 0.17 
ALL EXPECTED	4,391	72%	16%	65%	18%	- 0.05 
			16%	68%	16%	0.00



Spring Growth Summary - math by building

Subject:

Mathematics

Growth Year: **2025-2026**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

- 0.09



Expected Growth

Student Growth by School

School	Student Count ^A	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
BELLE AIRE ELEM SCHOOL	231	74%	17%	66%	18%	- 0.06
EL SIERRA ELEM SCHOOL	317	58%	16%	67%	16%	+ 0.04
FAIRMOUNT ELEM SCHOOL	304	74%	18%	62%	20%	+ 0.02
HENRY PUFFER SCHOOL	221	64%	17%	60%	23%	- 0.11
HERRICK MIDDLE SCHOOL	616	61%	9%	65%	25%	- 0.34
HIGHLAND ELEM SCHOOL	305	76%	20%	65%	15%	+ 0.09
HILLCREST ELEM SCHOOL	355	80%	16%	66%	18%	- 0.07
INDIAN TRAIL ELEM SCHOOL	247	59%	12%	65%	23%	- 0.25
KINGSLEY ELEM SCHOOL	343	62%	14%	64%	22%	- 0.18
LESTER ELEM SCHOOL	469	75%	16%	62%	22%	- 0.15
O NEILL MIDDLE SCHOOL	379	61%	15%	65%	20%	- 0.20
PIERCE DOWNER ELEM SCHOOL	331	79%	24%	61%	15%	+ 0.17
WHITTIER ELEM SCHOOL	268	76%	23%	64%	12%	+ 0.23
ALL EXPECTED	4,386	69%	16%	64%	20%	- 0.09
			16%	68%	16%	0.00



Spring Growth Summary - reading by building

Subject:

Reading

Growth Year: **2025-2026**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

- 0.01



Expected Growth

Student Growth by School

School	Student Count ^A	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
BELLE AIRE ELEM SCHOOL	231	76%	13%	69%	18%	- 0.05
EL SIERRA ELEM SCHOOL	317	63%	15%	70%	15%	+ 0.05
FAIRMOUNT ELEM SCHOOL	304	77%	17%	66%	17%	- 0.02
HENRY PUFFER SCHOOL	222	76%	18%	66%	15%	+ 0.06
HERRICK MIDDLE SCHOOL	614	76%	14%	63%	23%	- 0.19
HIGHLAND ELEM SCHOOL	305	81%	21%	62%	16%	+ 0.08
HILLCREST ELEM SCHOOL	353	83%	19%	66%	15%	+ 0.05
INDIAN TRAIL ELEM SCHOOL	246	63%	16%	65%	18%	- 0.04
KINGSLEY ELEM SCHOOL	342	66%	18%	65%	17%	+ 0.01
LESTER ELEM SCHOOL	468	78%	14%	70%	16%	- 0.07
O NEILL MIDDLE SCHOOL	380	77%	18%	66%	16%	+ 0.05
PIERCE DOWNER ELEM SCHOOL	331	80%	17%	66%	17%	0.00
WHITTIER ELEM SCHOOL	268	77%	17%	73%	10%	+ 0.12
ALL EXPECTED	4,381	75%	17%	67%	17%	- 0.01
			16%	68%	16%	0.00



Spring Growth Summary - math by grade

Subject:
Mathematics

Growth Year: **2025-2026**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

- 0.09



Expected Growth

Student Growth by Grade

Grade	Student Count^A	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
K	497	78%	15%	68%	18%	- 0.07
01	450	72%	14%	67%	18%	- 0.07
02	472	75%	15%	59%	26%	- 0.22
03	468	79%	22%	66%	13%	+ 0.19
04	502	74%	23%	63%	14%	+ 0.14
05	511	58%	14%	65%	21%	- 0.15
06	491	63%	21%	59%	20%	- 0.01
07	508	65%	11%	66%	23%	- 0.29
08	487	58%	12%	64%	24%	- 0.28
ALL	4,386	69%	16%	64%	20%	- 0.09
EXPECTED			16%	68%	16%	0.00



Spring Growth Summary - reading by grade

Subject:

Reading

Growth Year: **2025-2026**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

- 0.01



Expected Growth

Student Growth by Grade

Grade	Student Count^A	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
K	497	69%	17%	66%	17%	- 0.02
01	450	74%	16%	69%	15%	- 0.02
02	472	74%	23%	60%	17%	+ 0.08
03	468	73%	16%	67%	17%	+ 0.03
04	500	78%	18%	69%	14%	+ 0.08
05	510	77%	14%	72%	15%	- 0.03
06	490	78%	16%	67%	17%	- 0.02
07	507	75%	11%	63%	26%	- 0.27
08	487	78%	20%	65%	15%	+ 0.09
ALL	4,381	75%	17%	67%	17%	- 0.01
EXPECTED			16%	68%	16%	0.00



Spring Growth Summary - math by subgroup

Mathematics

Growth Year: **2025-2026**

Growth Comparison Group: **Local District**

Term: **Spring**

Growth by Student Group

Group	Student Group	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELL	ELL	230	26%	21%	58%	21%	- 0.02 
ELL	Not ELL	4,156	71%	16%	64%	20%	- 0.09 
Ethnicity	Asian	192	77%	19%	62%	19%	- 0.03 
Ethnicity	Black	120	28%	18%	62%	20%	- 0.16 
Ethnicity	Hispanic	469	47%	16%	63%	22%	- 0.17 
Ethnicity	Other	254	69%	18%	58%	24%	- 0.16 
Ethnicity	White	3,351	73%	16%	65%	19%	- 0.07 
Gender	Female	2,122	66%	14%	64%	22%	- 0.18 
Gender	Male	2,262	72%	18%	64%	18%	0.00 
Gender	Non-Binary	2	***	***	***	***	***
Homeless	Homeless	52	14%	15%	51%	34%	- 0.36 
Homeless	Not Homeless	4,334	69%	16%	64%	20%	- 0.08 
IEP	IEP	670	43%	17%	57%	26%	- 0.20 
IEP	No IEP	3,716	74%	16%	65%	19%	- 0.06 
Income	Low Income	570	37%	17%	61%	22%	- 0.14 
Income	Not Low Income	3,816	74%	16%	64%	19%	- 0.08 
EXPECTED				16%	68%	16%	0.00



Spring Growth Summary - reading by subgroup

Reading

Growth Year: **2025-2026**

Growth Comparison Group: **Local District**

Term: **Spring**

Growth by Student Group

Group	Student Group	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELL	ELL	230	26%	16%	63%	21%	- 0.09
ELL	Not ELL	4,151	78%	17%	67%	17%	- 0.01
Ethnicity	Asian	191	80%	15%	66%	18%	- 0.02
Ethnicity	Black	120	40%	10%	72%	18%	- 0.10
Ethnicity	Hispanic	469	57%	15%	66%	19%	- 0.08
Ethnicity	Other	253	77%	18%	66%	17%	0.00
Ethnicity	White	3,348	79%	17%	66%	16%	0.00
Gender	Female	2,118	78%	17%	68%	14%	+ 0.05
Gender	Male	2,261	73%	16%	65%	19%	- 0.07
Gender	Non-Binary	2	***	***	***	***	***
Homeless	Homeless	52	32%	20%	62%	18%	0.00
Homeless	Not Homeless	4,329	76%	17%	67%	17%	- 0.01
IEP	IEP	669	47%	17%	62%	21%	- 0.11
IEP	No IEP	3,712	80%	17%	67%	16%	+ 0.01
Income	Low Income	572	47%	15%	66%	18%	- 0.07
Income	Not Low Income	3,809	79%	17%	67%	17%	0.00
EXPECTED				16%	68%	16%	0.00



Spring Data Review Process

- At the district level, data is reviewed for our entire system
- Schools will have their teachers and teams review the data, looking at groups and individual student achievement and growth
- This work will support the building School Improvement Plans for the 2026-2027 school year
- Schools will continue this work with our final data reports, which will include IAR and overall growth scores.
- Additionally, work continues at the district and building level to improve growth. This includes the use of the Forefront platform to review classroom data and make adjustments based on that data, our MTSS protocol process, and a 6-8 Middle School Math implementation.



Fall Data Review

- ECRA provides spring growth reports both for IAR and for all data combined
- Building level data teams and Instructional Leadership teams will review overall data reports in August and September
- In October and early November, between the board meetings and the workshop, we will continue to discuss spring growth data (and share the new ECRA reports) as well as initial Fall 2025 data, and our interpretations and responses to both
- This will include sharing of each building's School Improvement Plan for 2026-27
- Key Performance Indicators for 2025-2026 will be reported in October



Overview of PLMs and feedback

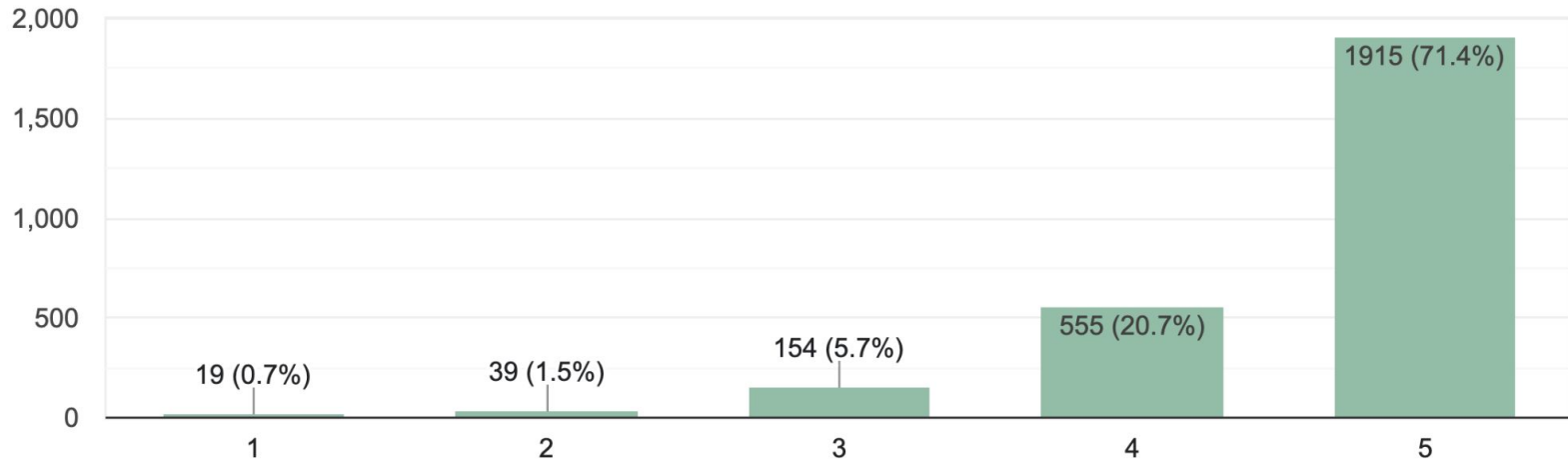
- Weekly early release on Mondays for professional learning
 - District, Directed, Building Directed and Teacher Directed
- Time devoted to curricular initiatives
 - Resource adoption and unit previews
 - Strategic Plan goals
 - Building School Improvement Plans
 - Building Committee work
 - Teacher professional learning goals
- Structured time to reduce sub costs and time out of the classroom
- Balanced approach to the type of days staff is engaging in
- Collaboration, support and focused learning



PLM feedback - value

How valuable was today's professional learning experience for you personally?

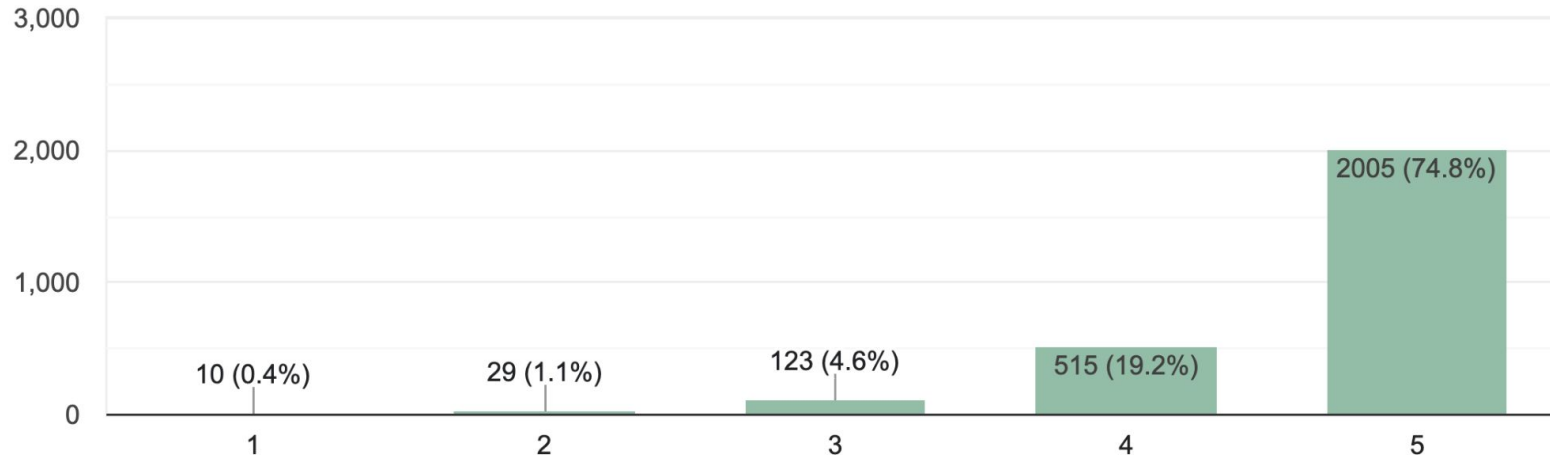
2,682 responses



PLM feedback - relevance

How relevant was today's professional learning to your teaching/your role in the District?

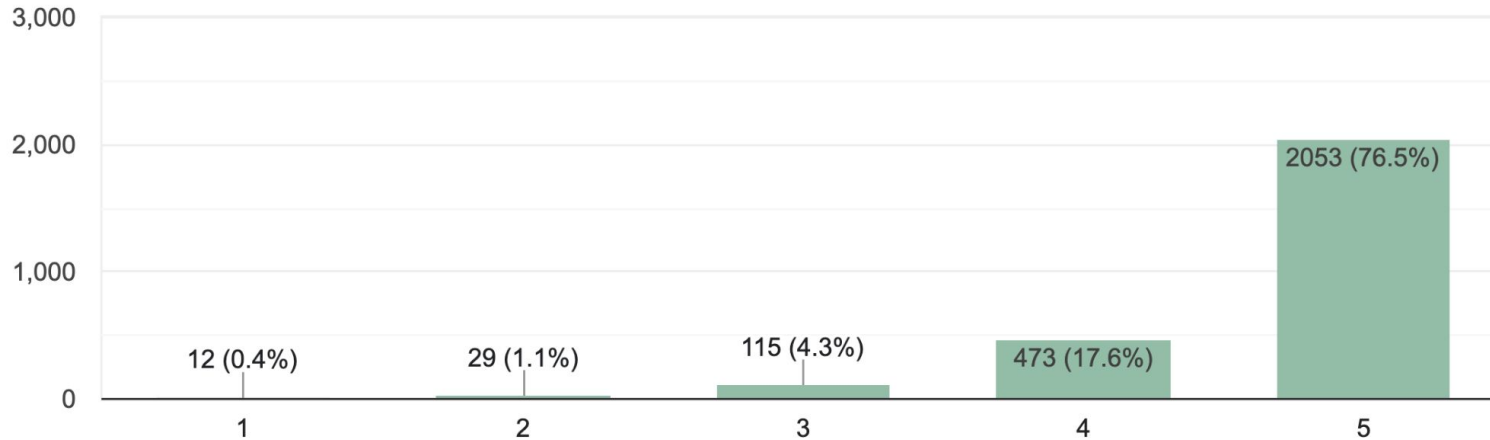
2,682 responses



PLM feedback - productivity

How productive was today's professional learning? Was the time used efficiently?

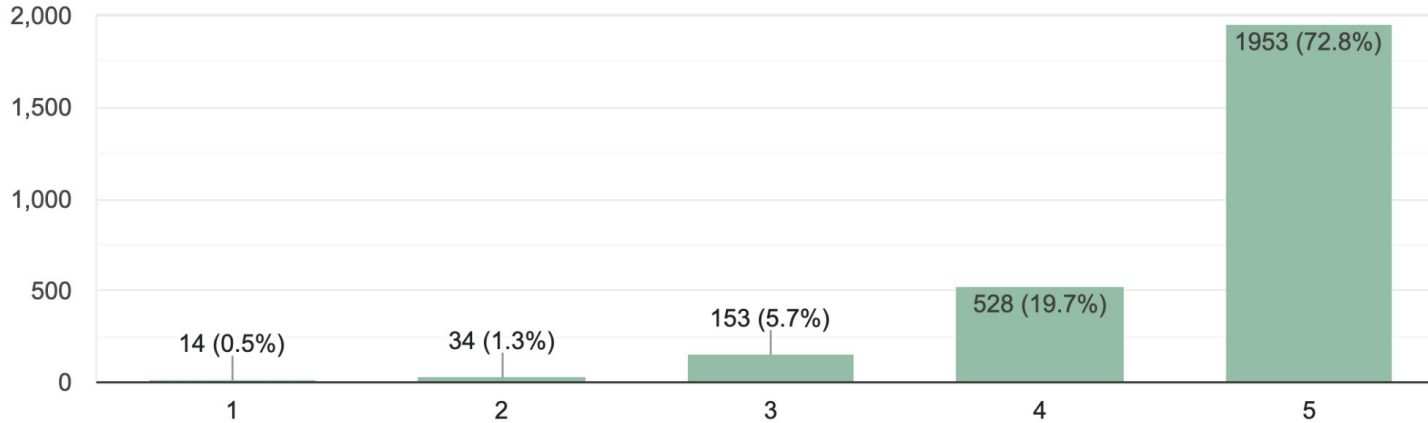
2,682 responses



PLM feedback - alignment to goals

How well aligned was today's professional learning with your personal and professional goals for this school year?

2,682 responses



Feedback Summary

- Focus on Data Analysis and Instructional Planning: including analysis of various student data to drive instruction. This included identifying student needs, creating and adjusting small groups, determine appropriate intervention services (MTSS/RTI), and implementation support for resources and lesson differentiation to support student growth.
- Focus on Safety and Emergency Preparedness: including ALICE recertification, safety protocols, emergency procedures, and policies and training in health safety to ensure a safe learning environment.
- Focus on supporting students with Classroom Cultures, restorative practices, and various instructional strategies
- Focus on addressing building level instructional goals, supporting building committees to enhance school efficiencies and culture, and discussing operational logistics in BLT such as construction plans, schedules and the middle school transition.





Downers Grove Grade School District 58

We Envision. We Seek. We Believe.

Spring Data Snapshot Questions?



Downers Grove Grade School District 58

We Envision. We Seek. We Believe.

District 58 Survey Data

2025-26

School Environmental Survey 2025-26

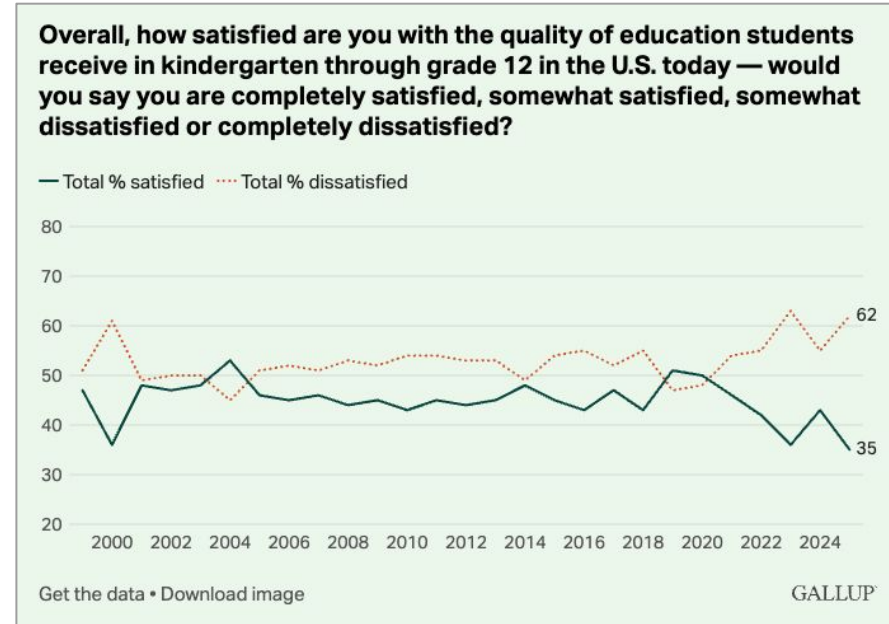
- Open from Feb. 2 to Feb. 27, 2026
- Available in English and Spanish
- Questions focused on their child's school. All schools represented.
 - 2 introductory
 - 19 multiple choice
 - 2 open-ended
- Raw results will be posted at www.dg58.org/surveys

2022-23	2023-24	2024-25	2025-26
1343 Respondents	1046 Respondents	1062 Respondents	737 Respondents



District 58 Survey Results Far Exceed National Averages

- **The Gallup Poll** is the Gold Standard for measuring how Americans feel about public schools.
- National K–12 quality perception remains low, with only 7% of adults reporting they are “completely” satisfied and 28% “somewhat” satisfied, resulting in a **record-low overall satisfaction rate of 35%.**
- **District 58’s survey data continues to be well above the national average and tells a much more positive story.**

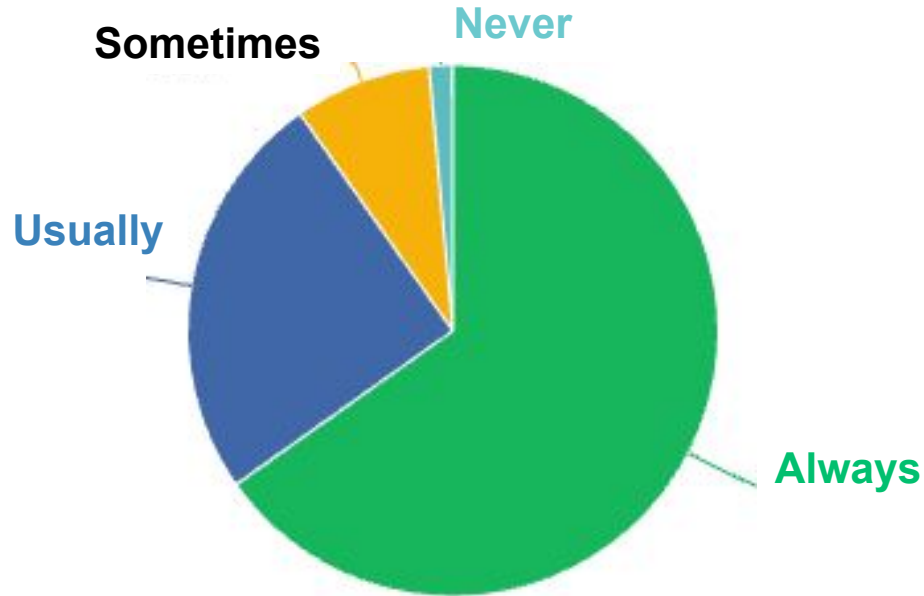


Consistency of District's Survey Results

- **Remarkable year-over-year consistency**
- **6 of 19** quantitative questions received same result as last year
- **2** questions increased 1 percent
- **5** questions decreased 1 percent
- **4** questions decreased 2 percent
- **1** question decreased 3 percent
- **1** question decreased 4 percent



My child is getting a quality education at this school.



Percentage of parents who answered **Always** or **Usually**:

2025-26: 90%

2024-25: 89%

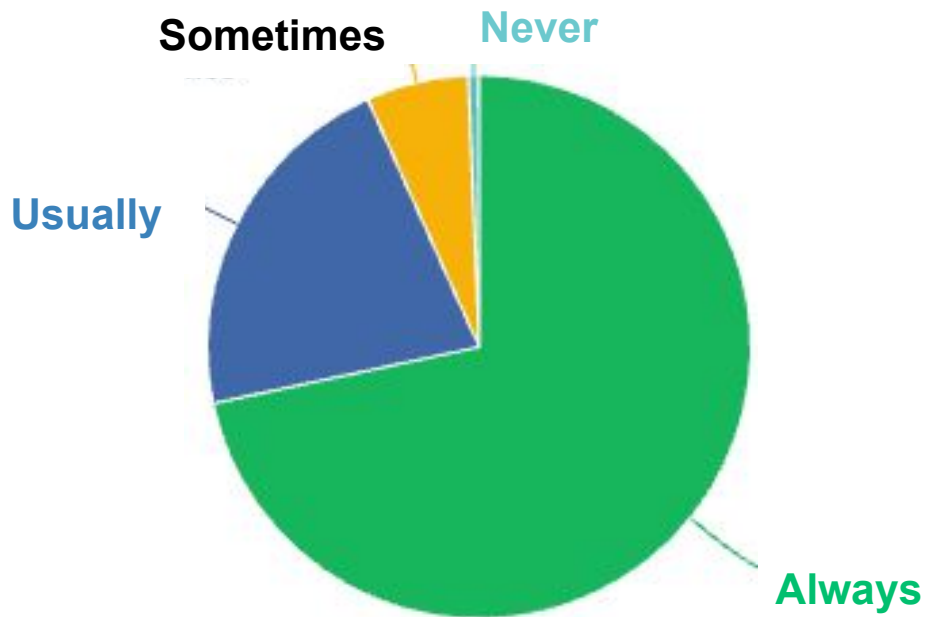
2023-24: 90%

2022-23: 88%

2021-22: 88%



My child is cared for by the adults at this school.



Percentage of parents who answered **Always** or **Usually**:

2025-26: 93%

2024-25: 94%

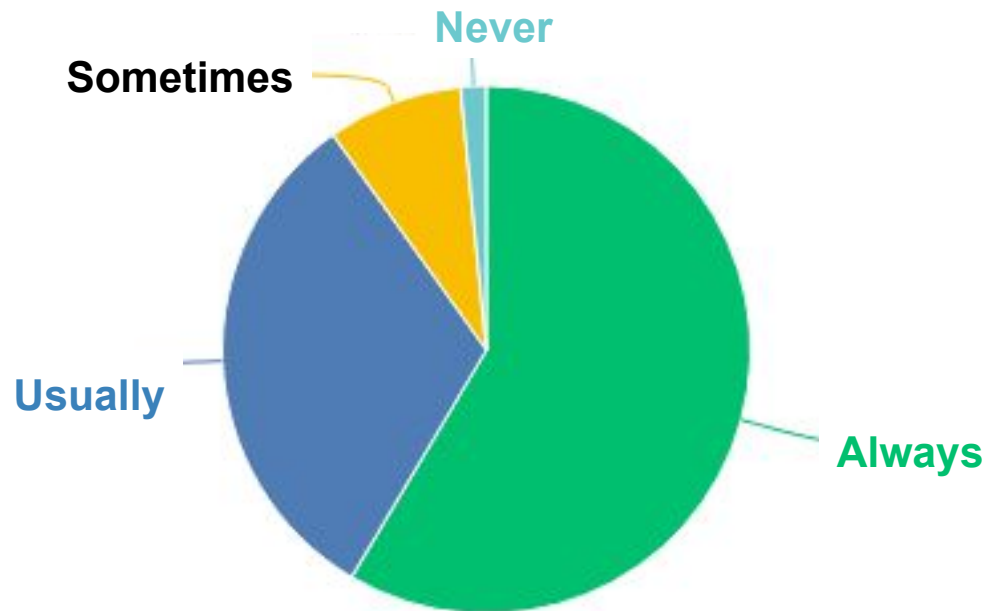
2023-24: 94%

2022-23: 93%

2021-22: 92%



My child's school focuses on teaching the whole child, including social emotional skills.



Percentage of parents who answered **Always** or **Usually**:

2025-26: 90%

2024-25: 89%

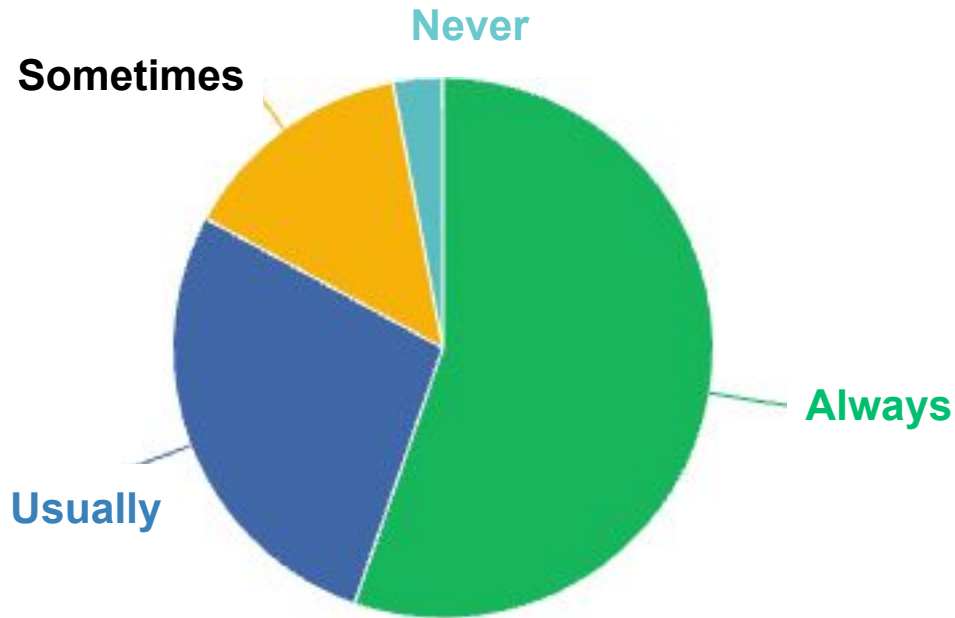
2023-24: 90%

2022-23: 89%

2021-22: 89%



My child's teacher(s) communicates with me about my child's progress.



Percentage of parents who answered **Always** or **Usually**:

2025-26: 83%

2024-25: 84%

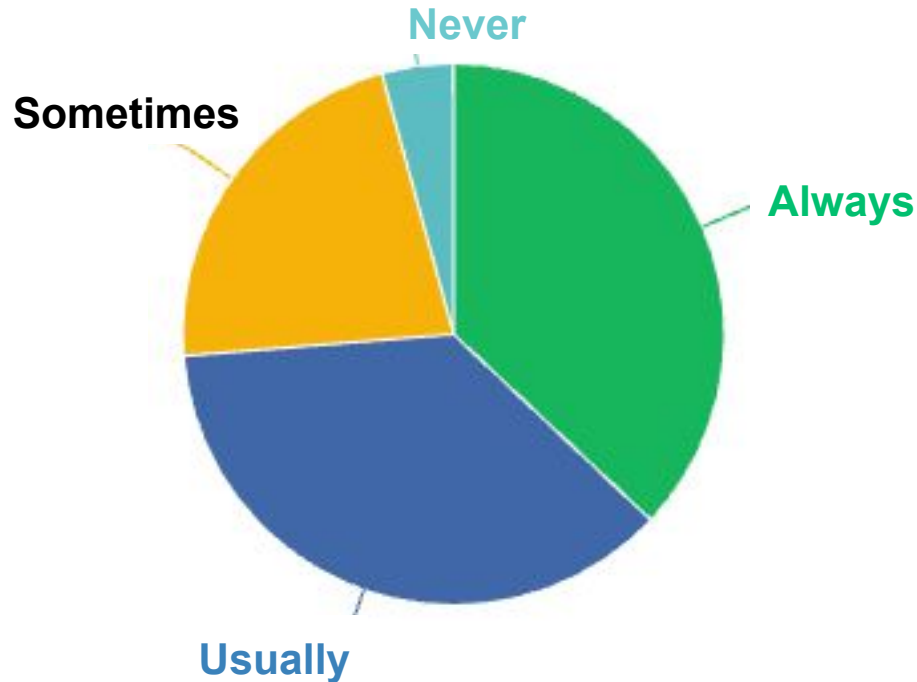
2023-24: 85%

2022-23: 82%

2021-22: 84%



Parent feedback is considered in the school's decision making.



Percentage of parents who answered **Always** or **Usually**:

- 2025-26: 74%**
- 2024-25: 78%
- 2023-24: 77%
- 2022-23: 75%
- 2021-22: 75%



What is one thing District 58 and/or your school does well that you would like us to continue?

- **366 open-ended responses (50% of all survey respondents)**
- Parent feedback is overwhelmingly positive, with strong appreciation for dedicated teachers, supportive staff, and effective district and school communication.
- Many families highlighted the welcoming, inclusive school environment and the school's focus on student growth, well-being, and safety.



What Should We Continue - Themes/Keywords

Communication (40%)	Strong satisfaction across all areas of communication (district, schools and teachers). Recurring themes include appreciation for weekly district and school newsletters, positive feedback on the new ParentSquare platform and text message updates, and recognition that communication is open, timely, and consistent.
Supportive Environment (34%)	Parents consistently highlight the welcoming, community-centered atmosphere across the district and schools. Common themes include students feeling safe, supported, and cared for; appreciation for the dedication and commitment of teachers and staff; and families feeling welcomed, included, and valued as partners in the school community.
Quality Staff (18%)	Supportive and caring teachers and staff; strong teaching ability; teacher supports; strong leadership
Curriculum (15%)	Strong curriculum; strong special education; inclusion; social-emotional learning; differentiation opportunities; extracurriculars
Engagement (15%)	Many opportunities for parent, student and community involvement; opportunities to get involved create a strong sense of community.

What is one thing District 58 and/or your school could improve upon?

- **355 open-ended responses (49% of all survey respondents)**
- Parent feedback reflects a wide range of improvement areas, with no single dominant theme emerging.
- Overall, feedback suggests a desire for more individualized student support, more streamlined communication, increased teacher communication and a welcoming, inclusive environment across District 58 schools.



What Should We Improve - Themes/Keywords

Curriculum (17%)	gifted/advance curriculum; SEL curriculum (bullying/respect/kindness); less technology use; homework; differentiated learning options; fewer assessments; foreign language for elementary; increased STEM/Technology
Communication (14%)	Improve communication with teachers; streamline communication channels; reduce repeated information
School Climate (9%)	encourage more welcoming school for students and parents; negative student and staff; bad student behavior; lack of respect
Technology (8%)	limit use of technology in classroom and homework; more instruction/information for parents about technology use
Student Behavior (8%)	poor student behavior; bullying; increase SEL supports; more consistent behavior consequences
Other Topics (7% or less)	Diversity and inclusion of staff/ideas; class size management; gifted/enrichment; Special Education/student services; extracurriculars/after school activities; student assessments; finances

Next Steps

- Principals and building leadership teams review school results and use to guide school improvement plans and the goal setting-process for administrators
- District administrators review district-wide and school-specific data to help guide district or departmental improvements
- Survey data will be posted online so the community can better understand parent feedback at www.dg58.org/surveys





Downers Grove Grade School District 58

We Envision. We Seek. We Believe.

District 58

Communication Survey

2025-26

Overview and Goals

- District 58 has regularly surveyed families about communications since 2012. Consistent survey questions provide valuable trend data, helping us to evaluate what is working and where improvements can be made.
- Survey Goals:
 - To measure communication/feedback satisfaction changes over time
 - To understand the community's communication satisfaction and preferences
 - To inform communication priorities and decisions
- Results will be posted at www.dg58.org/surveys

2022-23	2023-24	2024-25	2025-26
429 Respondents	749 Respondents	325 Respondents	406 Respondents



ParentSquare User Data

6010 Parents / 713 Staff / 389 Guests

85% Parents and 74% Staff have registered accounts - can adjust notification settings

Messages sent in multiple languages: English (90%), Spanish (2%) and other languages (less than .1% each) Arabic, Ukrainian, Russian, Polish, Chinese and Hindi.

Takeaway: Data shows that large percentage of users receiving all messages instantly, in multiple ways. Will continue exploring additional ways to educate families and staff about ParentSquare settings, helping users customize notifications, reduce message volume, and manage delivery timing based on their preferences.

PARENTS	Email	Text	App
Mode of Delivery	92%	95%	41%
Instant	90%	90%	36%
Digest	3%	2%	63%
Opt Out or Not Shared/Used	6%	8%	1%

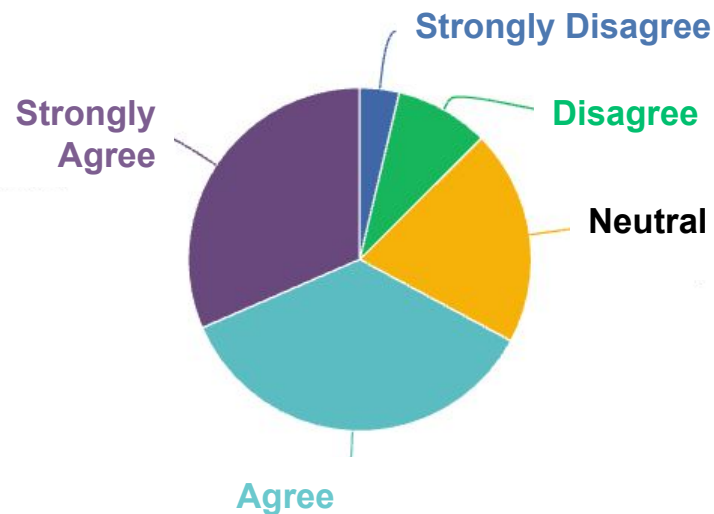
STAFF	Email	Text	App
Mode of Delivery	98%	78%	22%
Instant	99%	99%	95%
Digest	1%	1%	.5%
Opt Out or Not Shared/Used	n/a	17%	n/a

Year 1 ParentSquare: Overview

- 2025-26 marks the district's first year using ParentSquare and the first year of a **three-year transition plan** toward full implementation of the platform.
 - **Year 1 - 2025-26:** District and Principal/School messages
 - **Year 2 - 2026-27:** Middle School Staff messages
 - **Year 3 - 2027-28:** Elementary and Preschool School Staff messages
- **"Implementation Dip"** is very common with change due to the learning curve, skill/knowledge gaps, and resistance to change. As families and staff become more familiar with ParentSquare, the District will continue providing education and support to help users customize their platform use and features.
- As **teachers** begin using ParentSquare for classroom updates and family messaging, we anticipate continued improvements in teacher-home communication.
- These factors likely contribute to a shift in survey response patterns and provide important context when interpreting year-over-year survey results.

"I am satisfied with the District's overall communication efforts."

	2022-23	2023-24	2024-25	2025-26
Strongly Agree or Agree	73%	81%	80%	68%
<i>*Include Neutral</i>	<i>90%*</i>	<i>94%*</i>	<i>93%*</i>	<i>88%*</i>
Strongly Disagree or Disagree	11%	7%	8%	13%



Takeaway: While the percentage of respondents selecting **Strongly Agree** and **Agree** decreased, overall satisfaction remains relatively stable when **Neutral*** responses are included. This may indicate that some families are still adjusting to the new communication platform and have not yet formed a strong opinion as implementation continues.



How informed do you feel?

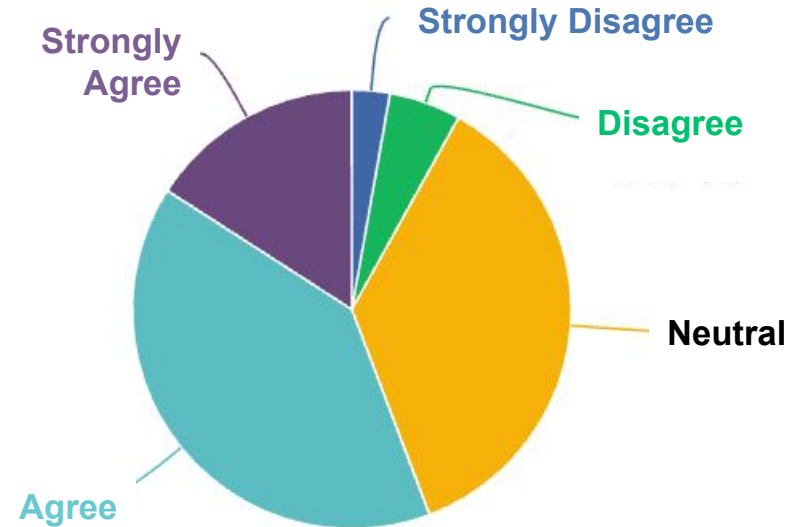
	2022-23	2023-24	2024-25	2025-26
Feel well-informed	86% / 93%*	88% / 95%*	85% / 91%*	81% / 91%*
Know how to find information	82% / 92%*	82% / 94%*	83% / 91%*	80% / 91%*
Satisfied with how receive information	83% / 89%*	85% / 93%*	84% / 91%*	74% / 88%*

Takeaway: While the percentage of respondents selecting **Strongly Agree** and **Agree** decreased, overall satisfaction remains relatively stable when **Neutral*** responses are included. This may indicate that some families are still adjusting to the new communication platform and have not yet formed a strong opinion as implementation continues.



Satisfaction with ParentSquare

	2025-26
Strongly Agree or "Agree"	56%
<i>*Include Neutral</i>	<i>92%*</i>
Strongly Disagree or "Disagree"	8%



Takeaway: The number of **Neutral*** responses may indicate that some families are still adjusting to the new communication platform and have not yet formed a strong opinion as implementation continues.



Frequency of Communication

76% satisfied with frequency of District communications

6% said “too few” and 18% said “too many”

2025: 90% were satisfied; 3% said “too few” and 7% said “too many”

84% satisfied with frequency of school/principal communications

6% said “too few” and 10% said “too many”

2025: 91% were satisfied; 6% said “too few” and 2% said “too many”

Top 5 areas would like more information: new programs and initiatives, curriculum, student support services, technology use, and SEL

Top 5 areas would like less information: staff professional learning, SEL, strategic planning process, finances and facility planning

Takeaway: Feedback is consistent with the 2024–25 survey results. The increase in “too many” communications is likely due to the transition to ParentSquare.



What information do you seek on our website?

Top Categories	2023-24	2024-25	2025-26
Calendar	93%	90%	88%
Specific school webpage	54%	55%	52%
Contact information	59%	61%	50%
School news - stories, photo galleries	34%	31%	33%
District news	33%	37%	32%
Board of Education information	20%	24%	30%
Curriculum information	30%	32%	28%

Takeaways: Continue prioritizing accurate calendar and contact information, and work with schools to ensure website content is consistently updated. Remind families that school and district calendars can be easily accessed and synced with personal devices through ParentSquare.



Board Update Preferences

90% are familiar with Board Briefs; **75%** read them, **84%** like the format

2025: 89% were familiar and 75% read them

74% are aware that Board meeting video and audio exists; **43%** say they've listened to or viewed the meetings

2025: 73% were aware and 44% had listened/viewed them.

Takeaway: Feedback is consistent with the 2024–25 survey results, with continued support for current practices. Continue publishing Board Briefs and videos in the same format and cadence as previously.



Sources of Information

Top 5 CURRENT Information Sources

1. School/principal newsletters - **80%**
2. School messages - **62%**
3. PTA newsletters - **56%**
4. Communicate 58 newsletter - **52%**
5. Online classroom tools (Seesaw, Class Dojo, Google Classroom) - **48%**

Top 5 PREFERRED Information Sources

1. School/principal newsletters - **75%**
2. School messages - **70%**
3. Personal contact with staff - **59%**
4. District messages - **58%**
5. Communicate 58 newsletter - **53%**



Parent Education Opportunities

Would you like to receive more information

- 35% Yes
- 28% Neutral/unsure
- 28% No, already have enough
- 9% Not interested

What information would you like to receive

- 43% Supporting reading, math and other areas at home
- 37% Executive functioning/study skills
- 36% Social emotional learning
- 33% Technology & digital safety
- 33% Mental health supports

What format do you prefer

- 32% Prefer recorded/on-demand
- 15% Hybrid
- 9% Live-virtual
- 8% In-person (evening)
- 19% No format preference

**75% not familiar with GPS
Parent Series**

Takeaway: While this resource is regularly shared through newsletters and the District website, survey results suggest an opportunity to increase awareness and visibility of this comprehensive, free parent education program available to DuPage County families.



Takeaways from Open-Ended Responses

81 open-ended responses
63% neutral/positive
37% suggest improvements

- **Year 1 (2025-26)** of ParentSquare implementation showed promising results and opportunities for growth.
- **Year 2 (2026-27)** will expand ParentSquare use to middle school staff for posts and direct messages, while **Year 3 (2027-28)** will include elementary and preschool staff. Training and ongoing support will be provided prior to each rollout to support successful implementation.
- **Improving teacher-home communication remains a priority**, as families noted communication can be inconsistent across classrooms. As teacher use of ParentSquare expands, we anticipate stronger and more consistent home-school communication districtwide. We will work to improve consistency of expectations across all schools/grades.
- **Continued training and awareness of ParentSquare features** will help families and staff maximize the platform, increase engagement, and streamline notifications.
- **Communication efforts should continue to focus on streamlining messaging** by prioritizing key information, reducing redundancy, and condensing content across district, school, and PTA communications.



Downers Grove Grade School District 58

We Envision. We Seek. We Believe.

Survey Data Questions?



Downers Grove Grade School District 58

We Envision. We Seek. We Believe.

Spring Data Snapshot

June 8, 2026

Tonight's Objectives

- Provide a district-level overview of Spring 2026 Benchmarking data
- Share initial interpretations and responses to data, including steps to be taken over the summer and in the fall
- Acknowledge that the “final” 2025-2026 Data Review and KPI review will occur in the fall when we can include final IAR data
- Recognize the opportunities that all data review provides us, from the district level to the individual student level
- Provide a district-level overview of Spring 2026 Climate Survey Data
- Provide snapshot of Communications Preferences & Satisfaction Survey

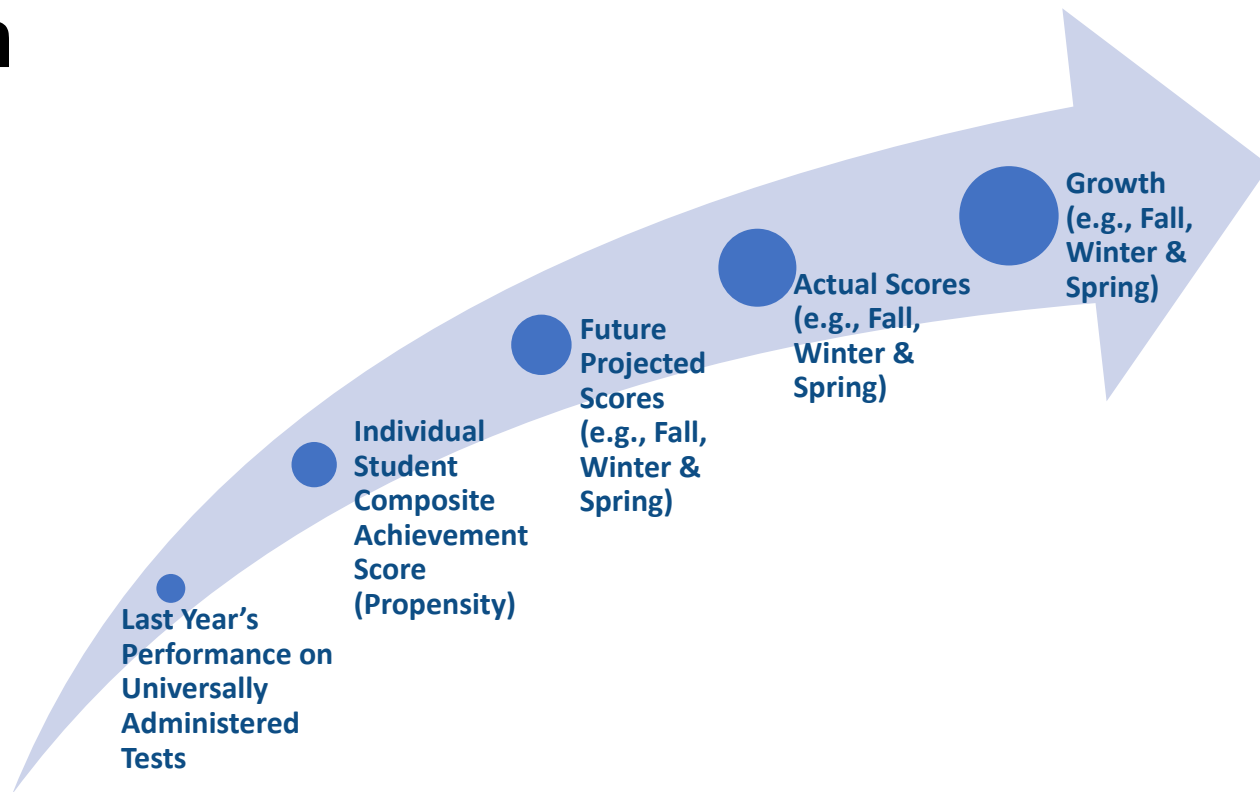


Overall Spring Data Impressions

- Reviewing data at the highest level, District 58 is within the expected growth range taking into consideration NWEA MAP.
- 2025-2026 growth projections were based on our final growth reports of the 2024-2025 school year, with projections including our 2025 IAR scores where our growth continues to rise above expectations.
- In Spring, we saw expected growth at our schools in both subjects. We saw lower than expected growth at Herrick math this year. We also saw expected growth in both subjects across grade levels



Student Achievement Growth



Spring Growth Summary

Growth Year: **2025-2026**

Growth Comparison Group: **Local District**

Term: **Spring**

The following table summarizes assessments evaluated at each grade level and subject.

Grade	Criterion by Grade and Subject	
	Mathematics	Reading
K	Spring MAP, Spring MAP Spanish, Spring aimsPlus Early Numeracy	Spring MAP, Spring MAP Spanish, Spring aimsPlus Early Literacy
01	Spring MAP, Spring MAP Spanish, Spring aimsPlus Early Numeracy	Spring MAP, Spring MAP Spanish
02	Spring MAP, Spring MAP Spanish	Spring MAP, Spring MAP Spanish
03	Spring MAP	Spring MAP, Spring MAP Spanish
04	Spring MAP	Spring MAP, Spring MAP Spanish
05	Spring MAP	Spring MAP, Spring MAP Spanish
06	Spring MAP	Spring MAP, Spring MAP Spanish
07	Spring MAP	Spring MAP, Spring MAP Spanish
08	Spring MAP	Spring MAP



Spring Growth Summary - all subjects

Subject:

All Subjects

Growth Year: **2025-2026**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

- 0.05  Expected Growth

Student Growth by School

School:	Student Count ^A	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
BELLE AIRE ELEM SCHOOL	231	75%	15%	68%	18%	- 0.05 
EL SIERRA ELEM SCHOOL	317	60%	16%	69%	15%	+ 0.04 
FAIRMOUNT ELEM SCHOOL	304	75%	18%	64%	19%	0.00 
HENRY PUFFER SCHOOL	222	70%	18%	63%	19%	- 0.02 
HERRICK MIDDLE SCHOOL	619	69%	12%	64%	24%	- 0.26 
HIGHLAND ELEM SCHOOL	305	78%	21%	63%	16%	+ 0.09 
HILLCREST ELEM SCHOOL	355	82%	17%	66%	17%	- 0.01 
INDIAN TRAIL ELEM SCHOOL	247	61%	14%	65%	21%	- 0.14 
KINGSLEY ELEM SCHOOL	343	64%	16%	65%	20%	- 0.09 
LESTER ELEM SCHOOL	469	77%	15%	66%	19%	- 0.11 
O NEILL MIDDLE SCHOOL	380	69%	16%	65%	18%	- 0.07 
PIERCE DOWNER ELEM SCHOOL	331	80%	21%	63%	16%	+ 0.08 
WHITTIER ELEM SCHOOL	268	76%	20%	69%	11%	+ 0.17 
ALL EXPECTED	4,391	72%	16%	65%	18%	- 0.05 
			16%	68%	16%	0.00



Spring Growth Summary - math by building

Subject:

Mathematics

Growth Year: **2025-2026**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

- 0.09



Expected Growth

Student Growth by School

School	Student Count ^A	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
BELLE AIRE ELEM SCHOOL	231	74%	17%	66%	18%	- 0.06
EL SIERRA ELEM SCHOOL	317	58%	16%	67%	16%	+ 0.04
FAIRMOUNT ELEM SCHOOL	304	74%	18%	62%	20%	+ 0.02
HENRY PUFFER SCHOOL	221	64%	17%	60%	23%	- 0.11
HERRICK MIDDLE SCHOOL	616	61%	9%	65%	25%	- 0.34
HIGHLAND ELEM SCHOOL	305	76%	20%	65%	15%	+ 0.09
HILLCREST ELEM SCHOOL	355	80%	16%	66%	18%	- 0.07
INDIAN TRAIL ELEM SCHOOL	247	59%	12%	65%	23%	- 0.25
KINGSLEY ELEM SCHOOL	343	62%	14%	64%	22%	- 0.18
LESTER ELEM SCHOOL	469	75%	16%	62%	22%	- 0.15
O NEILL MIDDLE SCHOOL	379	61%	15%	65%	20%	- 0.20
PIERCE DOWNER ELEM SCHOOL	331	79%	24%	61%	15%	+ 0.17
WHITTIER ELEM SCHOOL	268	76%	23%	64%	12%	+ 0.23
ALL EXPECTED	4,386	69%	16%	64%	20%	- 0.09
			16%	68%	16%	0.00



Spring Growth Summary - reading by building

Subject:

Reading

Growth Year: **2025-2026**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

- 0.01



Expected Growth

Student Growth by School

School	Student Count ^A	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
BELLE AIRE ELEM SCHOOL	231	76%	13%	69%	18%	- 0.05
EL SIERRA ELEM SCHOOL	317	63%	15%	70%	15%	+ 0.05
FAIRMOUNT ELEM SCHOOL	304	77%	17%	66%	17%	- 0.02
HENRY PUFFER SCHOOL	222	76%	18%	66%	15%	+ 0.06
HERRICK MIDDLE SCHOOL	614	76%	14%	63%	23%	- 0.19
HIGHLAND ELEM SCHOOL	305	81%	21%	62%	16%	+ 0.08
HILLCREST ELEM SCHOOL	353	83%	19%	66%	15%	+ 0.05
INDIAN TRAIL ELEM SCHOOL	246	63%	16%	65%	18%	- 0.04
KINGSLEY ELEM SCHOOL	342	66%	18%	65%	17%	+ 0.01
LESTER ELEM SCHOOL	468	78%	14%	70%	16%	- 0.07
O NEILL MIDDLE SCHOOL	380	77%	18%	66%	16%	+ 0.05
PIERCE DOWNER ELEM SCHOOL	331	80%	17%	66%	17%	0.00
WHITTIER ELEM SCHOOL	268	77%	17%	73%	10%	+ 0.12
ALL EXPECTED	4,381	75%	17%	67%	17%	- 0.01
			16%	68%	16%	0.00



Spring Growth Summary - math by grade

Subject:
Mathematics

Growth Year: **2025-2026**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

- 0.09



Expected Growth

Student Growth by Grade

Grade	Student Count^A	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
K	497	78%	15%	68%	18%	- 0.07
01	450	72%	14%	67%	18%	- 0.07
02	472	75%	15%	59%	26%	- 0.22
03	468	79%	22%	66%	13%	+ 0.19
04	502	74%	23%	63%	14%	+ 0.14
05	511	58%	14%	65%	21%	- 0.15
06	491	63%	21%	59%	20%	- 0.01
07	508	65%	11%	66%	23%	- 0.29
08	487	58%	12%	64%	24%	- 0.28
ALL	4,386	69%	16%	64%	20%	- 0.09
EXPECTED			16%	68%	16%	0.00



Spring Growth Summary - reading by grade

Subject:

Reading

Growth Year: **2025-2026**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

- 0.01



Expected Growth

Student Growth by Grade

Grade	Student Count^A	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
K	497	69%	17%	66%	17%	- 0.02
01	450	74%	16%	69%	15%	- 0.02
02	472	74%	23%	60%	17%	+ 0.08
03	468	73%	16%	67%	17%	+ 0.03
04	500	78%	18%	69%	14%	+ 0.08
05	510	77%	14%	72%	15%	- 0.03
06	490	78%	16%	67%	17%	- 0.02
07	507	75%	11%	63%	26%	- 0.27
08	487	78%	20%	65%	15%	+ 0.09
ALL	4,381	75%	17%	67%	17%	- 0.01
EXPECTED			16%	68%	16%	0.00



Spring Growth Summary - math by subgroup

Mathematics

Growth Year: **2025-2026**

Growth Comparison Group: **Local District**

Term: **Spring**

Growth by Student Group

Group	Student Group	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELL	ELL	230	26%	21%	58%	21%	- 0.02 
ELL	Not ELL	4,156	71%	16%	64%	20%	- 0.09 
Ethnicity	Asian	192	77%	19%	62%	19%	- 0.03 
Ethnicity	Black	120	28%	18%	62%	20%	- 0.16 
Ethnicity	Hispanic	469	47%	16%	63%	22%	- 0.17 
Ethnicity	Other	254	69%	18%	58%	24%	- 0.16 
Ethnicity	White	3,351	73%	16%	65%	19%	- 0.07 
Gender	Female	2,122	66%	14%	64%	22%	- 0.18 
Gender	Male	2,262	72%	18%	64%	18%	0.00 
Gender	Non-Binary	2	***	***	***	***	***
Homeless	Homeless	52	14%	15%	51%	34%	- 0.36 
Homeless	Not Homeless	4,334	69%	16%	64%	20%	- 0.08 
IEP	IEP	670	43%	17%	57%	26%	- 0.20 
IEP	No IEP	3,716	74%	16%	65%	19%	- 0.06 
Income	Low Income	570	37%	17%	61%	22%	- 0.14 
Income	Not Low Income	3,816	74%	16%	64%	19%	- 0.08 
EXPECTED				16%	68%	16%	0.00



Spring Growth Summary - reading by subgroup

Reading

Growth Year: **2025-2026**

Growth Comparison Group: **Local District**

Term: **Spring**

Growth by Student Group

Group	Student Group	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELL	ELL	230	26%	16%	63%	21%	- 0.09
ELL	Not ELL	4,151	78%	17%	67%	17%	- 0.01
Ethnicity	Asian	191	80%	15%	66%	18%	- 0.02
Ethnicity	Black	120	40%	10%	72%	18%	- 0.10
Ethnicity	Hispanic	469	57%	15%	66%	19%	- 0.08
Ethnicity	Other	253	77%	18%	66%	17%	0.00
Ethnicity	White	3,348	79%	17%	66%	16%	0.00
Gender	Female	2,118	78%	17%	68%	14%	+ 0.05
Gender	Male	2,261	73%	16%	65%	19%	- 0.07
Gender	Non-Binary	2	***	***	***	***	***
Homeless	Homeless	52	32%	20%	62%	18%	0.00
Homeless	Not Homeless	4,329	76%	17%	67%	17%	- 0.01
IEP	IEP	669	47%	17%	62%	21%	- 0.11
IEP	No IEP	3,712	80%	17%	67%	16%	+ 0.01
Income	Low Income	572	47%	15%	66%	18%	- 0.07
Income	Not Low Income	3,809	79%	17%	67%	17%	0.00
EXPECTED				16%	68%	16%	0.00



Spring Data Review Process

- At the district level, data is reviewed for our entire system
- Schools will have their teachers and teams review the data, looking at groups and individual student achievement and growth
- This work will support the building School Improvement Plans for the 2026-2027 school year
- Schools will continue this work with our final data reports, which will include IAR and overall growth scores.
- Additionally, work continues at the district and building level to improve growth. This includes the use of the Forefront platform to review classroom data and make adjustments based on that data, our MTSS protocol process, and a 6-8 Middle School Math implementation.



Fall Data Review

- ECRA provides spring growth reports both for IAR and for all data combined
- Building level data teams and Instructional Leadership teams will review overall data reports in August and September
- In October and early November, between the board meetings and the workshop, we will continue to discuss spring growth data (and share the new ECRA reports) as well as initial Fall 2025 data, and our interpretations and responses to both
- This will include sharing of each building's School Improvement Plan for 2026-27
- Key Performance Indicators for 2025-2026 will be reported in October



Overview of PLMs and feedback

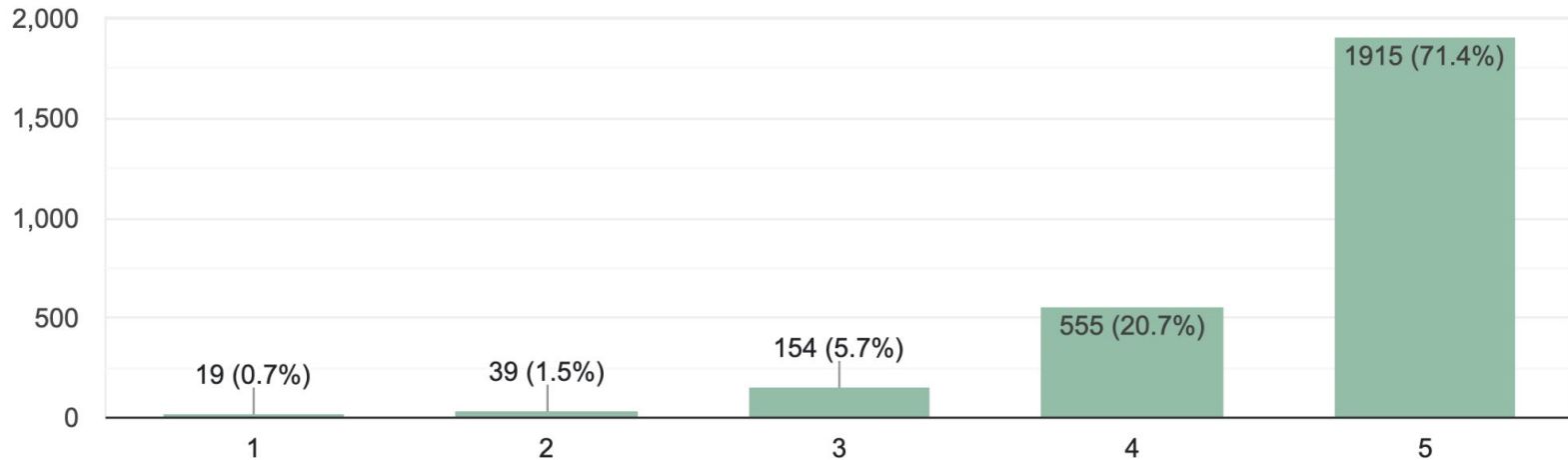
- Weekly early release on Mondays for professional learning
 - District, Directed, Building Directed and Teacher Directed
- Time devoted to curricular initiatives
 - Resource adoption and unit previews
 - Strategic Plan goals
 - Building School Improvement Plans
 - Building Committee work
 - Teacher professional learning goals
- Structured time to reduce sub costs and time out of the classroom
- Balanced approach to the type of days staff is engaging in
- Collaboration, support and focused learning



PLM feedback - value

How valuable was today's professional learning experience for you personally?

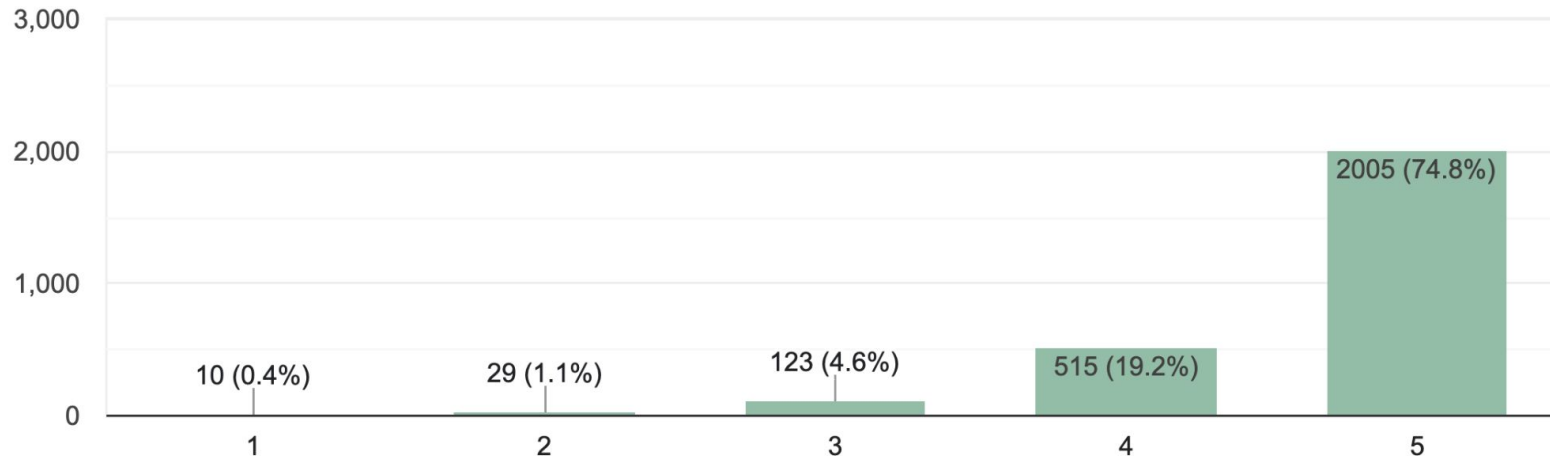
2,682 responses



PLM feedback - relevance

How relevant was today's professional learning to your teaching/your role in the District?

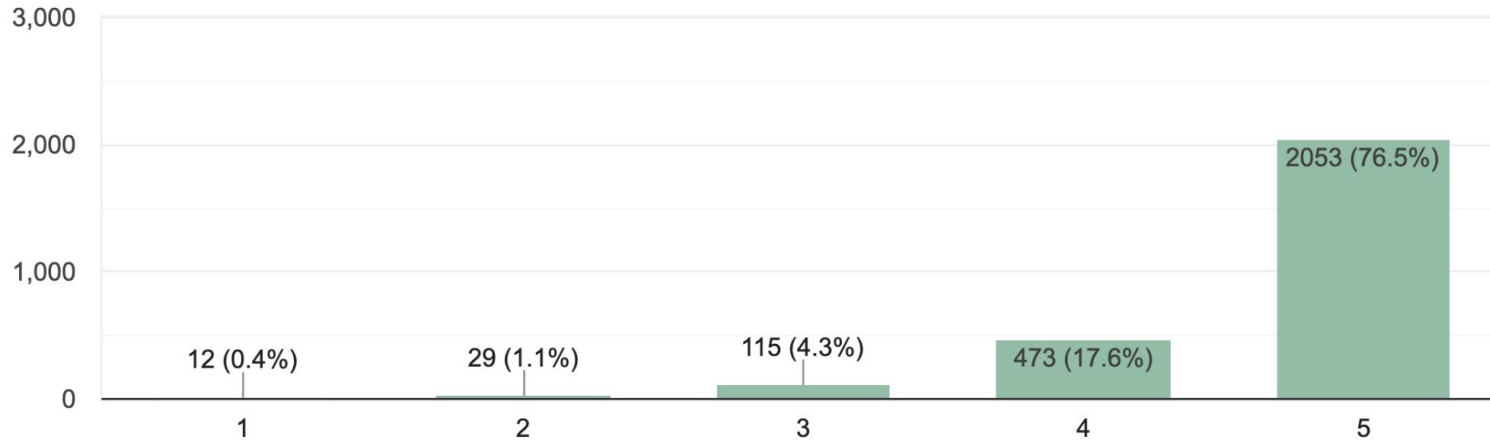
2,682 responses



PLM feedback - productivity

How productive was today's professional learning? Was the time used efficiently?

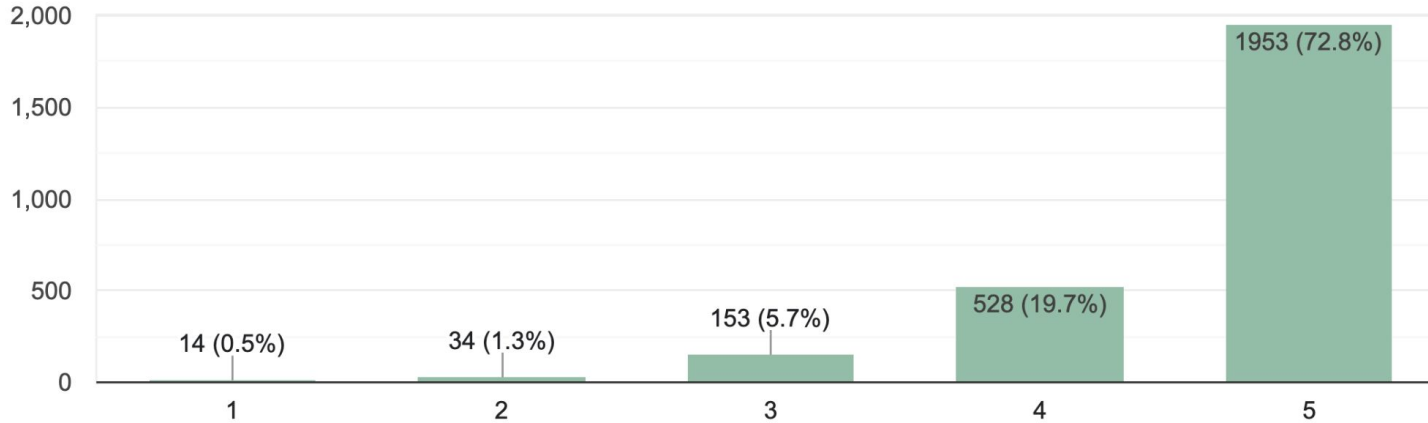
2,682 responses



PLM feedback - alignment to goals

How well aligned was today's professional learning with your personal and professional goals for this school year?

2,682 responses



Feedback Summary

- Focus on Data Analysis and Instructional Planning: including analysis of various student data to drive instruction. This included identifying student needs, creating and adjusting small groups, determine appropriate intervention services (MTSS/RTI), and implementation support for resources and lesson differentiation to support student growth.
- Focus on Safety and Emergency Preparedness: including ALICE recertification, safety protocols, emergency procedures, and policies and training in health safety to ensure a safe learning environment.
- Focus on supporting students with Classroom Cultures, restorative practices, and various instructional strategies
- Focus on addressing building level instructional goals, supporting building committees to enhance school efficiencies and culture, and discussing operational logistics in BLT such as construction plans, schedules and the middle school transition.





Downers Grove Grade School District 58

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Spring Data Snapshot Questions?



Downers Grove Grade School District 58

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District 58 Survey Data

2025-26

School Environmental Survey 2025-26

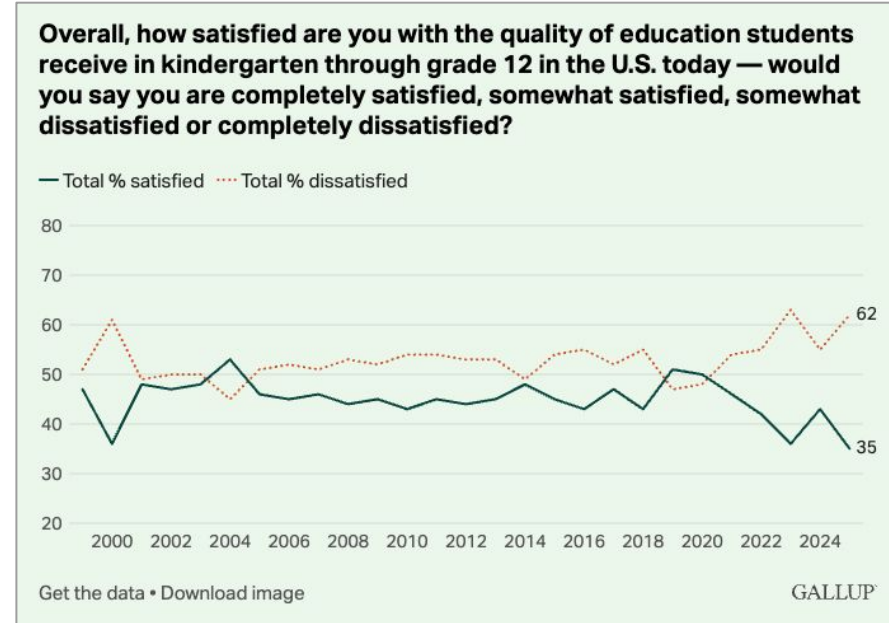
- Open from Feb. 2 to Feb. 27, 2026
- Available in English and Spanish
- Questions focused on their child's school. All schools represented.
 - 2 introductory
 - 19 multiple choice
 - 2 open-ended
- Raw results will be posted at www.dg58.org/surveys

2022-23	2023-24	2024-25	2025-26
1343 Respondents	1046 Respondents	1062 Respondents	737 Respondents



District 58 Survey Results Far Exceed National Averages

- **The Gallup Poll** is the Gold Standard for measuring how Americans feel about public schools.
- National K–12 quality perception remains low, with only 7% of adults reporting they are “completely” satisfied and 28% “somewhat” satisfied, resulting in a **record-low overall satisfaction rate of 35%.**
- **District 58’s survey data continues to be well above the national average and tells a much more positive story.**

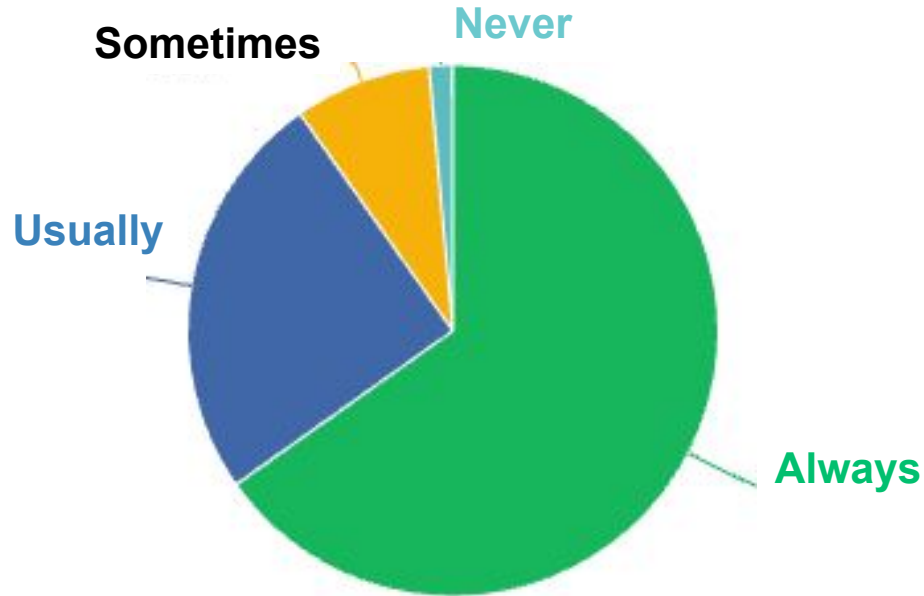


Consistency of District's Survey Results

- **Remarkable year-over-year consistency**
- **6 of 19** quantitative questions received same result as last year
- **2** questions increased 1 percent
- **5** questions decreased 1 percent
- **4** questions decreased 2 percent
- **1** question decreased 3 percent
- **1** question decreased 4 percent



My child is getting a quality education at this school.



Percentage of parents who answered **Always** or **Usually**:

2025-26: 90%

2024-25: 89%

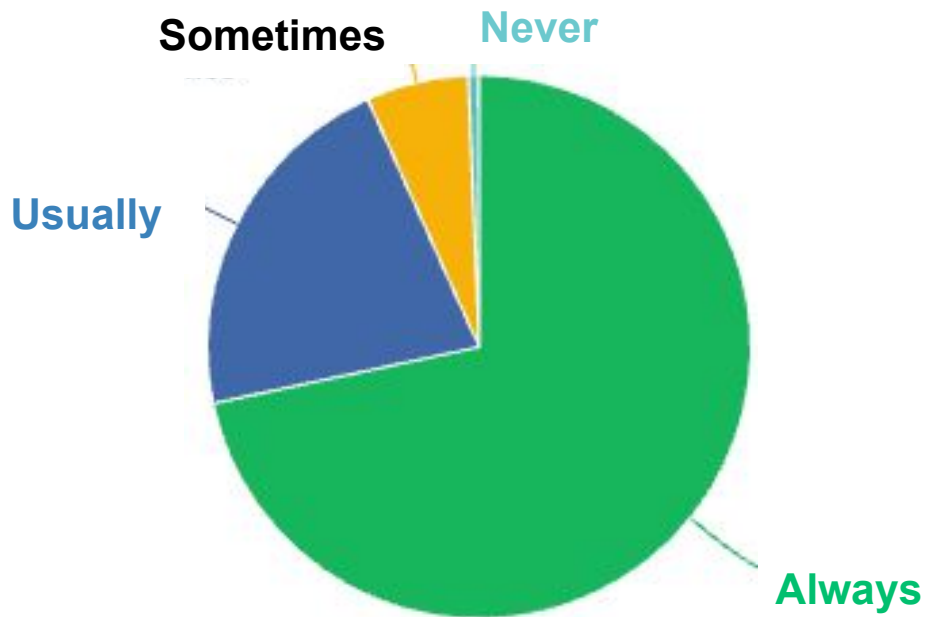
2023-24: 90%

2022-23: 88%

2021-22: 88%



My child is cared for by the adults at this school.



Percentage of parents who answered **Always** or **Usually**:

2025-26: 93%

2024-25: 94%

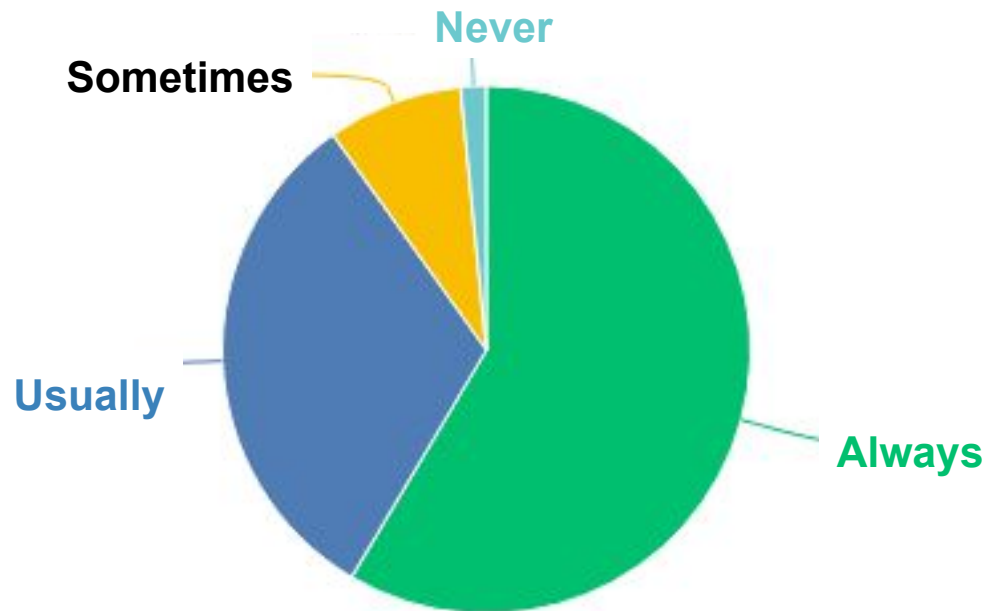
2023-24: 94%

2022-23: 93%

2021-22: 92%



My child's school focuses on teaching the whole child, including social emotional skills.



Percentage of parents who answered **Always** or **Usually**:

2025-26: 90%

2024-25: 89%

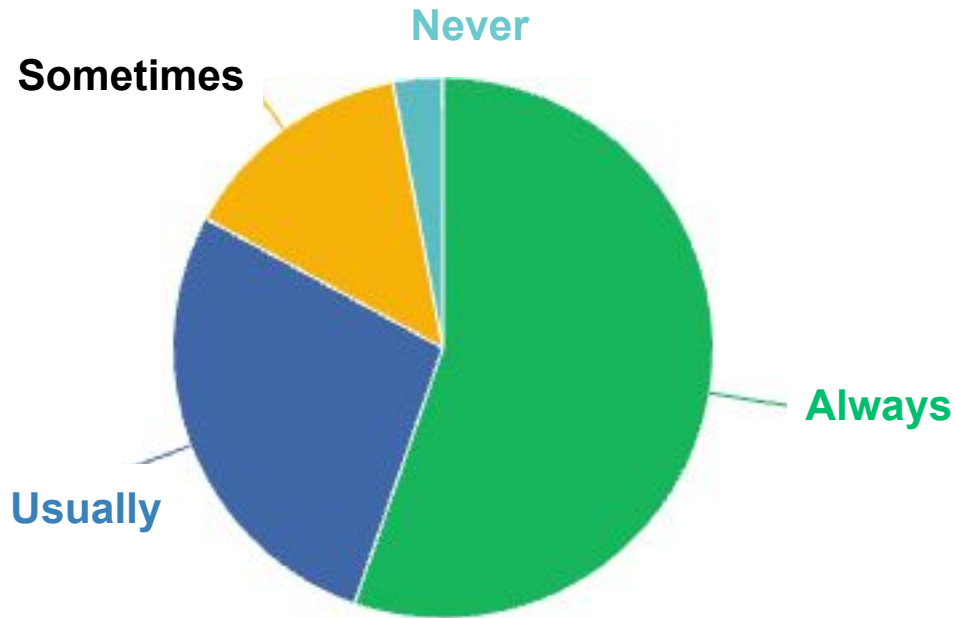
2023-24: 90%

2022-23: 89%

2021-22: 89%



My child's teacher(s) communicates with me about my child's progress.



Percentage of parents who answered **Always** or **Usually**:

2025-26: 83%

2024-25: 84%

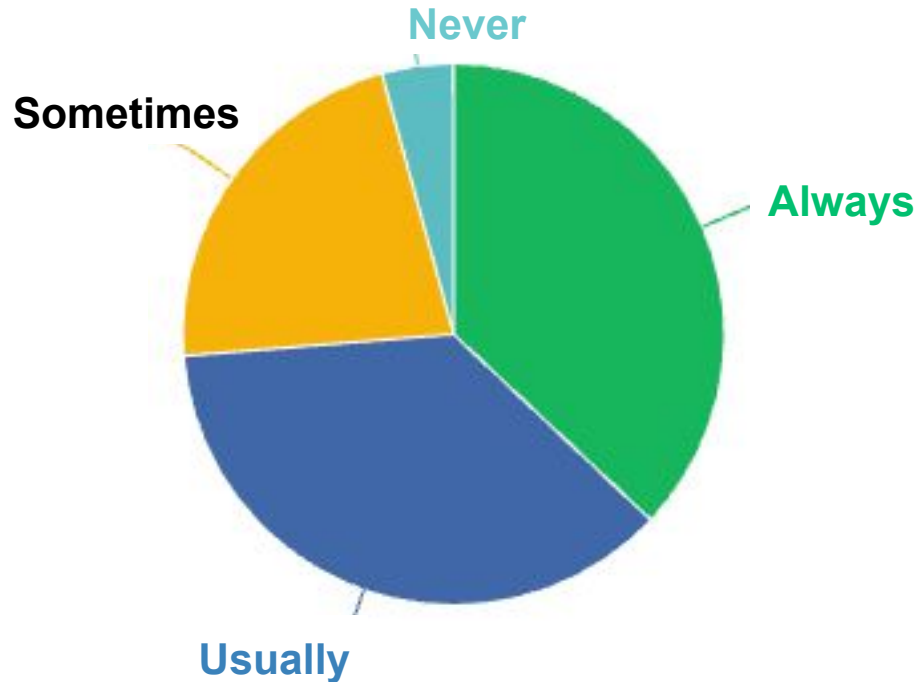
2023-24: 85%

2022-23: 82%

2021-22: 84%



Parent feedback is considered in the school's decision making.



Percentage of parents who answered **Always** or **Usually**:

2025-26: 74%

2024-25: 78%

2023-24: 77%

2022-23: 75%

2021-22: 75%



What is one thing District 58 and/or your school does well that you would like us to continue?

- **366 open-ended responses (50% of all survey respondents)**
- Parent feedback is overwhelmingly positive, with strong appreciation for dedicated teachers, supportive staff, and effective district and school communication.
- Many families highlighted the welcoming, inclusive school environment and the school's focus on student growth, well-being, and safety.



What Should We Continue - Themes/Keywords

Communication (40%)	Strong satisfaction across all areas of communication (district, schools and teachers). Recurring themes include appreciation for weekly district and school newsletters, positive feedback on the new ParentSquare platform and text message updates, and recognition that communication is open, timely, and consistent.
Supportive Environment (34%)	Parents consistently highlight the welcoming, community-centered atmosphere across the district and schools. Common themes include students feeling safe, supported, and cared for; appreciation for the dedication and commitment of teachers and staff; and families feeling welcomed, included, and valued as partners in the school community.
Quality Staff (18%)	Supportive and caring teachers and staff; strong teaching ability; teacher supports; strong leadership
Curriculum (15%)	Strong curriculum; strong special education; inclusion; social-emotional learning; differentiation opportunities; extracurriculars
Engagement (15%)	Many opportunities for parent, student and community involvement; opportunities to get involved create a strong sense of community.

What is one thing District 58 and/or your school could improve upon?

- **355 open-ended responses (49% of all survey respondents)**
- Parent feedback reflects a wide range of improvement areas, with no single dominant theme emerging.
- Overall, feedback suggests a desire for more individualized student support, more streamlined communication, increased teacher communication and a welcoming, inclusive environment across District 58 schools.



What Should We Improve - Themes/Keywords

Curriculum (17%)	gifted/advance curriculum; SEL curriculum (bullying/respect/kindness); less technology use; homework; differentiated learning options; fewer assessments; foreign language for elementary; increased STEM/Technology
Communication (14%)	Improve communication with teachers; streamline communication channels; reduce repeated information
School Climate (9%)	encourage more welcoming school for students and parents; negative student and staff; bad student behavior; lack of respect
Technology (8%)	limit use of technology in classroom and homework; more instruction/information for parents about technology use
Student Behavior (8%)	poor student behavior; bullying; increase SEL supports; more consistent behavior consequences
Other Topics (7% or less)	Diversity and inclusion of staff/ideas; class size management; gifted/enrichment; Special Education/student services; extracurriculars/after school activities; student assessments; finances

Next Steps

- Principals and building leadership teams review school results and use to guide school improvement plans and the goal setting-process for administrators
- District administrators review district-wide and school-specific data to help guide district or departmental improvements
- Survey data will be posted online so the community can better understand parent feedback at www.dg58.org/surveys





Downers Grove Grade School District 58

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District 58

Communication Survey

2025-26

Overview and Goals

- District 58 has regularly surveyed families about communications since 2012. Consistent survey questions provide valuable trend data, helping us to evaluate what is working and where improvements can be made.
- Survey Goals:
 - To measure communication/feedback satisfaction changes over time
 - To understand the community's communication satisfaction and preferences
 - To inform communication priorities and decisions
- Results will be posted at www.dg58.org/surveys

2022-23	2023-24	2024-25	2025-26
429 Respondents	749 Respondents	325 Respondents	406 Respondents



ParentSquare User Data

6010 Parents / 713 Staff / 389 Guests

85% Parents and 74% Staff have registered accounts - can adjust notification settings

Messages sent in multiple languages: English (90%), Spanish (2%) and other languages (less than .1% each) Arabic, Ukrainian, Russian, Polish, Chinese and Hindi.

Takeaway: Data shows that large percentage of users receiving all messages instantly, in multiple ways. Will continue exploring additional ways to educate families and staff about ParentSquare settings, helping users customize notifications, reduce message volume, and manage delivery timing based on their preferences.

PARENTS	Email	Text	App
Mode of Delivery	92%	95%	41%
Instant	90%	90%	36%
Digest	3%	2%	63%
Opt Out or Not Shared/Used	6%	8%	1%

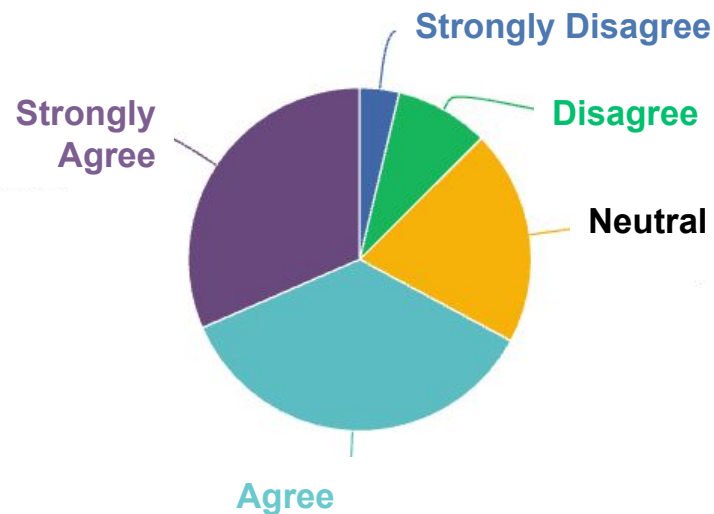
STAFF	Email	Text	App
Mode of Delivery	98%	78%	22%
Instant	99%	99%	95%
Digest	1%	1%	.5%
Opt Out or Not Shared/Used	n/a	17%	n/a

Year 1 ParentSquare: Overview

- 2025-26 marks the district's first year using ParentSquare and the first year of a **three-year transition plan** toward full implementation of the platform.
 - **Year 1 - 2025-26:** District and Principal/School messages
 - **Year 2 - 2026-27:** Middle School Staff messages
 - **Year 3 - 2027-28:** Elementary and Preschool School Staff messages
- **"Implementation Dip"** is very common with change due to the learning curve, skill/knowledge gaps, and resistance to change. As families and staff become more familiar with ParentSquare, the District will continue providing education and support to help users customize their platform use and features.
- As **teachers** begin using ParentSquare for classroom updates and family messaging, we anticipate continued improvements in teacher-home communication.
- These factors likely contribute to a shift in survey response patterns and provide important context when interpreting year-over-year survey results.

"I am satisfied with the District's overall communication efforts."

	2022-23	2023-24	2024-25	2025-26
Strongly Agree or Agree	73%	81%	80%	68%
<i>*Include Neutral</i>	<i>90%*</i>	<i>94%*</i>	<i>93%*</i>	<i>88%*</i>
Strongly Disagree or Disagree	11%	7%	8%	13%



Takeaway: While the percentage of respondents selecting **Strongly Agree** and **Agree** decreased, overall satisfaction remains relatively stable when **Neutral*** responses are included. This may indicate that some families are still adjusting to the new communication platform and have not yet formed a strong opinion as implementation continues.



How informed do you feel?

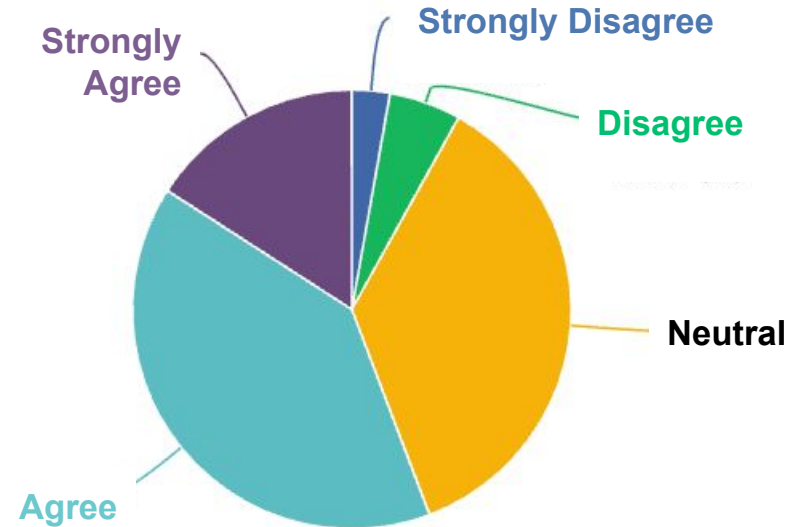
	2022-23	2023-24	2024-25	2025-26
Feel well-informed	86% / 93%*	88% / 95%*	85% / 91%*	81% / 91%*
Know how to find information	82% / 92%*	82% / 94%*	83% / 91%*	80% / 91%*
Satisfied with how receive information	83% / 89%*	85% / 93%*	84% / 91%*	74% / 88%*

Takeaway: While the percentage of respondents selecting **Strongly Agree** and **Agree** decreased, overall satisfaction remains relatively stable when **Neutral*** responses are included. This may indicate that some families are still adjusting to the new communication platform and have not yet formed a strong opinion as implementation continues.



Satisfaction with ParentSquare

	2025-26
Strongly Agree or "Agree"	56%
<i>*Include Neutral</i>	<i>92%*</i>
Strongly Disagree or "Disagree"	8%



Takeaway: The number of **Neutral*** responses may indicate that some families are still adjusting to the new communication platform and have not yet formed a strong opinion as implementation continues.



Frequency of Communication

76% satisfied with frequency of District communications

6% said “too few” and 18% said “too many”

2025: 90% were satisfied; 3% said “too few” and 7% said “too many”

84% satisfied with frequency of school/principal communications

6% said “too few” and 10% said “too many”

2025: 91% were satisfied; 6% said “too few” and 2% said “too many”

Top 5 areas would like more information: new programs and initiatives, curriculum, student support services, technology use, and SEL

Top 5 areas would like less information: staff professional learning, SEL, strategic planning process, finances and facility planning

Takeaway: Feedback is consistent with the 2024–25 survey results. The increase in “too many” communications is likely due to the transition to ParentSquare.



What information do you seek on our website?

Top Categories	2023-24	2024-25	2025-26
Calendar	93%	90%	88%
Specific school webpage	54%	55%	52%
Contact information	59%	61%	50%
School news - stories, photo galleries	34%	31%	33%
District news	33%	37%	32%
Board of Education information	20%	24%	30%
Curriculum information	30%	32%	28%

Takeaways: Continue prioritizing accurate calendar and contact information, and work with schools to ensure website content is consistently updated. Remind families that school and district calendars can be easily accessed and synced with personal devices through ParentSquare.



Board Update Preferences

90% are familiar with Board Briefs; **75%** read them, **84%** like the format

2025: 89% were familiar and 75% read them

74% are aware that Board meeting video and audio exists; **43%** say they've listened to or viewed the meetings

2025: 73% were aware and 44% had listened/viewed them.

Takeaway: Feedback is consistent with the 2024–25 survey results, with continued support for current practices. Continue publishing Board Briefs and videos in the same format and cadence as previously.



Sources of Information

Top 5 CURRENT Information Sources

1. School/principal newsletters - **80%**
2. School messages - **62%**
3. PTA newsletters - **56%**
4. Communicate 58 newsletter - **52%**
5. Online classroom tools (Seesaw, Class Dojo, Google Classroom) - **48%**

Top 5 PREFERRED Information Sources

1. School/principal newsletters - **75%**
2. School messages - **70%**
3. Personal contact with staff - **59%**
4. District messages - **58%**
5. Communicate 58 newsletter - **53%**



Parent Education Opportunities

Would you like to receive more information

- 35% Yes
- 28% Neutral/unsure
- 28% No, already have enough
- 9% Not interested

What information would you like to receive

- 43% Supporting reading, math and other areas at home
- 37% Executive functioning/study skills
- 36% Social emotional learning
- 33% Technology & digital safety
- 33% Mental health supports

What format do you prefer

- 32% Prefer recorded/on-demand
- 15% Hybrid
- 9% Live-virtual
- 8% In-person (evening)
- 19% No format preference

**75% not familiar with GPS
Parent Series**

Takeaway: While this resource is regularly shared through newsletters and the District website, survey results suggest an opportunity to increase awareness and visibility of this comprehensive, free parent education program available to DuPage County families.



Takeaways from Open-Ended Responses

81 open-ended responses
63% neutral/positive
37% suggest improvements

- **Year 1 (2025-26)** of ParentSquare implementation showed promising results and opportunities for growth.
- **Year 2 (2026-27)** will expand ParentSquare use to middle school staff for posts and direct messages, while **Year 3 (2027-28)** will include elementary and preschool staff. Training and ongoing support will be provided prior to each rollout to support successful implementation.
- **Improving teacher-home communication remains a priority**, as families noted communication can be inconsistent across classrooms. As teacher use of ParentSquare expands, we anticipate stronger and more consistent home-school communication districtwide. We will work to improve consistency of expectations across all schools/grades.
- **Continued training and awareness of ParentSquare features** will help families and staff maximize the platform, increase engagement, and streamline notifications.
- **Communication efforts should continue to focus on streamlining messaging** by prioritizing key information, reducing redundancy, and condensing content across district, school, and PTA communications.



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Survey Data Questions?



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2026-2027 Tentative Enrollment & Staffing Update

June 8, 2026

Continued Staffing Priorities for 2026-27

- Class size targets:
 - K-2 classes = 80% of the classes having 24 or fewer students
 - 3-8 classes = 80% of the classes having 26 or fewer students
- Balance class sizes across the District, while keeping students in their home schools as much as possible
- Provide quality supports and services across all 13 schools in all instructional environments
- Continue to hire and retain highly qualified, child-centered educators for all positions



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Staffing Updates

- Currently, we are on track with what has been presented in December, March, and May
 - Registration/Enrollment essentially complete for returning students
 - Tentative schedules have been developed districtwide based upon current information including:
 - Middle School master schedules
 - Elementary class/grade sections and master schedules
 - Related service and elementary art, music, PE schedules districtwide
 - School offices will close this week, but registration can be initiated online



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Staffing Timelines (from December Spotlight)

Typically by April...

- Substantial Completion of Registration
- Math Acceleration/Gifted Eligibility
- Individual Students' IEP Meetings

This information allows us to create tentative schedules to share prior to the end of the school year

Potentially in August...

- Additional student registrations
 - Enrollment shifts
 - Identified needs

This may impact tentative schedules



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K-5 Enrollment for 2026-27 (as of June 3, 2026)

	BA	ES	Dual	FA	HG	HL	DLP	HP	IT	RISE	KG	BEST	LE	PD	RISE	WH	TOTAL
K	19	16	20	22	18	19	3	26	23	5	24		20	24	4	15	
K	18	15		22	17	19	3		24	1	24	1	20	24	4	14	502
K						19							19				
1	17	19	22	16	18	18	2	15	16	5	18	3	21	23	2	20	
1	18	19		16	18	18	3	15	20	0	18	3	20	23	2	20	505
1						19					18		20				
2	15	18	15	26	19	25	3	14	16	0	18	2	22	23	3	16	
2	16	18		27	18	25	3	14	14	5	17	2	22	22	3	16	
2													22				479
3	19	21	18	15	19	20	2	17	19	5	20	3	28	28	2	19	
3	20			15	19	20	2	17	20	0	21	3	27	27	2	18	485
3						19											
4	17	17	17	24	21	23	1	26	21		27	1	20	24	3	20	
4	18	16		24	21	23			21	1	26		20	23	0	19	494
4													20				
5	27	20	5	26	28	21	5	17	18		22	3	27	24	0	23	
5		15		27	28	21		17	15	4	22	3	27	23	2	23	520
5													27				

Enrollment/Staffing in Summary

- The vast majority of classrooms in the district are projected to be at or below class size targets
- We will continue to monitor enrollment, class sizes, programs, and support services, adjusting as necessary prior to the start of the year
- We will follow district practices around class size targets; communication regarding rationale occurs when classes are above the target, and if a class reaches 28 (K-2) or 29 (3-8) action of some sort is taken (can be another meeting or additional supports)
- We continue to monitor student performance and experiences in all classes, and address any needs and concerns as they arise.
- Everything remains ultimately tentative as we await potential enrollment changes (additions or move-outs) in August.



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Board Questions or Comments?

Revenues Year-to-Date Compared to Budget

May 31, 2026							
EDUCATIONAL FUND		FY 26 BUDGET	YTD REVENUE	% of BUDGET	FY 25 BUDGET (Amended)	YTD REVENUE	% of BUDGET
LOCAL	Property Taxes	\$62,544,092	\$35,662,660	57.02%	\$62,753,047	\$35,233,057	56.15%
	CPPRT	\$1,051,425	\$898,211	85.43%	\$1,179,253	\$1,095,499	92.90%
	Interest	\$470,000	\$881,744	187.61%	\$456,312	\$443,388	97.17%
	Fees/Lunches	\$1,918,053	\$1,545,706	80.59%	\$1,382,887	\$1,392,861	100.72%
	Other	\$971,000	\$928,843	95.66%	\$1,747,449	\$1,401,687	80.21%
	Total Local	\$66,954,570	\$39,917,165	59.62%	\$67,518,948	\$39,566,492	58.60%
STATE	Evidence-Based	\$3,552,546	\$3,233,620	91.02%	\$3,552,547	\$3,229,580	90.91%
	Special Ed	\$1,334,604	\$779,301	58.39%	\$1,231,455	\$832,748	67.62%
	Other	\$7,207	\$27,866	386.65%	\$416,767	\$386,411	92.72%
	Total State	\$4,894,357	\$4,040,787	82.56%	\$5,200,769	\$4,448,739	85.54%
FEDERAL	ESEA Grants	\$428,414	\$212,293	49.55%	\$357,407	\$329,541	92.20%
	IDEA Grants	\$1,496,322	\$1,317,982	88.08%	\$1,915,271	\$1,404,829	73.35%
	National School Lunch	\$274,284	\$145,897	53.19%		\$0	
	Other Federal	\$255,000	\$157,764	61.87%	\$1,888,321	\$1,846,709	97.80%
	Total Federal	\$2,454,020	\$1,833,937	74.73%	\$4,160,999	\$3,581,079	86.06%
TOTAL ED FUND		\$74,302,947	\$45,791,890	61.63%	\$76,880,716	\$47,596,310	61.91%
O&M FUND							
LOCAL	Property Taxes	\$2,681,567	\$1,574,871	58.73%	\$2,490,236	\$1,343,698	53.96%
	CPPRT	\$100,000	\$80,524	80.52%	\$100,000	\$100,000	100.00%
	Interest	\$15,000	\$9,018	60.12%	\$19,101	\$17,203	90.06%
	Other	\$171,500	\$159,039	92.73%	\$107,025	\$102,078	95.38%
	Total Local	\$2,968,067	\$1,823,452	61.44%	\$2,716,362	\$1,562,979	57.54%
STATE	State Grants	\$50,000	\$0	0.00%	\$50,000	\$50,000	-
	Total State	\$50,000	\$0	0.00%	\$50,000	\$50,000	-
TOTAL O&M FUND		\$3,018,067	\$1,823,452	60.42%	\$2,766,362	\$1,612,979	58.31%

DEBT SERVICE FUND							
LOCAL	Property Taxes	\$12,534,887	\$5,996,854	47.84%	\$9,610,230	\$5,411,027	56.30%
	Interest	\$36,000	\$11,235	31.21%	\$34,671	\$33,671	97.12%
	Total Local	\$12,570,887	\$6,008,090	47.79%	\$9,644,901	\$5,444,698	56.45%
TOTAL DS FUND		\$12,570,887	\$6,008,090	47.79%	\$9,644,901	\$5,444,698	56.45%
TRANSPORTATION FUND							
LOCAL	Property Taxes	\$5,984,989	\$2,673,635	44.67%	\$3,993,411	\$2,198,757	55.06%
	Interest	\$7,000	\$2,633	37.61%	\$7,818	\$6,818	87.21%
	Other	\$311,000	\$214,605	69.00%	\$375,601	\$145,477	38.73%
	Total Local	\$6,302,989	\$2,890,873	45.87%	\$4,376,830	\$2,351,052	53.72%
STATE	Regular Trans	\$1,245,284	\$794,979	63.84%	\$1,245,558	\$933,963	74.98%
	SpEd Trans	\$1,351,774	\$1,093,030	80.86%	\$1,357,613	\$1,013,831	74.68%
	Total State	\$2,597,058	\$1,888,009	72.70%	\$2,603,171	\$1,947,794	74.82%
TOTAL TRANS FUND		\$8,900,047	\$4,778,882	53.70%	\$6,980,001	\$4,298,846	61.59%
IMRF FUND							
LOCAL	Property Taxes	\$1,859,484	\$1,113,753	59.90%	\$1,752,361	\$978,291	55.83%
	CPPRT	\$60,600	\$13,819	22.80%	\$17,161	\$17,161	100.00%
	Interest	\$7,000	\$4,553	65.04%	\$6,912	\$6,449	93.30%
	Other	\$0		0.00%	\$0	\$0	-
	Total Local	\$1,927,084	\$1,132,124	58.75%	\$1,776,434	\$1,001,901	56.40%
TOTAL IMRF FUND		\$1,927,084	\$1,132,124	58.75%	\$1,776,434	\$1,001,901	56.40%
CAPITAL FUND							
LOCAL	Interest	\$4,500,000	\$1,709,295	37.98%	\$6,937,644	\$6,800,202	98.02%
	Other	\$25,000	\$409,084	1636.33%	\$10,000	\$45,800	
	Total Local	\$4,525,000	\$2,118,379	46.81%	\$6,947,644	\$6,846,002	98.54%
STATE	Other	\$1,200,000	\$1,274,186	106.18%	\$1,558,000	\$297,200	19.08%
	Total State	\$1,200,000	\$1,274,186	106.18%	\$1,558,000	\$297,200	19.08%
FEDERAL	Other	\$0	\$0		\$191,006	\$191,006	100.00%
	Total Federal	\$0	\$0		\$191,006	\$191,006	100.00%
TOTAL CAPITAL FUND		\$5,725,000	\$3,392,565	59.26%	\$8,696,650	\$7,334,208	84.33%
WORKING CASH FUND							

LOCAL	Property Taxes	\$448,872	\$223,845	49.87%	\$412,852	\$228,133	55.26%
	Interest	\$165,000	\$53,290	32.30%	\$158,193	\$157,997	99.88%
	Total Local	\$613,872	\$277,135	45.15%	\$571,045	\$386,130	67.62%
TOTAL WC FUND		\$613,872	\$277,135	45.15%	\$571,045	\$386,130	67.62%
FIRE SAFETY FUND							
LOCAL	Interest	\$15	\$38	253.27%	\$22	\$17	77.27%
	Total Local	\$15	\$38	253.27%	\$22	\$17	77.27%
TOTAL FIRE SAFETY FUND		\$15	\$38	253.27%	\$22	\$17	77.27%
LOCAL		\$95,862,483	\$54,167,256	56.51%	\$93,552,186	\$57,159,271	61.10%
STATE		\$8,741,415	\$7,202,982	82.40%	\$9,411,940	\$6,743,733	71.65%
FEDERAL		\$2,454,020	\$1,833,937	74.73%	\$4,352,005	\$3,772,085	86.67%
TOTAL ALL FUNDS		\$107,057,918	\$63,204,175	59.04%	\$107,316,131	\$67,675,089	63.06%

Expenditures Year-to-Date Compared to Budget

May 31, 2026

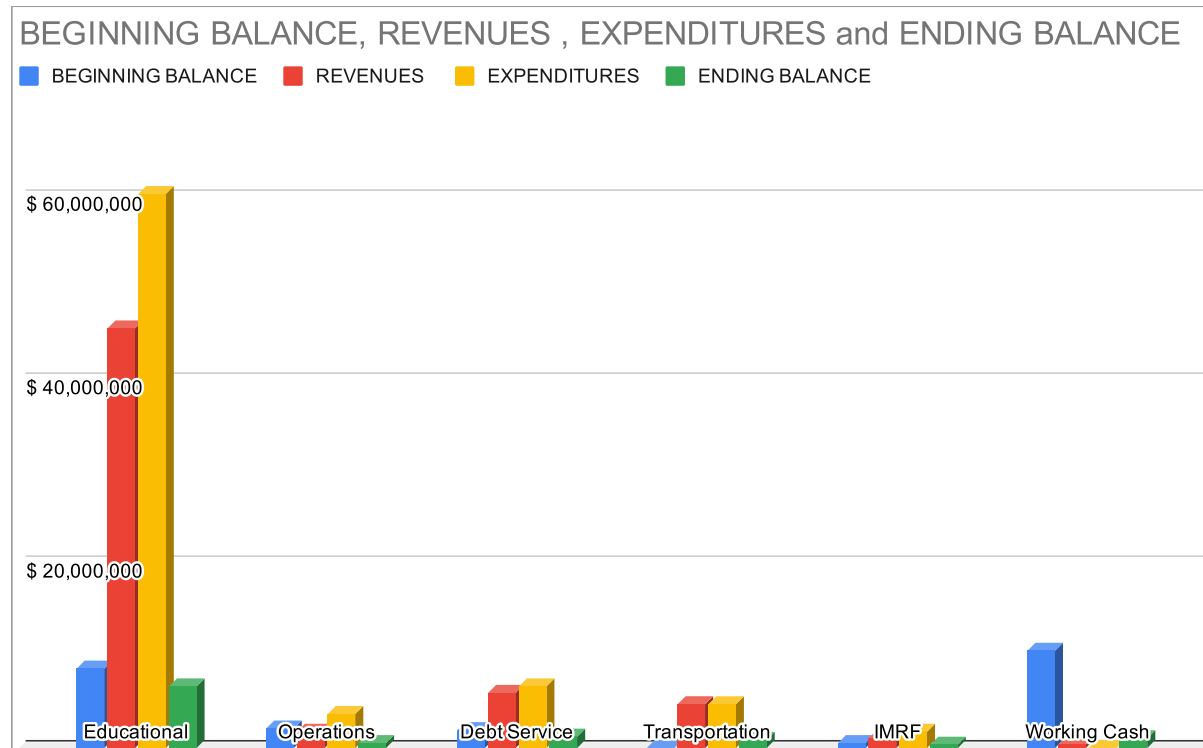
EDUCATIONAL FUND	FY 26 BUDGET	YTD EXPENSES	% of BUDGET	FY 25 BUDGET (Amended)	YTD EXPENSES	% of BUDGET
Salaries	\$53,445,773	\$42,060,175	78.70%	\$51,486,958	\$42,346,872	82.25%
Benefits	\$11,632,163	\$9,671,556	83.14%	\$11,041,733	\$9,399,801	85.13%
Purchased Services	\$3,282,465	\$3,060,975	93.25%	\$2,916,015	\$3,034,404	104.06%
Supplies	\$1,472,542	\$839,260	56.99%	\$2,227,372	\$2,365,721	106.21%
Other	\$4,129,404	\$4,746,801	114.95%	\$4,711,184	\$4,851,391	102.98%
Noncapitalized Outlay	\$32,263	\$96,981	300.59%	\$78,921	\$79,123	100.26%
FUND TOTAL	\$73,994,610	\$60,475,748	81.73%	\$72,462,183	\$62,077,312	85.67%
O&M FUND						
Salaries	\$2,001,037	\$1,834,996	91.70%	\$1,776,734	\$1,750,386	98.52%
Benefits	\$495,913	\$463,546	93.47%	\$450,440	\$442,155	98.16%
Purchased Services	\$832,187	\$724,837	87.10%	\$711,166	\$738,521	103.85%
Supplies	\$1,014,258	\$689,445	67.98%	\$723,292	\$704,303	97.37%
Capitalized Outlay	\$7,830	\$46,391	592.47%	\$5,761	\$5,761	100.00%
Noncapitalized Outlay	\$2,700	\$1,256	46.51%	\$2,805	\$2,805	100.00%
FUND TOTAL	\$4,353,925	\$3,760,470	86.37%	\$3,670,198	\$3,643,931	99.28%
DEBT SERVICE FUND						
Purchased Services	\$2,000	\$305,435	15271.74%	\$235,000	\$331,135	140.91%
Other	\$13,366,271	\$6,449,275	48.25%	\$9,471,436	\$6,124,750	64.67%
FUND TOTAL	\$13,368,271	\$6,754,710	50.53%	\$9,706,436	\$6,455,885	66.51%
TRANSPORTATION FUND						
Purchased Services	\$7,724,188	\$4,713,361	61.02%	\$6,917,332	\$6,389,803	92.37%
FUND TOTAL	\$7,724,188	\$4,713,361	61.02%	\$6,917,332	\$6,389,803	92.37%
IMRF FUND						
Benefits	\$2,115,344	\$1,845,318	87.23%	\$2,038,638	\$1,830,221	89.78%
FUND TOTAL	\$2,115,344	\$1,845,318	87.23%	\$2,038,638	\$1,830,221	89.78%

CAPITAL FUND						
Salaries	\$113,643	\$0	0.00%	\$168,284	\$63,895	37.97%
Purchased Services	\$3,378,000	\$46,193	1.37%	\$4,775,000	\$5,399,470	113.08%
Supplies	\$0	\$279		\$220,000	\$11,709	5.32%
Capitalized Outlay	\$56,722,000	\$62,393,469	110.00%	\$114,730,066	\$85,792,695	74.78%
Other	\$0	\$195,623		\$0	\$587,609	
Noncapitalized Outlay	\$0	\$1,810,082		\$0	\$0	
FUND TOTAL	\$60,213,643	\$64,445,645	107.03%	\$119,893,350	\$91,855,378	76.61%
TOTAL ALL FUNDS						
Salaries	\$55,560,453	\$43,895,171	79.00%	\$53,431,976	\$44,161,153	82.65%
Benefits	\$14,243,420	\$11,980,419	84.11%	\$13,530,811	\$11,672,177	86.26%
Purchased Services	\$15,218,840	\$8,850,802	58.16%	\$15,554,513	\$15,893,333	102.18%
Supplies	\$2,486,800	\$1,528,983	61.48%	\$2,950,664	\$3,081,733	104.44%
Capitalized Outlay	\$56,729,830	\$62,439,860	110.07%	\$114,735,827	\$85,798,456	74.78%
Other	\$17,495,675	\$11,391,698	65.11%	\$14,182,620	\$11,563,750	81.53%
Noncapitalized Outlay	\$34,963	\$1,908,319	5458.09%	\$81,726	\$81,928	100.25%
TOTAL	\$161,769,981	\$141,995,252	87.78%	\$214,468,137	\$172,252,530	80.32%
TOTAL OPERATING FUNDS						
Salaries	\$55,446,810	\$43,895,171	79.17%	\$53,263,692	\$44,097,258	82.79%
Benefits	\$14,243,420	\$11,980,419	84.11%	\$13,530,811	\$11,672,177	86.26%
Purchased Services	\$11,838,840	\$8,499,173	71.79%	\$10,544,513	\$10,162,728	96.38%
Supplies	\$2,486,800	\$1,528,704	61.47%	\$2,950,664	\$3,070,024	104.05%
Other	\$4,129,404	\$4,746,801	114.95%	\$4,711,184	\$4,851,391	102.98%
Cap/Noncap Outlay	\$42,793	\$144,628	337.97%	\$87,487	\$87,689	100.23%
TOTAL	\$88,188,067	\$70,794,897	80.28%	\$85,088,351	\$73,941,267	86.90%

Fund Balances as of:

5/31/2026

	Educational	Operations	Debt Service	Transportation	IMRF	Capital	Working Cash	Total	Operating Total
BEGINNING BALANCE	\$ 8,582,541	\$ 2,042,686	\$ 1,995,474	\$ 752	\$ 594,023	\$ 98,719,663	\$ 10,597,549	\$ 122,532,688	\$ 21,817,551
REVENUES	\$ 45,791,890	\$ 1,823,452	\$ 6,008,090	\$ 4,778,882	\$ 1,132,124	\$ 3,392,565	\$ 277,135	\$ 63,204,137	\$ 53,803,483
EXPENDITURES	\$ 60,475,748	\$ 3,760,470	\$ 6,754,710	\$ 4,713,361	\$ 1,845,318	\$ 64,445,645	\$ -	\$ 141,995,252	\$ 70,794,897
Other Sources / (Uses)	\$ 12,857,120	\$ 500,000		\$ 900,000	\$ 500,000	\$ (4,857,120)	\$ (9,900,000)	\$ -	\$ 4,857,120
ENDING BALANCE	\$ 6,755,803	\$ 605,668	\$ 1,248,854	\$ 966,273	\$ 380,830	\$ 32,809,462	\$ 974,684	\$ 43,741,573	\$ 9,683,257
REVENUES OVER EXPENDITURES	\$ (1,826,738)	\$ (1,437,018)	\$ (746,620)	\$ 965,521	\$ (213,194)	\$ (65,910,201)	\$ (9,622,865)	\$ (78,791,115)	\$ (12,134,294)



DOWNERS GROVE SCHOOL DISTRICT #58

Investment Listing

May 31, 2026

Name	Frequency of Interest Receipts	Fund	Amount	% allocated to fund	Rate	Purchased	Maturity
Money Market							
PMA LIQ/MAX Account	Monthly	ED	\$ 54,559.46	0.25%	3.56	N/A	N/A
		CR	21,736,962.09	99.75%			
			<u>21,791,521.55</u>	<u>100.00%</u>			
Hinsdale Bank & Trust	Monthly	MR	1,192,642.71	100.00%	3.80	N/A	N/A
Illinois Portfolio, IIIT Class	Monthly	ED	41,023.61	39.00%	3.63	N/A	N/A
		O&M	11,570.72	11.00%			
		SF	3,155.66	3.00%			
		IMRF	3,155.66	3.00%			
		FICA	2,103.82	2.00%			
		WC	44,179.24	42.00%			
			<u>105,188.71</u>	<u>100.00%</u>			
Goldman Sachs	Monthly	ED	2,756,968.30	50.07%	3.53	N/A	N/A
		O&M	237,953.88	4.32%			
		SF	0.00	0.00%			
		DS	1,468,716.30	26.67%			
		Trans	739,193.27	13.42%			
		IMRF	71,172.98	1.29%			
		FICA	208,103.60	3.78%			
		WC	24,369.01	0.44%			
			<u>5,506,477.34</u>	<u>100.00%</u>			
Fifth Third Securities	Monthly	ED	(65,337.49)	-1.19%	3.53	N/A	N/A
		O&M	3,653.43	0.07%			
		SF	2,646.07	0.05%			
		DS	8,755.89	0.16%			
		IMRF	2,983.00	0.05%			
		CP	134.33	0.00%			
		WC	47,130.03	0.86%			
		LS	34.74	0.00%			
			<u>0.00</u>	<u>0.00%</u>			
Total Money Market			<u>28,595,830.31</u>				
Certificates of Deposit							
b1BANK, LA	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26

DOWNERS GROVE SCHOOL DISTRICT #58

Investment Listing

May 31, 2026

Name	Frequency of Interest Receipts	Fund	Amount	% allocated to fund	Rate	Purchased	Maturity
Bank of America NA, NC	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Central Bank, TX	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Chambers Bank, AR	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Chippewa Valley Bank, WI	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Citizens National Bank of Texas, TX	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Coffee County Bank, TN	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
EagleBank, MD	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
First Citizens National Bank, TN	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
First Financial Bank, AR	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Frontier Bank of Texas, TX	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
GenuBan, NV	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
HNB National Bank, MO	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
INB, IL	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Keystone Bank NA, TX	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Oakstar Bank, MO	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Old National Bank, IN	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Peoples Bank, OH	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Pinnacle Bank, NE	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Pinnacle Bank, TN	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Providence Bank, NC	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26

DOWNERS GROVE SCHOOL DISTRICT #58

Investment Listing

May 31, 2026

Name	Frequency of Interest Receipts	Fund	Amount	% allocated to fund	Rate	Purchased	Maturity
R Bank, TX	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Security Bank, OK	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Southern Bank, MO	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Southwestern National Bank, TX	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Sovereign Bank, OK	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
The First National Bank of Granbury, TX	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
United Mississippi, MS	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Univest Bank and Trust Co., PA	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Wallis Bank, TX	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Washington Federal Bank, WA	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Waterford Bank NA, OH	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Waumandee State Bank, WI	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Wilson Bank and Trust, TN	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
River City Bank, CA	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
D.L. Evans Bank, ID	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
United Fidelity Bank FSB, IN	Semi-annual	CR	matured	100.00%	3.980	05/22/25	05/21/26
Solera National Bank, CO	Semi-annual	CR	239,000.00	100.00%	4.007	05/16/25	06/30/26
Winchester Savings Bank, MA	Semi-annual	CR	239,200.00	100.00%	3.988	05/16/25	06/30/26
Baxter Credit Union, IL	Semi-annual	CR	239,200.00	100.00%	3.988	05/16/25	06/30/26
Cornerstone Bank, NE	Semi-annual	CR	238,900.00	100.00%	4.028	05/16/25	06/30/26
Hinsdale Bank & Trust Co. NA, IL	Semi-annual	CR	5,750,000.00	100.00%	3.950	05/16/25	07/31/26

DOWNERS GROVE SCHOOL DISTRICT #58

Investment Listing

May 31, 2026

Name	Frequency of Interest Receipts	Fund	Amount	% allocated to fund	Rate	Purchased	Maturity
Premier Bank, IA	Semi-annual	ED	230,000.00	100.00%	3.643	05/26/26	04/28/27
GBank, NV	Semi-annual	ED	241,300.00	100.00%	3.787	05/26/26	04/28/27
F&M Bank, OK	Semi-annual	ED	201,700.00	100.00%	3.643	05/26/26	04/28/27
Luana Savings Bank, IA	Semi-annual	ED	241,600.00	100.00%	3.700	05/26/26	04/28/27
Financial Federal Bank, TN	Semi-annual	ED	241,500.00	100.00%	3.760	05/26/26	04/28/27
Mission National Bank, CA	Semi-annual	ED	201,000.00	100.00%	3.643	05/26/26	04/28/27
Bank of China, NY	Semi-annual	ED	241,600.00	100.00%	3.655	05/26/26	04/28/27
West Texas State Bank, TX	Semi-annual	ED	241,500.00	100.00%	3.712	05/26/26	04/28/27
First State Bank and Trust Company, MO	Semi-annual	ED	200,000.00	100.00%	3.643	05/26/26	04/28/27
Loyal Trust Bank, GA	Semi-annual	ED	201,800.00	100.00%	3.641	05/26/26	04/28/27
First State Bank of DeQueen, AR	Semi-annual	ED	241,500.00	100.00%	3.710	05/26/26	04/28/27
BOM Bank, LA	Semi-annual	ED	241,500.00	100.00%	3.710	05/26/26	04/28/27
DMB Community Bank, WI	Semi-annual	ED	241,800.00	100.00%	3.648	05/26/26	04/28/27
Beverly Bank & Trust Company, IL	Semi-annual	ED	241,700.00	100.00%	3.667	05/26/26	04/28/27
Maple Mark Bank, TX	Semi-annual	ED	241,700.00	100.00%	3.645	05/26/26	04/28/27
Western Alliance Bank, CA	Semi-annual	ED	241,500.00	100.00%	3.758	05/26/26	04/28/27
Hinsdale Bank & Trust Company, IL	Semi-annual	ED	241,700.00	100.00%	3.667	05/26/26	04/28/27
Dundee Bank, NE	Semi-annual	ED	241,500.00	100.00%	3.753	05/26/26	04/28/27
Lake Forest Bank & Trust Company, IL	Semi-annual	ED	241,700.00	100.00%	3.667	05/26/26	04/28/27
Crystal Lake Bank & Trust Company, IL	Semi-annual	ED	241,700.00	100.00%	3.667	05/26/26	04/28/27

DOWNERS GROVE SCHOOL DISTRICT #58

Investment Listing

May 31, 2026

Name	Frequency of Interest Receipts	Fund	Amount	% allocated to fund	Rate	Purchased	Maturity
Barrington Bank & Trust Company, IL	Semi-annual	ED	241,700.00	100.00%	3.667	05/26/26	04/28/27

Total Certificates of Deposit**11,606,300.00****Total Investments****\$ 40,202,130.31****Totals by fund**

Ed	\$ 7,687,213.88
MR	1,192,642.71
O & M	253,178.03
SF	5,801.73
DS	1,477,472.19
Trans	739,193.27
IMRF	77,311.64
FICA	210,207.42
CP	134.33
CR	28,443,262.09
WC	115,678.28
LS	34.74
Total	\$ 40,202,130.31

DOWNERS GROVE SCHOOL DISTRICT #58

Treasurer's Report

For the Month Ended May 31, 2026

	Fund Balance 6/30/25	Revenue M-T-D	Revenue Y-T-D	Expenditures M-T-D	Expenditures Y-T-D	Fund Balance 5/31/26
Educational Fund	\$6,061,045.03	\$6,847,326.94	\$51,650,204.75	\$7,924,431.36	\$61,152,167.65	(\$3,440,917.87)
Medical Insurance Reserve Fund	2,241,058.62	1,462,920.98	11,170,839.63	1,393,615.20	10,934,348.50	2,477,549.75
Operations & Maintenance Fund	1,373,650.09	362,356.09	1,836,148.63	402,224.10	3,791,354.66	(581,555.94)
Sinking Fund	657,295.70	9.70	3,003.92	-	-	660,299.62
Debt Service Fund	1,995,474.08	1,460,004.78	6,008,064.04	24,312.65	6,754,709.87	1,248,828.25
Transportation Fund	(1,099,248.00)	745,542.78	4,930,976.79	451,479.25	4,893,237.19	(1,061,508.40)
IMRF Fund	786,036.19	74,195.96	435,187.78	117,277.76	845,089.77	376,134.20
FICA/Medicare Fund	(192,013.60)	206,875.71	699,627.25	145,756.23	1,000,227.98	(492,614.33)
Capital Projects Fund	(200,617.22)	26,200.00	1,494,516.83	-	-	1,293,899.61
Capital Referendum Fund	98,920,280.28	388,747.92	1,898,047.85	1,807,014.63	71,955,644.47	28,862,683.66
Working Cash Fund	11,697,549.68	24,360.22	277,134.03	-	-	11,974,683.71
Life Safety Fund	8,629.05	-	37.99	-	-	8,667.04
	<u>\$122,249,139.90</u>	<u>\$11,598,541.08</u>	<u>\$80,403,789.49</u>	<u>\$12,266,111.18</u>	<u>\$161,326,780.09</u>	<u>\$41,326,149.30</u>

Cash and Investments

General Checking	\$51,181.59
Petty Cash	1,250.00
Imprest	1,251.82
Medical Insurance Account	1,026,523.90
Flexible Reserve Account	258,383.14
E-Pay Fee Account	10,627.60
Forte Student Fee Account	27,041.14
Investments:	
Money Market	28,595,830.31
Certificates of Deposit	<u>11,606,300.00</u>
Total Investments	<u>40,202,130.31</u>
Total Cash and Investments	41,578,389.50

Other Assets and Liabilities

Payroll Prepays (Liabilities)	<u>(252,240.20)</u>

Fund Balance	<u><u>\$41,326,149.30</u></u>

DOWNERS GROVE SCHOOL DISTRICT #58

Cash and Investments by Fund

May 31, 2026

	Cash	Petty Cash	Imprest	Medical Insurance	Flexible Reserve	Illinois E-Pay Fees	Student Fees	Forte Student Fees	Investments	Total Cash & Investments	Payroll Liabilities/Prepays	Other Assets/ Liabilities	Fund Balance
Cash and Investments per General Ledger:													
Educational Fund	(\$2,863,080.81)	\$1,250.00	\$16,273.45			(\$8,123.40)	(\$67,402.00)	\$27,041.14	\$7,687,213.88	\$4,793,172.26	(\$234,090.13)	(\$8,000,000.00)	(\$3,440,917.87)
Medical Insurance Reserve Fund				\$1,026,523.90	\$258,383.14				1,192,642.71	2,477,549.75			2,477,549.75
Operations & Maintenance Fund	(315,644.80)		(939.10)						253,178.03	(63,405.87)	(18,150.07)	(500,000.00)	(581,555.94)
Sinking Fund	654,497.89								5,801.73	660,299.62			660,299.62
Debt Service Fund	(228,643.94)								1,477,472.19	1,248,828.25			1,248,828.25
Transportation Fund	117,390.64		(4,245.31)			18,751.00	67,402.00		739,193.27	938,491.60		(2,000,000.00)	(1,061,508.40)
IMRF Fund	798,822.56								77,311.64	876,134.20		(500,000.00)	376,134.20
FICA/Medicare Fund	(702,821.75)								210,207.42	(492,614.33)			(492,614.33)
Capital Projects Fund	1,303,602.50		(9,837.22)						134.33	1,293,899.61			1,293,899.61
Capital Referendum Fund	419,421.57								28,443,262.09	28,862,683.66			28,862,683.66
Working Cash Fund	859,005.43								115,678.28	974,683.71		11,000,000.00	11,974,683.71
Life Safety Fund	8,632.30								34.74	8,667.04			8,667.04
Reconciled Cash and Investments	<u>\$51,181.59</u>	<u>\$1,250.00</u>	<u>\$1,251.82</u>	<u>\$1,026,523.90</u>	<u>\$258,383.14</u>	<u>\$10,627.60</u>	<u>-</u>	<u>\$27,041.14</u>	<u>\$40,202,130.31</u>	<u>\$41,578,389.50</u>	<u>(\$252,240.20)</u>	<u>\$0.00</u>	<u>\$41,326,149.30</u>

Prepared by: Terri Carby, CPA 6/4/26

Signed: Dr. Gregory Harris, Treasurer SD58

DOWNERS GROVE GRADE SCHOOL DISTRICT 58 VOUCHER

Voucher No: 1288

Voucher Date: 06/08/2026

Prepared By: _____

Printed: 06/05/2026 09:48:48 AM

DOWNERS GROVE GRADE SCHOOL DISTRICT 58 is hereby authorized to draw warrants against DOWNERS GROVE GRADE SCHOOL DISTRICT 58 funds for the sum of \$3,802,875.77 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

DOWNERS GROVE GRADE SCHOOL DISTRICT
58

Fund		Amount
10	Education	\$731,307.75
20	Operations & Maintenance	\$162,963.33
40	Transportation	\$661,121.52
61	Capital-Referendum	\$2,247,483.17
		\$3,802,875.77

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
Addison School District #4	20074	40.4300.2550.3310.00.00	Pupil Transportation Regular Education (CSA's OOD)	\$110.00
			Vendor Total:	\$110.00
AGi Repair, Inc		10.0000.2225.3230.00.62	Repair & Maintenance	\$1,574.60
			Vendor Total:	\$1,574.60
Air Filters Engineers USA LLC		20.0000.2542.4126.00.00	Maintenance Supplies	\$886.04
			Vendor Total:	\$886.04
Albertsons / Safeway	31923	10.0000.1120.4100.12.00	General Supplies (HE)	\$70.48
		10.0000.1120.4100.13.00	General Supplies (ON)	\$370.99
			Vendor Total:	\$441.47
Amazon Capital Services		10.0000.1110.3190.15.14	Other Professional Services (Orchestra South)	\$22.50
		10.0000.1110.4100.00.60	General Supplies (Incl. Science Kits)	\$118.21
		10.0000.1110.4100.01.00	General Supplies BA	\$117.27
		10.0000.1110.4100.02.00	General Supplies ES	\$2,500.74
		10.0000.1110.4100.03.00	General Supplies FA	\$1,993.91
		10.0000.1110.4100.03.50	General Supplies (PE)	\$274.73
		10.0000.1110.4100.04.00	General Supplies HG	\$1,487.62
		10.0000.1110.4100.05.00	General Supplies HL	\$661.77
		10.0000.1110.4100.06.00	General Supplies IT	\$956.86
		10.0000.1110.4100.07.00	General Supplies KG	\$123.06
		10.0000.1110.4100.08.00	General Supplies LE	\$727.79
		10.0000.1110.4100.09.00	General Supplies PD	\$51.94
		10.0000.1110.4100.10.00	General Supplies HP	\$735.87

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.0000.1110.4100.11.00	General Supplies WH	\$16.53
		10.0000.1110.4100.14.14	General Supplies (Orchestra North)	\$26.99
		10.0000.1110.4100.15.13	General Supplies (Band South)	\$29.00
		10.0000.1120.4100.12.00	General Supplies (HE)	\$475.70
		10.0000.1120.4100.12.09	General Supplies (Home Ec HE)	\$110.32
		10.0000.1120.4100.13.06	General Supplies (Foreign Language ON)	\$100.83
		10.0000.1120.4100.13.09	General Supplies (Home Ec ON)	\$379.13
		10.0000.1120.4100.13.11	General Supplies Math (O'Neill)	\$243.93
		10.0000.1120.4100.13.16	General Supplies (Science Fair)	\$824.83
		10.0000.1120.4100.13.17	General Supplies (Social Studies O'Neill)	\$290.53
		10.0000.1120.4100.13.61	General Supplies (Tech)	\$211.00
		10.0000.1650.4100.00.60	General Supplies	\$89.98
		10.0000.2120.4100.13.00	General Supplies (Guidance ON)	\$68.63
		10.0000.2220.4100.03.60	General Supplies (Library)	\$15.98
		10.0000.2220.4100.04.60	General Supplies (Library)	\$166.88
		10.0000.2225.4100.00.62	General Supplies	\$34.25
		10.0000.2330.4100.00.19	General Supplies	\$410.08
		10.0000.2410.4100.01.00	Supplies Principal Office	\$24.44
		10.0000.2410.4100.06.00	Supplies Principal Office	\$160.00
		10.0000.2410.4100.09.00	Supplies Principal Office	\$364.80
		10.0000.2410.4100.11.00	Supplies Principal Office	\$74.97
		10.0000.2560.4100.00.00	General Supplies	\$19.98
		10.1921.1100.4100.00.58	Foundation Teacher Grants	\$191.08
		10.1921.1110.4100.02.00	Foundation Grants	\$2,002.33
		10.1921.1110.4100.06.00	Foundation Grants	\$630.37
		10.1921.1800.4100.00.00	Foundation Grant – Dual Language/BPAC	\$253.76
		10.1923.1110.4100.01.00	PTA Donations	\$349.29
		10.1923.1120.4100.13.00	PTA Donations	\$158.33
		10.1999.1110.4100.00.19	ROE Grant	\$185.68

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.3705.1225.4100.00.00	General Supplies	\$166.50
		10.4600.1225.4100.00.00	General Supplies	\$65.51
		10.4620.1200.4100.00.00	General Supplies	\$1,256.91
		20.0000.2542.4126.00.00	Maintenance Supplies	\$13.44
		20.0000.2543.4100.08.00	General Supplies	\$24.24
			Vendor Total:	\$19,208.49
Amergis Healthcare Staffing, Inc		10.4620.2150.3100.00.00	Professional & Technical Services	\$4,371.15
			Vendor Total:	\$4,371.15
Amplify Education Inc		10.0000.1110.4200.00.60	Textbooks	\$13,215.00
		10.4932.2210.3120.00.00	Professional Employee Training & Development Serv.	\$23,131.20
			Vendor Total:	\$36,346.20
Apple Inc.	19164	10.0000.2225.3230.00.62	Repair & Maintenance	\$395.12
		10.0000.2225.4161.00.62	Hard/Soft Parts	\$548.50
		10.4620.1200.4100.00.00	General Supplies	\$408.00
			Vendor Total:	\$1,351.62
Arco Plumbing & Heating	15119	20.0000.2542.3230.05.00	Repair & Maintenance	\$545.00
		20.0000.2542.3230.07.00	Repair & Maintenance	\$1,010.00
			Vendor Total:	\$1,555.00
Association for Middle Level Education		10.4932.2210.3120.00.00	Professional Employee Training & Development Serv.	\$950.00
			Vendor Total:	\$950.00
AssuredPartners of Illinois, LLC		10.0000.2520.3190.00.37	Other Professional Services	\$7,250.00

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
Vendor Total:				\$7,250.00
AT & T		20.0000.2542.3400.00.00	Communications and Postage	\$2,685.84
Vendor Total:				\$2,685.84
AT&T Mobility		10.0000.2225.3239.00.62	Service Contracts	\$272.36
Vendor Total:				\$272.36
Auto Zone	18420	20.0000.2545.4128.00.00	Vehicles Supplies	\$98.90
Vendor Total:				\$98.90
AV Chicago		61.0000.2535.5900.13.22	Other Capital	\$3,255.00
Vendor Total:				\$3,255.00
Awards & Fine Gifts, Inc.		10.0000.2640.4190.00.36	Other Supplies (Incl. Employee Recognition)	\$5,913.62
Vendor Total:				\$5,913.62
Beard Auto Repair		20.0000.2542.3230.00.00	Repair & Maintenance	\$131.83
Vendor Total:				\$131.83
Benjamin School District 25		40.4300.2550.3310.00.00	Pupil Transportation Regular Education (CSA's OOD)	\$1,575.00
Vendor Total:				\$1,575.00
Bilingual Speech Solutions		10.4620.2150.3100.00.00	Professional & Technical Services	\$6,700.00
Vendor Total:				\$6,700.00
Blooming Color, Inc.	18660	10.0000.2210.4100.00.60	General Supplies	\$739.32
Vendor Total:				\$739.32

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
Britten School		10.0000.1200.6702.00.19	Tuition – Private	\$22,337.94
			Vendor Total:	\$22,337.94
Bulley & Andrews		61.0000.2535.5900.01.22	Other Capital	\$316,381.09
		61.0000.2535.5900.02.22	Other Capital	\$316,381.09
		61.0000.2535.5900.03.22	Other Capital	\$42,775.56
		61.0000.2535.5900.04.22	Other Capital	\$59,388.45
		61.0000.2535.5900.05.22	Other Capital	\$59,388.45
		61.0000.2535.5900.06.22	Other Capital	\$240.40
		61.0000.2535.5900.07.22	Other Capital	\$42,775.57
		61.0000.2535.5900.08.22	Other Capital	\$240.40
		61.0000.2535.5900.09.22	Other Capital	\$316,381.09
		61.0000.2535.5900.10.22	Other Capital	\$59,388.45
		61.0000.2535.5900.11.22	Other Capital	\$59,388.45
		61.0000.2535.5900.12.22	Other Capital	\$446,245.23
		61.0000.2535.5900.13.22	Other Capital	\$134,337.72
			Vendor Total:	\$1,853,311.95
CBRE Design Collective, Inc.		61.0000.2535.3100.00.22	Professional & Technical Services	\$11,565.90
			Vendor Total:	\$11,565.90
Chaddock Attachment and Trauma Services		10.0000.1200.6702.00.19	Tuition – Private	\$2,000.00
			Vendor Total:	\$2,000.00
Classmates Educational Group, Inc.		10.4932.2210.3120.00.00	Professional Employee Training & Development Serv.	\$2,000.00
			Vendor Total:	\$2,000.00
Club Z! Tutoring				

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.0000.1110.3140.00.19	Prof. Employee Training & Dev. Serv. (Homebound)	\$9,290.00
			Vendor Total:	\$9,290.00
Colley Elevator Co.		20.0000.2542.3230.10.00	Repair & Maintenance	\$275.00
		20.0000.2542.3230.12.00	Repair & Maintenance	\$275.00
		20.0000.2542.3230.13.00	Repair & Maintenance	\$275.00
			Vendor Total:	\$825.00
Community Consolidated School District 8		40.4300.2550.3310.00.00	Pupil Transportation Regular Education (CSA's OOD)	\$161.25
			Vendor Total:	\$161.25
Community High School Dist 99		10.0000.1110.4100.02.00	General Supplies ES	\$60.00
			Vendor Total:	\$60.00
Compass Health Center Oakbrook PLLC		10.0000.1110.3140.00.19	Prof. Employee Training & Dev. Serv. (Homebound)	\$3,308.44
			Vendor Total:	\$3,308.44
Connect Academy		10.0000.1200.6702.00.19	Tuition – Private	\$107,519.84
			Vendor Total:	\$107,519.84
Constellation Newenergy, Inc		20.0000.2542.4660.00.00	Electricity	\$76.66
		20.0000.2542.4660.01.00	Electricity	\$1,972.21
		20.0000.2542.4660.02.00	Electricity	\$2,166.92
		20.0000.2542.4660.04.00	Electricity	\$13,184.69
		20.0000.2542.4660.05.00	Electricity	\$3,799.86
		20.0000.2542.4660.06.00	Electricity	\$2,442.12

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		20.0000.2542.4660.08.00	Electricity	\$7,335.39
		20.0000.2542.4660.09.00	Electricity	\$1,651.23
		20.0000.2542.4660.10.00	Electricity	\$2,176.28
		20.0000.2542.4660.11.00	Electricity	\$1,341.02
		20.0000.2542.4660.13.00	Electricity	\$41,394.05
			Vendor Total:	\$77,540.43
Convergint				
		20.0000.2542.3230.02.00	Repair & Maintenance	\$409.50
		20.0000.2542.3230.10.00	Repair & Maintenance	\$1,558.92
		20.0000.2542.3230.12.00	Repair & Maintenance	\$618.50
			Vendor Total:	\$2,586.92
Cove School	19728			
		10.0000.1200.6702.00.19	Tuition – Private	\$18,671.40
			Vendor Total:	\$18,671.40
Covenant Harbor Retreat Center				
		10.1790.1110.3390.00.29	Camp Fees (Outdoor Ed)	\$21,418.15
			Vendor Total:	\$21,418.15
Crisis Prevention Institute	18794			
		10.4620.2210.3120.00.00	Professional Employee Training & Development Serv.	\$4,998.40
			Vendor Total:	\$4,998.40
Custom Education Soulutions, Inc				
		10.1920.1110.4100.00.00	Donations From Outside Sources	\$382.56
			Vendor Total:	\$382.56
Damian Gardner				
		10.1921.1800.4100.00.00	Foundation Grant – Dual Language/BPAC	\$350.00
			Vendor Total:	\$350.00
Display Sales				
		10.0000.2410.3900.13.00	Other Purchase Services	\$225.00

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.1921.1120.4100.13.00	Foundation Grants	\$789.00
			Vendor Total:	\$1,014.00
Domanico Psychological Services		10.4620.2140.3100.00.00	Professional & Technical Services	\$1,000.00
			Vendor Total:	\$1,000.00
Downers Grove Park District	31789	10.4909.3000.4100.00.00	General Supplies	\$80.00
			Vendor Total:	\$80.00
Downers Grove Sanitary	3008	20.0000.2542.3710.00.00	Sanitary District	\$80.39
		20.0000.2542.3710.02.00	Sanitary District	\$227.01
		20.0000.2542.3710.03.00	Sanitary District	\$162.46
		20.0000.2542.3710.05.00	Sanitary District	\$179.38
		20.0000.2542.3710.06.00	Sanitary District	\$410.42
		20.0000.2542.3710.07.00	Sanitary District	\$445.75
		20.0000.2542.3710.11.00	Sanitary District	\$148.29
		20.0000.2542.3710.13.00	Sanitary District	\$221.16
			Vendor Total:	\$1,874.86
Dupage Federation On Human Svc Reform		10.0000.1200.3140.00.19	Professional Services – Instructional	\$810.63
			Vendor Total:	\$810.63
Elim Christian Services	19533	10.0000.1200.6702.00.19	Tuition – Private	\$11,742.00
			Vendor Total:	\$11,742.00
Elmhurst CUSD 205		40.4300.2550.3310.00.00	Pupil Transportation Regular Education (CSA's OOD)	\$999.00
			Vendor Total:	\$999.00
Ewing-Doherty Mechanical, Inc.				

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
Expressive Speech and Voice Therapy LLC		20.0000.2542.3230.10.00	Repair & Maintenance	\$1,287.57
			Vendor Total:	\$1,287.57
		10.4620.2150.3100.00.00	Professional & Technical Services	\$1,417.50
F.E. Moran Mechanical Services			Vendor Total:	\$1,417.50
		20.0000.2542.3230.10.00	Repair & Maintenance	\$5,315.00
Firm Systems			Vendor Total:	\$5,315.00
		10.0000.2640.3901.00.36	Fingerprinting	\$148.50
			Vendor Total:	\$148.50
First Student	17296			
		40.0000.1800.3310.00.00	Pupil Transportation Bilingual	\$19,711.61
		40.0000.2550.3310.00.00	Pupil Transportation Regular Education	\$178,168.89
		40.0000.2550.3310.00.23	Bus Aides Regular Transportation	\$2,862.54
		40.0000.2550.3310.00.40	Pupil Transportation Reg Ed-Homeless	\$87,644.39
		40.0000.2550.3310.00.41	Private Parochial	\$36,928.80
		40.0000.2550.3311.00.00	Pupil Transportation Special Education	\$8,343.20
		40.0000.2550.3311.00.40	Pupil Transportation Sp Ed-Homeless	\$11,892.85
		40.0000.2550.3313.00.00	Pupil Transportation Gifted Education	\$26,992.35
		40.0000.2550.3314.00.00	Pupil Transportation Field Trips Regular Education	\$5,817.24
		40.0000.2550.3314.01.00	Pupil Transportation Field Trips Regular Education	\$2,088.06
		40.0000.2550.3314.02.00	Pupil Transportation Field Trips Regular Education	\$1,811.94
		40.0000.2550.3314.03.00	Pupil Transportation Field Trips Regular Education	\$1,419.60

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		40.0000.2550.3314.04.00	Pupil Transportation Field Trips Regular Education	\$2,063.10
		40.0000.2550.3314.05.00	Pupil Transportation Field Trips Regular Education	\$929.76
		40.0000.2550.3314.06.00	Pupil Transportation Field Trips Regular Education	\$826.80
		40.0000.2550.3314.08.00	Pupil Transportation Field Trips Regular Education	\$2,547.48
		40.0000.2550.3314.09.00	Pupil Transportation Field Trips Regular Education	\$1,510.86
		40.0000.2550.3314.10.00	Pupil Transportation Field Trips Regular Education	\$796.38
		40.0000.2550.3314.11.00	Pupil Transportation Field Trips Regular Education	\$473.46
		40.0000.2550.3314.13.00	Pupil Transportation Field Trips Regular Ed (ON)	\$1,095.90
		40.0000.2550.3315.00.00	Pupil Transportation Field Trips Special Education	\$422.76
		40.0000.2550.3318.12.00	Pupil Transportation Athletics (HE)	\$3,782.22
		40.0000.2550.3318.13.00	Pupil Transportation Athletics (ON)	\$4,126.20
		40.0000.2550.3319.00.00	Pupil Transportation Fuel Escalator	\$494.22
		40.0000.2550.3340.12.00	Pupil Transportation Early Bird Runs (HE)	\$6,346.38
		40.0000.2550.3340.13.00	Pupil Transportation Early Bird Runs (ON)	\$4,230.92
			Vendor Total:	\$413,327.91
Follet Content Solutions LLC		10.0000.2220.4100.10.60	General Supplies (Library)	\$218.29
		10.0000.2220.4300.02.60	Library Books	\$176.89
		10.0000.2220.4300.06.60	Library Books	\$618.22
		10.0000.2220.4300.07.60	Library Books	\$678.40

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.0000.2220.4300.12.60	Library Books (Herrick)	\$986.23
		10.3999.2220.4300.01.60	State Library Grant	\$137.86
		10.3999.2220.4300.02.60	State Library Grant	\$288.83
		10.3999.2220.4300.03.60	State Library Grant	\$264.11
		10.3999.2220.4300.07.60	State Library Grant	\$285.84
		10.3999.2220.4300.08.60	State Library Grant	\$365.49
		10.3999.2220.4300.09.60	State Library Grant	\$282.40
		10.3999.2220.4300.10.60	State Library Grant	\$280.44
		10.3999.2220.4300.11.60	State Library Grant	\$234.17
		10.3999.2220.4300.12.60	State Library Grant	\$533.60
			Vendor Total:	\$5,350.77
Follett School Solutions, Inc	20265	10.0000.1120.4100.12.05	General Supplies (LA Reading HE)	\$1,022.40
		10.3999.2220.4300.06.60	State Library Grant	\$297.66
			Vendor Total:	\$1,320.06
Fun Bounces Rental, LLC		10.1921.1800.4100.00.00	Foundation Grant – Dual Language/BPAC	\$493.60
			Vendor Total:	\$493.60
Garvey's Office Products		10.0000.1110.4100.04.00	General Supplies HG	\$309.90
		10.0000.1110.4100.09.00	General Supplies PD	\$1,239.60
		10.0000.2320.4100.00.35	General Supplies	\$17.82
			Vendor Total:	\$1,567.32
Giant Steps	17827	10.0000.1200.6702.00.19	Tuition – Private	\$30,737.38
			Vendor Total:	\$30,737.38
Glen Ellyn School District #41	19699	40.4300.2550.3310.00.00	Pupil Transportation Regular Education (CSA's OOD)	\$1,206.00

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
Vendor Total:				\$1,206.00
Glenoaks Therapeutic Day School	18434			
		10.0000.1200.6702.00.19	Tuition – Private	\$4,734.54
Vendor Total:				\$4,734.54
Grafton School, Incorporated				
		10.4620.1200.4100.00.00	General Supplies	\$10,621.28
Vendor Total:				\$10,621.28
Grainger				
		20.0000.2542.4126.00.00	Maintenance Supplies	\$3,235.24
Vendor Total:				\$3,235.24
Guiding Light Academy				
		10.0000.1200.6702.00.19	Tuition – Private	\$31,625.65
Vendor Total:				\$31,625.65
Guitar Center				
		10.0000.1120.4100.12.00	General Supplies (HE)	\$89.98
Vendor Total:				\$89.98
Hodges Loizzi Eisenhammer Rodick & Kohn	14972			
		10.0000.2369.3180.00.00	Legal Services	\$14,992.11
Vendor Total:				\$14,992.11
Home Depot Credit Services	16405			
		20.0000.2542.4126.00.00	Maintenance Supplies	\$2,418.47
Vendor Total:				\$2,418.47
House of Doors, Inc.				
		20.0000.2542.3230.00.00	Repair & Maintenance	\$324.00
Vendor Total:				\$324.00
HTD Day School				
		10.0000.1200.6702.00.19	Tuition – Private	\$6,595.26
Vendor Total:				\$6,595.26
Huffman Keel Partners				

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
Hyde Park Day School		61.0000.2535.5900.00.22	Other Capital Outlay	\$31,975.61
			Vendor Total:	\$31,975.61
Indian Prairie CUSD 204		10.0000.1200.6702.00.19	Tuition – Private	\$10,115.00
			Vendor Total:	\$10,115.00
Insect Lore	17878	40.4300.2550.3310.00.00	Pupil Transportation Regular Education (CSA's OOD)	\$6,190.80
			Vendor Total:	\$6,190.80
IPSD 204	20159	10.0000.1110.4100.00.60	General Supplies (Incl. Science Kits)	\$759.80
			Vendor Total:	\$759.80
ITR SYSTEMS - DIVISION OF AANEVCO INC		40.4300.2550.3310.00.00	Pupil Transportation Regular Education (CSA's OOD)	\$5,789.39
			Vendor Total:	\$5,789.39
Jacklen Girgis		20.0000.2542.3410.00.00	Fire Alarm	\$12,375.00
			Vendor Total:	\$12,375.00
K.R. Bachelder & Co.	18973	10.4620.2140.3100.00.00	Professional & Technical Services	\$2,750.00
			Vendor Total:	\$2,750.00
Kendall-Hunt		10.0000.1110.4100.15.14	General Supplies (Orchestra South)	\$1,500.00
			Vendor Total:	\$1,500.00
Langton Group		10.0000.1110.4200.00.60	Textbooks	\$870.00
			Vendor Total:	\$870.00

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
Lauren M Saternus		20.0000.2542.3230.00.00	Repair & Maintenance	\$11,680.39
			Vendor Total:	\$11,680.39
LearnWell-Department 5420		10.4620.2140.3100.00.00	Professional & Technical Services	\$3,732.00
			Vendor Total:	\$3,732.00
LionHeart Critical Power Specialists Inc		10.0000.1110.3140.00.19	Prof. Employee Training & Dev. Serv. (Homebound)	\$3,319.68
			Vendor Total:	\$3,319.68
Little Friends, Inc.	18122	20.0000.2542.3230.07.00	Repair & Maintenance	\$729.30
			Vendor Total:	\$729.30
		10.0000.1110.3140.00.19	Prof. Employee Training & Dev. Serv. (Homebound)	\$7,898.58
		10.0000.1200.6702.00.19	Tuition – Private	\$10,504.50
			Vendor Total:	\$18,403.08
Lombard School District #44	20189	40.4300.2550.3310.00.00	Pupil Transportation Regular Education (CSA's OOD)	\$3,307.59
			Vendor Total:	\$3,307.59
LRS LLC		20.0000.2542.3210.00.00	Sanitation Services	\$2,921.00
			Vendor Total:	\$2,921.00
Lulo Libros, Inc		10.0000.1100.3140.00.60	Professional Services – Instructional	\$0.00
		10.1920.1110.4100.00.00	Donations From Outside Sources	\$595.88
			Vendor Total:	\$595.88

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
Marklund	20316	10.0000.1200.6702.00.19	Tuition – Private	\$20,949.84
			Vendor Total:	\$20,949.84
MathFactLab, LLC		10.4300.1250.4100.00.00	General Supplies	\$2,509.87
			Vendor Total:	\$2,509.87
Midwest Computer Products, Inc		10.0000.2225.4161.00.62	Hard/Soft Parts	\$9,906.50
			Vendor Total:	\$9,906.50
MyProjectorLamps USA		10.0000.2223.4100.00.62	General Supplies	\$1,358.59
			Vendor Total:	\$1,358.59
Naperville Psychiatric Ventures		10.0000.1110.3140.00.19	Prof. Employee Training & Dev. Serv. (Homebound)	\$1,560.00
			Vendor Total:	\$1,560.00
Natola Concrete Inc.		61.0000.2535.5900.12.22	Other Capital	\$22,754.00
			Vendor Total:	\$22,754.00
Nicor Gas		20.0000.2542.4650.00.00	Natural Gas	\$135.26
		20.0000.2542.4650.01.00	Natural Gas	\$357.97
		20.0000.2542.4650.02.00	Natural Gas	\$400.60
		20.0000.2542.4650.03.00	Natural Gas	\$342.22
		20.0000.2542.4650.04.00	Natural Gas	\$340.63
		20.0000.2542.4650.05.00	Natural Gas	\$393.80
		20.0000.2542.4650.06.00	Natural Gas	\$377.88
		20.0000.2542.4650.07.00	Natural Gas	\$414.43
		20.0000.2542.4650.08.00	Natural Gas	\$401.24

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		20.0000.2542.4650.09.00	Natural Gas	\$381.10
		20.0000.2542.4650.10.00	Natural Gas	\$393.03
		20.0000.2542.4650.11.00	Natural Gas	\$351.74
		20.0000.2542.4650.12.00	Natural Gas	\$895.93
		20.0000.2542.4650.13.00	Natural Gas	\$677.72
			Vendor Total:	\$5,863.55
Northwest Lawn & Power Equipment, LLC		20.0000.2542.4126.00.00	Maintenance Supplies	\$43.98
			Vendor Total:	\$43.98
Open Kitchens, Inc		10.0000.2560.3190.00.00	Elementary Meal Program	\$18,657.54
			Vendor Total:	\$18,657.54
Orkin		20.0000.2542.3230.13.00	Repair & Maintenance	\$77.00
			Vendor Total:	\$77.00
Orkin Pest Control		20.0000.2542.3230.11.00	Repair & Maintenance	\$360.00
			Vendor Total:	\$360.00
Paddock Publications, Inc.		10.0000.2520.3500.00.37	Advertising	\$82.80
			Vendor Total:	\$82.80
Palmer Packaging Inc	20169	10.0000.2223.4100.00.62	General Supplies	\$10.00
		10.0000.2225.4100.00.62	General Supplies	\$845.00
		20.0000.2542.4126.00.00	Maintenance Supplies	\$100.00
		61.0000.2535.4900.00.22	Moving Supplies and Expenses	\$488.00
			Vendor Total:	\$1,443.00
Parkland Preparatory Academy South, Inc		10.0000.1200.6702.00.19	Tuition – Private	\$9,175.63

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
Performance Chemical & Supply, Inc				Vendor Total: \$9,175.63
		20.0000.2542.4126.00.00	Maintenance Supplies	\$7,449.84
Perspectives, LTD				Vendor Total: \$7,449.84
		10.0000.2610.3120.00.36	Professional Employee Training & Development Serv.	\$936.00
Proven IT				Vendor Total: \$936.00
		10.0000.2520.3230.00.37	Repair & Maintenance	\$3,661.97
Quadient Finance USA, Inc				Vendor Total: \$3,661.97
		20.0000.2542.3400.00.00	Communications and Postage	\$41.44
Quadient, Inc.				Vendor Total: \$41.44
		10.0000.1110.3250.00.00	Rental/Lease	\$650.40
QUEST FOOD MANAGEMENT SERVICES, LLC				Vendor Total: \$650.40
		10.0000.2560.3150.00.00	Middle School Meals	\$84,630.07
		10.0000.2560.3190.00.00	Elementary Meal Program	\$2,340.00
Quill Corporation Staples Inc.				Vendor Total: \$86,970.07
	7451	10.0000.2410.4100.06.00	Supplies Principal Office	\$79.79
Quinlan & Fabish Music				Vendor Total: \$79.79
		10.0000.1110.3230.14.13	Repair & Maintenance (Band North)	\$181.20
R4 Services				Vendor Total: \$181.20
		10.0000.1120.4100.12.00	General Supplies (HE)	\$121.87

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
Vendor Total:				\$121.87
RK Lighting LLC				
		10.0000.1110.3140.00.15	Professional Services – Instructional (Vocal Mus	\$1,850.00
Vendor Total:				\$1,850.00
SEAL of Illinois				
		10.0000.1200.6702.00.19	Tuition – Private	\$63,813.60
Vendor Total:				\$63,813.60
Soaring Eagle Academy, Inc	19948			
		10.0000.1200.6702.00.19	Tuition – Private	\$9,387.90
Vendor Total:				\$9,387.90
Special Education Services				
		10.0000.1200.6702.00.19	Tuition – Private	\$7,881.02
Vendor Total:				\$7,881.02
Specialized Education of Illinois Inc				
		10.0000.1200.6702.00.19	Tuition – Private	\$24,680.76
Vendor Total:				\$24,680.76
Suburban Door Check & Lock	8580			
		20.0000.2542.3230.00.00	Repair & Maintenance	\$401.74
Vendor Total:				\$401.74
Summit Information Resources				
		10.0000.2225.3239.00.62	Service Contracts	\$19,665.00
Vendor Total:				\$19,665.00
Sunrise Transportation				
		40.0000.2550.3311.00.00	Pupil Transportation Special Education	\$165,417.52
		40.0000.2550.3311.00.23	Bus Aides Special Education Transportation	\$4,924.80
		40.0000.2550.3311.00.24	PK related transportation	\$53,308.44
		40.0000.2550.3319.00.00	Pupil Transportation Fuel Escalator	\$2,853.94
Vendor Total:				\$226,504.70

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
Terri R Carby		10.0000.2310.3190.00.00	Other Professional Services	\$147.00
			Vendor Total:	\$147.00
The Language Labs		10.0000.1200.3140.00.19	Professional Services – Instructional	\$949.29
			Vendor Total:	\$949.29
Thermosystems, LLC		61.0000.2535.5900.09.22	Other Capital	\$162,700.00
			Vendor Total:	\$162,700.00
Thomson Reuters		10.0000.2520.3190.00.37	Other Professional Services	\$1,329.08
			Vendor Total:	\$1,329.08
ULINE		61.0000.2535.4900.00.22	Moving Supplies and Expenses	\$1,260.75
			Vendor Total:	\$1,260.75
Verizon	33272	20.0000.2542.3400.00.00	Communications and Postage	\$90.91
			Vendor Total:	\$90.91
Village Of D.G.-Water	9165	20.0000.2542.3700.01.00	Water	\$575.53
		20.0000.2542.3700.04.00	Water	\$564.16
		20.0000.2542.3700.08.00	Water	\$1,065.96
		20.0000.2542.3700.09.00	Water	\$529.21
		20.0000.2542.3700.10.00	Water	\$533.28
		20.0000.2542.3700.12.00	Water	\$1,047.22
			Vendor Total:	\$4,315.36
Village Of Downers Grove	9157	20.0000.2542.3230.13.00	Repair & Maintenance	\$94.00
			Vendor Total:	\$94.00

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
Warehouse Direct Inc		10.0000.2320.4100.00.35	General Supplies	\$143.13
			Vendor Total:	\$143.13
Warehouse Direct Workplace Solutions		20.0000.2542.4125.01.00	Custodial Supplies	\$89.90
		20.0000.2542.4125.02.00	Custodial Supplies	\$562.30
		20.0000.2542.4125.03.00	Custodial Supplies	\$491.19
		20.0000.2542.4125.04.00	Custodial Supplies	\$1,292.21
		20.0000.2542.4125.05.00	Custodial Supplies	\$642.46
		20.0000.2542.4125.06.00	Custodial Supplies	\$2,216.36
		20.0000.2542.4125.07.00	Custodial Supplies	\$2,874.28
		20.0000.2542.4125.08.00	Custodial Supplies	\$2,764.65
		20.0000.2542.4125.09.00	Custodial Supplies	\$404.22
		20.0000.2542.4125.11.00	Custodial Supplies	\$204.90
		20.0000.2542.4125.12.00	Custodial Supplies	\$2,080.55
		20.0000.2542.4125.13.00	Custodial Supplies	\$1,732.93
			Vendor Total:	\$15,355.95
West Chicago Elementary School District		40.4300.2550.3310.00.00	Pupil Transportation Regular Education (CSA's OOD)	\$1,949.88
			Vendor Total:	\$1,949.88
Whitmore Ace #18559		20.0000.2542.4126.00.00	Maintenance Supplies	\$261.09
			Vendor Total:	\$261.09
Wight & Company		61.0000.2535.5900.01.22	Other Capital	\$13,373.33
		61.0000.2535.5900.02.22	Other Capital	\$13,373.33
		61.0000.2535.5900.03.22	Other Capital	\$2,875.00
		61.0000.2535.5900.04.22	Other Capital	\$5,750.00

Downers Grove Grade School District 58

Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		61.0000.2535.5900.05.22	Other Capital	\$5,750.00
		61.0000.2535.5900.06.22	Other Capital	\$2,875.00
		61.0000.2535.5900.07.22	Other Capital	\$2,875.00
		61.0000.2535.5900.08.22	Other Capital	\$2,875.00
		61.0000.2535.5900.09.22	Other Capital	\$13,373.34
		61.0000.2535.5900.10.22	Other Capital	\$5,750.00
		61.0000.2535.5900.11.22	Other Capital	\$5,750.00
		61.0000.2535.5900.12.22	Other Capital	\$40,000.00
		61.0000.2535.5900.13.22	Other Capital	\$45,551.96
Vendor Total:				\$160,171.96
Grand Total:				\$3,802,875.77

End of Report

Downers Grove Grade School District 58

Disbursement Detail Listing

Bank Name: Operating Account Date Range: 05/01/2026 - 05/31/2026 Sort By: Vendor
Fiscal Year: 2025-2026 Voucher Range: 1286 - 1286 Dollar Limit: \$0.00
☒ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☒ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount

Bank Name: Operating Account

NCB	05/29/2026	1286	Six Flags Entertainment Corporation	SF-0000068334	10.1999.0000.0000.00.00	Other Local Revenue	\$17,835.40

Check Total: \$17,835.40

Bank Total: \$17,835.40

<u>Fund</u>	<u>Amount</u>
10	\$17,835.40
Fund Totals:	\$17,835.40

End of Report

Disbursements Grand Total: \$17,835.40

Downers Grove Grade School District 58

Disbursement Detail Listing

Bank Name: Operating Account

Date Range: 05/01/2026 - 05/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: 1277 - 1277

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

☐ Exclude Voided Checks

☐ Exclude Manual Checks

☒ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount

Bank Name: Operating Account

NCB	05/27/2026	1277	Fifth Third Bank	GH May CC	10.0000.2520.3900.00.37	Other Purchase Services	\$9.00
NCB	05/27/2026	1277	Fifth Third Bank	Jessica S May	10.0000.2640.4190.00.36	Other Supplies (Incl. Employee Recognition)	\$330.00
NCB	05/27/2026	1277	Fifth Third Bank	Jessica S May	10.1790.1110.3390.00.29	Camp Fees (Outdoor Ed)	\$83.62
NCB	05/27/2026	1277	Fifth Third Bank	Jessica S May	10.1921.1100.4100.00.58	Foundation Teacher Grants	\$74.40
NCB	05/27/2026	1277	Fifth Third Bank	Jessica S May	10.1921.1100.4100.00.58	Foundation Teacher Grants	\$73.94
NCB	05/27/2026	1277	Fifth Third Bank	Jessica S May	10.4620.1200.4100.00.00	General Supplies	(\$3.23)
NCB	05/27/2026	1277	Fifth Third Bank	Jessica S May	10.4620.2210.3120.00.00	Professional Employee Training & Development	\$395.00
NCB	05/27/2026	1277	Fifth Third Bank	Jessica S May	10.4991.2130.3100.00.19	Professional & Technical Services	\$300.00

Check Total:	\$1,262.73
Bank Total:	\$1,262.73

Fund	Amount
10	\$1,262.73

Fund Totals: \$1,262.73

End of Report

Disbursements Grand Total:	\$1,262.73

Downers Grove Grade School District 58

Disbursement Detail Listing

Bank Name: Imprest Account

Date Range: 05/01/2026 - 05/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: 1263 - 1276

Dollar Limit: \$0.00

☒ Print Employee Vendor Names

☐ Exclude Voided Checks

☐ Exclude Manual Checks

☒ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
Bank Name: Imprest Account							
543938	05/12/2026	1263	Alfonso Diaz Pulido	BPAC event	10.1921.1800.4100.00.00	Foundation Grant – Dual Language/ BPAC	\$750.00
Check Total:							\$750.00
543943	05/27/2026	1276	Anderson's Bookfair Co.	2nd Gr. History Book	10.0000.1110.4200.00.60	Textbooks	\$840.00
Check Total:							\$840.00
NCB	05/14/2026	1264	Brewster, Charles	V36249	10.0000.1110.3320.07.00	Travel KG	\$113.83
NCB	05/14/2026	1264	Craft, Zachary	V185072	10.0000.1110.4100.04.00	General Supplies HG	\$206.00
NCB	05/14/2026	1264	Craft, Zachary	V185072	10.0000.2410.3900.04.00	Other Purchase Services	\$183.00
NCB	05/14/2026	1264	Hillary Marzec	V963785	10.0000.1100.3900.00.60	Other Purchase Services	\$3,000.00
NCB	05/14/2026	1264	Humphris, Lauryn Elizabeth	V392004	10.0000.2410.4100.13.00	Supplies Principal Office	\$165.60
Check Total:							\$3,668.43
543939	05/18/2026	1274	IESA	HE 2026-27 Atheletic	10.0000.1500.6400.12.28	Annual Dues for Conference	\$1,410.00
Check Total:							\$1,410.00
543942	05/18/2026	1275	IESA	ON2026-27 Atheletic	10.0000.1500.6400.13.00	Dues and Fees	\$1,410.00
Check Total:							\$1,410.00
543940	05/18/2026	1274	Jacque & Jason Morgan	mileage reimburse	40.0000.2550.3311.00.00	Pupil Transportation Special Education	\$294.93
Check Total:							\$294.93
543941	05/18/2026	1274	Jillian Bryant	Overpayment of fees	10.1811.0000.0000.00.00	Instructional Mat Fees	\$153.00
Check Total:							\$153.00
NCB	05/14/2026	1264	Katie Hurckes	V488909	10.0000.1110.3140.06.00	Professional Services – Instructional	\$10.94
NCB	05/14/2026	1264	Katie Hurckes	V488909	10.0000.1110.4100.06.00	General Supplies IT	\$152.19
NCB	05/14/2026	1264	Kosior, Kellie Kathleen	V946870	10.0000.1110.3320.05.00	Travel HL	\$110.20
NCB	05/14/2026	1264	Loris, Jack J	V600126	10.4620.1200.4100.00.00	General Supplies	\$59.96
NCB	05/14/2026	1264	Meister, Geoffrey	V750008	10.0000.2225.3321.00.62	In-District Travel	\$201.91
NCB	05/14/2026	1264	Michael J Laudermith	V302255	10.0000.1500.3190.12.00	Referees	\$40.00

Downers Grove Grade School District 58

Disbursement Detail Listing

Bank Name: Imprest Account

Date Range: 05/01/2026 - 05/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: 1263 - 1276

Dollar Limit: \$0.00

☒ **Print Employee Vendor Names**

☐ **Exclude Voided Checks**

☐ **Exclude Manual Checks**

☒ **Include Non Check Batches**

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	05/14/2026	1264	Mitchell Kristin	V62114	10.0000.2640.4190.00.36	Other Supplies (Incl. Employee Recognition)	\$53.97
NCB	05/14/2026	1264	Russell, Kevin	V923503	10.0000.2320.4100.00.35	General Supplies	\$116.68
NCB	05/14/2026	1264	Schweigert, Amber	V578500	10.0000.2220.4300.01.60	Library Books	\$129.68
NCB	05/14/2026	1264	Stubbs, Emily M	Teacher Appreciation	10.0000.2410.4100.06.00	Supplies Principal Office	\$163.07
NCB	05/14/2026	1264	Whittier Activity Fund	V664939	10.1999.0000.0000.00.00	Other Local Revenue	\$790.00
Check Total:							\$1,828.60
Bank Total:							\$10,354.96

<u>Fund</u>	<u>Amount</u>
10	\$10,060.03
40	\$294.93
Fund Totals:	\$10,354.96

End of Report

Disbursements Grand Total: \$10,354.96

Downers Grove Grade School District 58

Disbursement Detail Listing

Bank Name: Community Bank of Downers Grove - Medical

Date Range: 05/01/2026 - 05/31/2026

Sort By: Vendor

Fiscal Year: 2025-2026

Voucher Range: 1261 - 1262

Dollar Limit: \$0.00

☒ **Print Employee Vendor Names**

☐ **Exclude Voided Checks**

☐ **Exclude Manual Checks**

☒ **Include Non Check Batches**

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount

Bank Name: Community Bank of Downers Grove - Medical

NCB	05/12/2026	1262	AETNA	0526	13.0000.1110.2220.00.00	Medical Insurance	\$25,703.56
NCB	05/12/2026	1262	CHC Wellbeing	IGC6983	13.0000.2640.3900.00.00	Other Purchase Services	\$84,242.00
NCB	05/12/2026	1262	Fidelity Security Life Insurance	167329012	13.0000.1110.2220.00.00	Medical Insurance	\$22.25
NCB	05/12/2026	1262	Fidelity Security Life Insurance	167335322	13.0000.1110.2220.00.00	Medical Insurance	\$6,584.80
NCB	05/12/2026	1261	Livongo Health Inc.	3552791	13.0000.1110.2220.00.00	Medical Insurance	\$68.00
NCB	05/12/2026	1262	Mutual of Omaha	2078621968	13.0000.1110.2220.00.00	Medical Insurance	\$10,574.73
NCB	05/12/2026	1261	Voya	12A9490075	13.0000.1110.2220.00.00	Medical Insurance	\$95,912.60

Check Total: \$223,107.94

Bank Total: \$223,107.94

<u>Fund</u>	<u>Amount</u>
13	\$223,107.94

Fund Totals: \$223,107.94

End of Report

Disbursements Grand Total: \$223,107.94

Memo To: Kevin Russell, Superintendent of Schools
 From: Pat Houlihan, Personnel Secretary
 Subject: Personnel Report, District 58

Personnel Report

Certified Staff - Assignment

	<u>Effective</u>	<u>Location, Position</u>	<u>Salary</u>
Rommel Adde	8/17/2026	O'Neill MS, Science & STEM Exploratory	\$61,180.00
Mia Catanzaro	8/17/2026	Highland, Classroom Teacher (1 Year LOA position)	\$55,619.00
Michael Condon	8/17/2026	Pierce Downer, Spec. Ed. RISE teacher	\$89,547.00
Christina Fortes	8/17/2026	O'Neill MS, Spanish & Foreign Lang. Exploratory	\$63,962.00
Claire Grigas (Recall 0.2 FTE)	8/24/2026	Henry Puffer, Social Worker	\$14,460.80
Jasmine Simpson	8/17/2026	Pierce Downer, Special Ed Teacher (1 Year LOA position)	\$55,619.00
Julia Thomas	8/17/2026	O'Neill MS, Art & Exploratory	\$58,400.00
Kristin Zernitz (Recall 0.5 FTE)	8/24/2026	Henry Puffer, Preschool Teacher	\$36,430.00

Certified Staff - Voluntary Re-Assignment to Part-Time

Carly Reider	8/24/2026	O'Neill MS, Resource	1 to 0.625 FTE

Certified Staff - Retirement

	<u>Effective</u>	<u>Location, Position</u>
Christine Balagtas	June, 2030	Herrick MS, Math Teacher

Certified Staff - Resignation

	<u>Effective</u>	<u>Location, Position</u>
Cassie Acevedo	6/9/2026	Pierce Downer, RISE Teacher
Kristin Esposito	6/9/2026	Kingsley, Classroom Teacher

SUBJECT: Personnel Report, District 58 - Continued

Nicole Gomez	6/9/2026	Henry Puffer, Classroom Teacher
Katherine Hurckes	6/9/2026	Indian Trail, Interventionist
Robyn Panico	6/9/2026	O'Neill MS, ELA Teacher

Certified - Family Medical Leave of Absence

	<u>Effective</u>	<u>Location, Position</u>
Armato, Alexandra	11/23/2026	Henry Puffer, Preschool RISE Teacher
Jenna Bailey	10/26/2026	Indian Trail, Classroom Teacher
Jillian DeRango	8/23/2026	Fairmount, PT Secretary
Courtney Evans	12/5/2026	Lester, Classroom Teacher

Support Staff - Assignment

	<u>Effective</u>	<u>Location, Position</u>	<u>Salary</u>
Lauren Rendak	8/24/26	Multiple, Occupational	\$57.16/hr Therapist pending approval of 26/27 hourly rates
Jerry Willoughby	6/1/26	DSC, Level I Technician	\$17.89/hr

Support Staff - Resignation

	<u>Effective</u>	<u>Location, Position</u>
Christina Fischer	6/5/26	Hillcrest, Instructional Asst, DLP Part-time
Lauren Graeme	6/5/26	Grove Preschool, Instructional Asst PreK DLP
Wendy Hensley	5/26/26	Lester, Instructional Asst, Special Ed
Emily Igoe	6/5/26	Kingsley, Instructional Asst., BEST
Julie Jackson	6/5/26	Henry Puffer, Instructional Asst, Special Ed
Jennifer Mazur	6/5/26	Fairmount, Registered Nurse

SUBJECT: Personnel Report, District 58 - Continued

William Mucker	6/5/26	O'Neill, Instructional Asst, Special Ed
Andrew Reed	6/5/26	Kingsley, Instructional Asst, Special Ed
Laura Thies	6/5/26	Fairmount, Instructional Asst, Special Ed

Custodial/Maintenance Staff - Resignation

	<u>Effective</u>	<u>Location, Position</u>
Michael Bergmeier	6/5/26	Kingsley, Night Custodian



Downers Grove Grade School District 58
We Envision. We Seek. We Believe.

Downers Grove Grade School District 58
850 Curtiss Street, Ste. 200, Downers Grove, IL 60515
630-719-5800 Phone | 630-719-5418 Fax | www.dg58.org

Memorandum

To: Board of Education, Dr. Kevin Russell

From: Gregory Harris, Assistant Superintendent for Business/CSBO

Date: June 8, 2026

Re: Amended FY 2026 Budget

Background:

School Code allows for boards of education to amend their annual budget, and it is best practice to do so under certain circumstances. To amend a budget, a school district must follow the same procedure as adopting an annual budget in August and September.

Administrative Considerations:

In December of 2025, the Board of Education approved a transfer of \$4,857,120.14 from the Capital Projects Fund to the Educational Fund. This amount represented the amount of arbitrage profit earned from the 2022 referendum bond issuance. As it is permissible for school districts to make permanent transfers of excess earned interest out of the Capital Projects fund, the money was moved to the Educational Fund to assist with cash flow during the District's low cash point in May. This strategy was devised and agreed upon after the annual budget was approved in September of 2025, so the budget is being amended to account for this transfer.

This amended budget also corrects an observed error made on the estimated expenditures page under function 2330. A total of \$788,700 was budgeted for purchased services under that function, but the correct number is \$2,700. The remaining \$786,000 should have been in the cell below, which is for functions 2361-2365.

Aside from these two adjustments, the budget remains identical to what the Board approved in September. The District has followed all the requirements for amending a budget, including putting the amended budget on display for 30 days and holding a public hearing.

Recommendation:

It is recommended that the Board approve the amended FY 2026 budget.

District Type:

- ☒ School District
☐ Joint Agreement

ILLINOIS STATE BOARD OF EDUCATION

School Business Services Division

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM *

July 1, 2025 - June 30, 2026

Accounting Basis:

- ☒ Cash
☐ Accrual

Is this an amended budget?

Yes _____

Date of Amended Budget:

06/08/26

(MM/DD/YY)

District Name:

Downers Grove GSD 58

District RCDT No:

19022058002

Balanced budget; no Deficit Reduction Plan is required.

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

Budget of Downers Grove GSD 58, County of Dupage, State of Illinois, for the Fiscal Year beginning July 1, 2025 and ending June 30, 2026.

WHEREAS the Board of Education of Downers Grove GSD 58, County of Dupage, State of Illinois, caused to be prepared in tentative form a budget, and the Secretary of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;

AND WHEREAS a public hearing was held as to such budget on the 8th day of June, 2026, notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

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

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

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

ADOPTION OF BUDGET

The budget shall be approved and signed below by members of the School Board. Adopted this 8th day of June, 2026 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.

Begin entering data on EstRev 6-11 and EstExp 12-20 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
ESTIMATED BEGINNING FUND BALANCE (without Student Activity Funds)1 as of July 1, 2025		8,582,541	2,042,686	1,995,474	(1,099,248)	594,023	98,719,663	11,697,549	0	8,629
RECEIPTS/REVENUES (without Student Activity Funds)										
LOCAL SOURCES	1000	66,954,570	2,968,067	12,570,887	6,302,989	1,927,084	4,525,000	613,872	0	15
FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0				
STATE SOURCES	3000	4,894,357	50,000	0	2,597,058	0	1,200,000	0	0	0
FEDERAL SOURCES	4000	2,454,020	0	0	0	0	0	0	0	0
Total Direct Receipts/Revenues 8		74,302,947	3,018,067	12,570,887	8,900,047	1,927,084	5,725,000	613,872	0	15
Receipts/Revenues for "On Behalf" Payments 2	3998	30,000,000								
Total Receipts/Revenues		104,302,947	3,018,067	12,570,887	8,900,047	1,927,084	5,725,000	613,872	0	15
DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)										
INSTRUCTION	1000	48,884,294				1,029,609			0	
SUPPORT SERVICES	2000	22,169,976	4,353,925		7,724,188	1,083,378	60,213,643		0	0
COMMUNITY SERVICES	3000	187,436	0		0	2,358			0	
PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	2,752,905	0	0	0	0	0		0	0
DEBT SERVICES	5000	0	0	13,368,271	0	0			0	0
PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0
Total Direct Disbursements/Expenditures 9		73,994,611	4,353,925	13,368,271	7,724,188	2,115,345	60,213,643		0	0
Disbursements/Expenditures for "On Behalf" Payments 2	4180	30,000,000								
Total Disbursements/Expenditures		103,994,611	4,353,925	13,368,271	7,724,188	2,115,345	60,213,643		0	0
Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		308,336	(1,335,858)	(797,384)	1,175,859	(188,261)	(54,488,643)	613,872	0	15
OTHER SOURCES/USES OF FUNDS										
OTHER SOURCES OF FUNDS (7000)										
PERMANENT TRANSFER FROM VARIOUS FUNDS										
Abolishment the Working Cash Fund 16	7110									
Abatement of the Working Cash Fund 16	7110									
Transfer of Working Cash Fund Interest	7120									
Transfer Among Funds	7130									
Transfer of Interest	7140	4,857,121								
Transfer from Capital Projects Fund to O&M Fund	7150									
Transfer of Excess Fire Prev & Safety Tax & Interest 3 Proceeds to O&M Fund	7160									
Transfer of Excess Accumulated Fire Prev & Safety Bond and Int 3a Proceeds to Debt Service Fund	7170									
SALE OF BONDS (7200)										
Principal on Bonds Sold 4	7210									
Premium on Bonds Sold	7220									
Accrued Interest on Bonds Sold	7230									
Sale or Compensation for Fixed Assets 5	7300									
Transfer to Debt Service to Pay Principal on Leases	7400			260,000						
Transfer to Debt Service to Pay Interest on Leases	7500			0						
Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			0						
Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0						
Transfer to Capital Projects Fund	7800						0			
ISBE Loan Proceeds	7900									
Other Sources Not Classified Elsewhere	7990									
Total Other Sources of Funds 8		4,857,121	0	260,000	0	0	0	0	0	0
OTHER USES OF FUNDS (8000)										
TRANSFER TO VARIOUS OTHER FUNDS (8100)										
Abolishment or Abatement of the Working Cash Fund 16	8110							0		
Transfer of Working Cash Fund Interest	8120							0		
Transfer Among Funds	8130									
Transfer of Interest 6	8140						4,857,121			
Transfer from Capital Projects Fund to O&M Fund	8150									
Transfer of Excess Fire Prev & Safety Tax & Interest 3 Proceeds to O&M Fund	8160									

Begin entering data on EstRev 6-11 and EstExp 12-20 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
Transfer of Excess Accumulated Fire Prev & Safety Bond 3a and Int Proceeds to Debt Service Fund	8170									
Taxes Pledged to Pay Principal on Leases	8410	260,000								
Grants/Reimbursements Pledged to Pay Principal on Leases	8420									
Other Revenues Pledged to Pay Principal on Leases	8430									
Fund Balance Transfers Pledged to Pay Principal on Leases	8440									
Taxes Pledged to Pay Interest on Leases	8510									
Grants/Reimbursements Pledged to Pay Interest on Leases	8520									
Other Revenues Pledged to Pay Interest on Leases	8530									
Fund Balance Transfers Pledged to Pay Interest on Leases	8540									
Taxes Pledged to Pay Principal on Revenue Bonds	8610									
Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620									
Other Revenues Pledged to Pay Principal on Revenue Bonds	8630									
Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640									
Taxes Pledged to Pay Interest on Revenue Bonds	8710									
Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720									
Other Revenues Pledged to Pay Interest on Revenue Bonds	8730									
Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740									
Taxes Transferred to Pay for Capital Projects	8810									
Grants/Reimbursements Pledged to Pay for Capital Projects	8820									
Other Revenues Pledged to Pay for Capital Projects	8830									
Fund Balance Transfers Pledged to Pay for Capital Projects	8840									
Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910									
Other Uses Not Classified Elsewhere	8990									
Total Other Uses of Funds 9		260,000	0	0	0	0	4,857,121	0	0	0
Total Other Sources/Uses of Fund		4,597,121	0	260,000	0	0	(4,857,121)	0	0	0
ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2026		13,487,998	706,828	1,458,090	76,611	405,762	39,373,899	12,311,421	0	8,644
Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2025		137,104								
RECEIPTS/REVENUES (For Student Activity Funds)										
Total Student Activity Direct Receipts/Revenues (Local Sources)	1799									
DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)										
Total Student Activity Direct Disbursements/Expenditures	1999	0								
Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		0								
Student Activity ESTIMATED ENDING FUND BALANCE as of June 30, 2026		137,104								
Total ESTIMATED BEGINNING FUND BALANCE (All Sources Including Student Activity Funds) as of July 1, 2025		8,719,645	2,042,686	1,995,474	(1,099,248)	594,023	98,719,663	11,697,549	0	8,629
RECEIPTS/REVENUES (All Sources with Student Activity Funds)										
LOCAL SOURCES	1000	66,954,570	2,968,067	12,570,887	6,302,989	1,927,084	4,525,000	613,872	0	15
FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0				
STATE SOURCES	3000	4,894,357	50,000	0	2,597,058	0	1,200,000	0	0	0
FEDERAL SOURCES	4000	2,454,020	0	0	0	0	0	0	0	0
Total Direct Receipts/Revenues 8		74,302,947	3,018,067	12,570,887	8,900,047	1,927,084	5,725,000	613,872	0	15
Receipts/Revenues for "On Behalf" Payments 2	3998	30,000,000								
Total Receipts/Revenues		104,302,947	3,018,067	12,570,887	8,900,047	1,927,084	5,725,000	613,872	0	15
DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)										
INSTRUCTION	1000	48,884,294				1,029,609			0	
SUPPORT SERVICES	2000	22,169,976	4,353,925		7,724,188	1,083,378	60,213,643		0	0
COMMUNITY SERVICES	3000	187,436	0		0	2,358			0	
PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	2,752,905	0	0	0	0	0		0	0
DEBT SERVICES	5000	0	0	13,368,271	0	0			0	0
PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0
Total Direct Disbursements/Expenditures 9		73,994,611	4,353,925	13,368,271	7,724,188	2,115,345	60,213,643		0	0

Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
Disbursements/Expenditures for "On Behalf" Payments 2	4180	30,000,000									
Total Disbursements/Expenditures		103,994,611	4,353,925	13,368,271	7,724,188	2,115,345	60,213,643		0	0	
Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		308,336	(1,335,858)	(797,384)	1,175,859	(188,261)	(54,488,643)	613,872	0	15	
OTHER SOURCES/USES OF FUNDS											
OTHER SOURCES OF FUNDS (7000)											
Total Other Sources of Funds 8		4,857,121	0	260,000	0	0	0	0	0	0	
OTHER USES OF FUNDS (8000)											
Total Other Uses of Funds 9		260,000	0	0	0	0	4,857,121	0	0	0	
Total Other Sources/Uses of Fund		4,597,121	0	260,000	0	0	(4,857,121)	0	0	0	
ESTIMATED ENDING FUND BALANCE (All Sources with Student Activity Funds) as of June 30, 2026		13,625,102	706,828	1,458,090	76,611	405,762	39,373,899	12,311,421	0	8,644	
SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)											
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
Object Name											
Salaries	100	53,445,772	2,001,037		0		113,643		0	0	55,560,452
Employee Benefits	200	11,632,165	495,913		0	2,115,345	0		0	0	14,243,423
Purchased Services	300	3,282,465	832,187	2,000	7,724,188		3,378,000		0	0	15,218,840
Supplies & Materials	400	1,472,542	1,014,258		0		0		0	0	2,486,800
Capital Outlay	500	0	7,830		0		56,356,000		0	0	56,363,830
Other Objects	600	4,129,404	2,700	13,366,271	0	0	0		0	0	17,498,375
Non-Capitalized Equipment	700	32,263	0		0		366,000		0	0	398,263
Termination Benefits	800	0	0		0				0		0
Total Expenditures		73,994,611	4,353,925	13,368,271	7,724,188	2,115,345	60,213,643		0	0	161,769,983

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
BEGINNING CASH BALANCE ON HAND (without Student Activity Funds)7 as of July 1, 2025		8,582,541	2,042,686	1,995,474	752	594,023	98,719,663	10,597,549	0	8,629
Total Direct Receipts & Other Sources 8		79,160,068	3,018,067	12,830,887	8,900,047	1,927,084	5,725,000	613,872	0	15
OTHER RECEIPTS										
Interfund Loans Payable (Loans from Other Funds)	411									
Interfund Loans Receivable (Repayment of Loans)	141									
Notes and Warrants Payable	433									
Other Current Assets	199									
Total Other Receipts		0	0	0	0	0	0	0	0	0
Total Direct Receipts, Other Sources, & Other Receipts		79,160,068	3,018,067	12,830,887	8,900,047	1,927,084	5,725,000	613,872	0	15
Total Amount Available		87,742,609	5,060,753	14,826,361	8,900,799	2,521,107	104,444,663	11,211,421	0	8,644
Total Direct Disbursements & Other Uses 9		74,254,611	4,353,925	13,368,271	7,724,188	2,115,345	65,070,764	0	0	0
OTHER DISBURSEMENTS										
Interfund Loans Receivable (Loans to Other Funds) 10	141									
Interfund Loans Payable (Repayment of Loans)	411									
Notes and Warrants Payable	433									
Other Current Liabilities	499									
Total Other Disbursements		0	0	0	0	0	0	0	0	0
Total Direct Disbursements, Other Uses, & Other Disbursements		74,254,611	4,353,925	13,368,271	7,724,188	2,115,345	65,070,764	0	0	0
ENDING CASH BALANCE ON HAND (without Student Activity Funds) as of June 30, 2026		13,487,998	706,828	1,458,090	1,176,611	405,762	39,373,899	11,211,421	0	8,644
Activity Funds BEGINNING CASH BALANCE ON HAND7 as of July 1, 2025		137,104								
Total Direct Receipts & Other Sources 8										
Total Amount Available		137,104								
Total Direct Disbursements & Other Uses 9		0								
Activity funds ENDING CASH BALANCE ON HAND7 as of June 30, 2026		137,104								
Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds)7 as of July 1, 2025		8,719,645	2,042,686	1,995,474	752	594,023	98,719,663	10,597,549	0	8,629
Total Direct Receipts & Other Sources 8		79,160,068	3,018,067	12,830,887	8,900,047	1,927,084	5,725,000	613,872	0	15
Total Other Receipts		0	0	0	0	0	0	0	0	0
Total Direct Receipts, Other Sources, & Other Receipts		79,160,068	3,018,067	12,830,887	8,900,047	1,927,084	5,725,000	613,872	0	15
Total Amount Available		87,879,713	5,060,753	14,826,361	8,900,799	2,521,107	104,444,663	11,211,421	0	8,644
Total Direct Disbursements & Other Uses 9		74,254,611	4,353,925	13,368,271	7,724,188	2,115,345	65,070,764	0	0	0
Total Other Disbursements		0	0	0	0	0	0	0	0	0
Total Direct Disbursements, Other Uses, & Other Disbursements		74,254,611	4,353,925	13,368,271	7,724,188	2,115,345	65,070,764	0	0	0
Total ENDING CASH BALANCE ON HAND (with Student Activity Funds)7 as of June 30, 2026		13,625,102	706,828	1,458,090	1,176,611	405,762	39,373,899	11,211,421	0	8,644

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
RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)										
AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY	1100									
Designated Purposes Levies 11 (1110-1120)		62,544,092	2,681,567	12,534,887	5,984,989	737,557		448,872		
Leasing Purposes Levy 12	1130									
Special Education Purposes Levy	1140									
FICA and Medicare Only Levies	1150					1,121,927				
Area Vocational Construction Purposes Levy	1160									
Summer School Purposes Levy	1170									
Other Tax Levies (Describe & Itemize)	1190									
Total Ad Valorem Taxes Levied by District		62,544,092	2,681,567	12,534,887	5,984,989	1,859,484	0	448,872	0	0
PAYMENTS IN LIEU OF TAXES	1200									
Mobile Home Privilege Tax	1210									
Payments from Local Housing Authority	1220									
Corporate Personal Property Replacement Taxes13	1230	1,051,425	100,000			60,600				
Other Payments in Lieu of Taxes (Describe & Itemize)	1290									
Total Payments in Lieu of Taxes		1,051,425	100,000	0	0	60,600	0	0	0	0
TUITION	1300									
Regular Tuition from Pupils or Parents (In State)	1311	207,000								
Regular Tuition from Other Districts (In State)	1312									
Regular Tuition from Other Sources (In State)	1313									
Regular Tuition from Other Sources (Out of State)	1314									
Summer School Tuition from Pupils or Parents (In State)	1321	43,470								
Summer School Tuition from Other Districts (In State)	1322									
Summer School Tuition from Other Sources (In State)	1323									
Summer School Tuition from Other Sources (Out of State)	1324									
CTE Tuition from Pupils or Parents (In State)	1331									
CTE Tuition from Other Districts (In State)	1332									
CTE Tuition from Other Sources (In State)	1333									
CTE Tuition from Other Sources (Out of State)	1334									
Special Education Tuition from Pupils or Parents (In State)	1341									
Special Education Tuition from Other Districts (In State)	1342									
Special Education Tuition from Other Sources (In State)	1343									
Special Education Tuition from Other Sources (Out of State)	1344									
Adult Tuition from Pupils or Parents (In State)	1351									
Adult Tuition from Other Districts (In State)	1352									
Adult Tuition from Other Sources (In State)	1353									
Adult Tuition from Other Sources (Out of State)	1354									
Total Tuition		250,470								
TRANSPORTATION FEES	1400									
Regular Transportation Fees from Pupils or Parents (In State)	1411				91,000					
Regular Transportation Fees from Other Districts (In State)	1412				220,000					
Regular Transportation Fees from Other Sources (In State)	1413									
Regular Transportation Fees from Co-curricular Activities (In State)	1415									
Regular Transportation Fees from Other Sources (Out of State)	1416									
Summer School Transportation Fees from Pupils or Parents (In State)	1421									
Summer School Transportation Fees from Other Districts (In State)	1422									
Summer School Transportation Fees from Other Sources (In State)	1423									
Summer School Transportation Fees from Other Sources (Out of State)	1424									
CTE Transportation Fees from Pupils or Parents (In State)	1431									
CTE Transportation Fees from Other Districts (In State)	1432									
CTE Transportation Fees from Other Sources (In State)	1433									

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
CTE Transportation Fees from Other Sources (Out of State)	1434									
Special Education Transportation Fees from Pupils or Parents (In State)	1441									
Special Education Transportation Fees from Other Districts (In State)	1442									
Special Education Transportation Fees from Other Sources (In State)	1443									
Special Education Transportation Fees from Other Sources (Out of State)	1444									
Adult Transportation Fees from Pupils or Parents (In State)	1451									
Adult Transportation Fees from Other Districts (In State)	1452									
Adult Transportation Fees from Other Sources (In State)	1453									
Adult Transportation Fees from Other Sources (Out of State)	1454									
Total Transportation Fees					311,000					
EARNINGS ON INVESTMENTS	1500									
Interest on Investments	1510	470,000	15,000	36,000	7,000	7,000	4,500,000	165,000		15
Gain or Loss on Sale of Investments	1520									
Unrealized Gain or Loss on Investments	1530									
Total Earnings on Investments		470,000	15,000	36,000	7,000	7,000	4,500,000	165,000	0	15
FOOD SERVICE	1600									
Sales to Pupils - Lunch	1611	269,012								
Sales to Pupils - Breakfast	1612									
Sales to Pupils - A la Carte	1613									
Sales to Pupils - Other (Describe & Itemize)	1614									
Sales to Adults	1620									
Other Food Service (Describe & Itemize)	1690									
Total Food Service		269,012								
DISTRICT/SCHOOL ACTIVITY INCOME	1700									
Admissions - Athletic	1711									
Admissions - Other	1719									
Fees	1720	9,000								
Book Store Sales	1730									
Other District/School Activity Revenue (Describe & Itemize)	1790	20,000								
Student Activity Fund Revenues	1799									
Total District/School Activity Income (without Student Activity Funds 1799)		29,000	0							
Total District/School Activity Income (with Student Activity Funds 1799)		29,000								
TEXTBOOK INCOME	1800									
Textbook Rentals - Regular Textbooks	1811	1,276,571								
Textbook Rentals - Summer School Textbooks	1812									
Textbook Rentals - Adult/Continuing Education Textbooks	1813									
Textbook Rentals - Other (Describe & Itemize)	1819									
Textbook Sales - Regular Textbooks	1821									
Textbook Sales - Summer School	1822									
Textbook Sales - Adult/Continuing Education	1823									
Textbook Sales - Other (Describe & Itemize)	1829									
Other Textbook Income (Describe & Itemize)	1890									
Total Textbooks		1,276,571								
OTHER REVENUE FROM LOCAL SOURCES	1900									
Rentals	1910		150,000							
Contributions and Donations from Private Sources	1920	37,000	6,500							
Impact Fees from Municipal or County Governments	1930	20,000								
Services Provided Other Districts	1940									
Refund of Prior Years' Expenditures	1950	140,000								
Payments of Surplus Moneys from TIF Districts	1960	624,000								
Drivers' Education Fees	1970									

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
Proceeds from Vendors' Contracts	1980									
School Facility Occupation Tax Proceeds	1983									
Payment from Other Districts	1991	90,000								
Sale of Vocational Projects	1992									
Other Local Fees <i>(Describe & Itemize)</i>	1993									
Other Local Revenues <i>(Describe & Itemize)</i>	1999	153,000	15,000				25,000			
Total Other Revenue from Local Sources		1,064,000	171,500	0	0	0	25,000	0	0	0
Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)	1000	66,954,570	2,968,067	12,570,887	6,302,989	1,927,084	4,525,000	613,872	0	15
Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)		66,954,570								
FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)										
Flow-Through Revenue from State Sources	2100									
Flow-Through Revenue from Federal Sources	2200									
Other Flow-Through Revenue <i>(Describe & Itemize)</i>	2300									
Total Flow-Through Receipts/Revenues From One District to Another District	2000	0	0		0	0				
RECEIPTS/REVENUES FROM STATE SOURCES (3000)										
UNRESTRICTED GRANTS-IN-AID (3001-3099)										
Evidence Based Funding Formula (Section 18-8.15)	3001	3,552,546								
Reorganization Incentives (Accounts 3005-3021)	3005									
Other Unrestricted Grants-In-Aid From State Sources <i>(Describe & Itemize)</i>	3099									
Total Unrestricted Grants-In-Aid		3,552,546	0	0	0	0	0		0	0
RESTRICTED GRANTS-IN-AID (3100-3900)										
SPECIAL EDUCATION										
Special Education - Private/Public Facility Tuition	3100	600,000								
Special Education - Orphanage - Individual	3120	350,000								
Special Education - Orphanage - Summer Individual	3130	17,000								
Special Education - Other <i>(Describe & Itemize)</i>	3199									
Total Special Education		967,000	0		0					
CAREER AND TECHNICAL EDUCATION (CTE)										
CTE - Technical Education - Tech Prep	3200									
CTE - Secondary Program Improvement (CTEI)	3220									
CTE - WECEP	3225									
CTE - Agriculture Education	3235									
CTE - Instructor Practicum	3240									
CTE - Student Organizations	3270									
CTE - Other <i>(Describe & Itemize)</i>	3299									
Total Career and Technical Education		0	0			0				
State Free Lunch & Breakfast	3360	2,207								
School Breakfast Initiative	3365									
Driver Education	3370									
Adult Education (from ICCB)	3410									
Adult Education - Other <i>(Describe & Itemize)</i>	3499									
TRANSPORTATION										
Transportation - Regular and Vocational	3500				1,245,284					
Transportation - Special Education	3510				1,351,774					
Transportation - Other <i>(Describe & Itemize)</i>	3599									
Total Transportation		0	0		2,597,058	0				
Learning Improvement - Change Grants	3610									
Scientific Literacy	3660									

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
Truant Alternative/Optional Education	3695									
Early Childhood - Block Grant	3705	367,604								
Chicago General Education Block Grant	3766									
Chicago Educational Services Block Grant	3767									
School Safety & Educational Improvement Block Grant	3775									
Technology - Technology for Success	3780									
State Charter Schools	3815									
Extended Learning Opportunities - Summer Bridges	3825									
Infrastructure Improvements - Planning/Construction	3920		50,000							
School Infrastructure - Maintenance Projects	3925									
Other Restricted Revenue from State Sources (Describe & Itemize)	3999	5,000					1,200,000			
Total Restricted Grants-In-Aid		1,341,811	50,000	0	2,597,058	0	1,200,000	0	0	0
Total Receipts/Revenues from State Sources	3000	4,894,357	50,000	0	2,597,058	0	1,200,000	0	0	0
RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)										
UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)										
Federal Impact Aid	4001									
Other Unrestricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4009									
Total Unrestricted Grants-In-Aid Received Directly from Fed Govt		0	0	0	0	0	0	0	0	0
RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)	(4045-									
Head Start	4045									
Construction (Impact Aid)	4050									
MAGNET	4060									
Other Restricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4090									
Total Restricted Grants-In-Aid Received Directly from Federal Govt.		0	0		0	0	0			0
RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL THRU THE STATE (4100-4999)	GOVT.									
TITLE V										
Title V - Flexibility and Accountability	4100									
Title V - SEA Projects	4105									
Title V - Rural Education Initiative (REI)	4107									
Title V - Other (Describe & Itemize)	4199									
Total Title V		0	0		0	0				
FOOD SERVICE										
Breakfast Start-Up Expansion	4200									
National School Lunch Program	4210	274,284								
Special Milk Program	4215									
School Breakfast Program	4220									
Summer Food Service Admin/Program	4225									
Child and Adult Care Food Program	4226									
Fresh Fruit and Vegetables	4240									
Food Service - Other (Describe & Itemize)	4299									
Total Food Service		274,284				0				
TITLE I										
Title I - Low Income	4300	230,000								
Title I - Low Income - Neglected, Private	4305									
Title I - Migrant Education	4340									
Title I - Other (Describe & Itemize)	4399									
Total Title I		230,000	0		0	0				
TITLE IV										
Title IV - Student Support & Academic Enrichment Grant	4400	13,414								

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		
Title IV - Part A – Student Support & Academic Enrichment Grants Safe and Drug Free Schools	4415											
Title IV - 21st Century	4421											
Title IV - Other <i>(Describe & Itemize)</i>	4499											
Total Title IV		13,414	0		0	0						
FEDERAL - SPECIAL EDUCATION												
Federal Special Education - Preschool Flow-Through	4600	42,704										
Federal Special Education - Preschool Discretionary	4605											
Federal Special Education - IDEA Flow Through	4620	1,263,618										
Federal Special Education - IDEA Room & Board	4625	190,000										
Federal Special Education - IDEA Discretionary	4630											
Federal Special Education - IDEA - Other <i>(Describe & Itemize)</i>	4699											
Total Federal Special Education		1,496,322	0		0	0						
CTE - PERKINS												
CTE - Perkins-Title IIIE Tech Prep	4770											
CTE - Other <i>(Describe & Itemize)</i>	4799											
Total CTE - Perkins		0	0			0						
Federal - Adult Education	4810											
Qualified Zone Academy Bond Tax Credits	4866											
Qualified School Construction Bond Credits	4867											
Build America Bond Tax Credits	4868											
Build America Bond Interest Reimbursement	4869											
Total Stimulus Programs		0	0		0	0					0	0
Race to the Top Program	4901											
Race to the Top - Preschool Expansion Grant	4902											
Title III - Instruction for English Learners & Immigrant Students	4905											
Title III - English Language Acquisition	4909	35,000										
McKinney Education for Homeless Children	4920											
Title II - Eisenhower - Professional Development Formula	4930											
Title II - Teacher Quality	4932	150,000										
Title II - Part A – Supporting Effective Instruction – State Grants	4935											
Federal Charter Schools	4960											
State Assessment Grants	4981											
Grant for State Assessments and Related Activities	4982											
Medicaid Matching Funds - Administrative Outreach	4991	5,000										
Medicaid Matching Funds - Fee-For-Service Program	4992	250,000										
Other Restricted Grants Received from Fed. Govt. thru State <i>(Describe & Itemize)</i>	4998											
Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State		2,454,020	0	0	0	0	0	0	0	0		
TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES	4000	2,454,020	0	0	0	0	0	0	0	0		
TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)		74,302,947	3,018,067	12,570,887	8,900,047	1,927,084	5,725,000	613,872	0	15		
TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)		74,302,947										

Description: Enter Whole Numbers Only		(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
	Func #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
10 - EDUCATIONAL FUND (ED)										
INSTRUCTION (ED)	1000									
Regular Programs	1100	28,708,483	6,088,770	150,116	767,866		3,600	14,263		35,733,098
Tuition Payment to Charter Schools	1115									0
Pre-K Programs	1125	259,876	27,245							287,121
Special Education Programs (Functions 1200 - 1220)	1200	6,705,716	1,220,428	129,700	110,672		1,333,311			9,499,827
Special Education Programs Pre-K	1225	619,274	93,294	4,298	22,000					738,866
Remedial and Supplemental Programs K-12	1250	782,599	169,001		2,159					953,759
Remedial and Supplemental Programs Pre-K	1275									0
Adult/Continuing Education Programs	1300									0
CTE Programs	1400									0
Interscholastic Programs	1500	122,919	1,536	4,310	7,200		17,133	18,000		171,098
Summer School Programs	1600		1,651		2,250					3,901
Gifted Programs	1650				2,250					2,250
Driver's Education Programs	1700									0
Bilingual Programs	1800	1,277,176	215,578		1,620					1,494,374
Truant Alternative & Optional Programs	1900									0
Pre-K Programs - Private Tuition	1910									0
Regular K-12 Programs - Private Tuition	1911									0
Special Education Programs K-12 Private Tuition	1912									0
Special Education Programs Pre-K Tuition	1913									0
Remedial/Supplemental Programs K-12 Private Tuition	1914									0
Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
Adult/Continuing Education Programs Private Tuition	1916									0
CTE Programs Private Tuition	1917									0
Interscholastic Programs Private Tuition	1918									0
Summer School Programs Private Tuition	1919									0
Gifted Programs Private Tuition	1920									0
Bilingual Programs Private Tuition	1921									0
Truants Alternative/Opt Ed Programs Private Tuition	1922									0
Student Activity Fund Expenditures	1999									0
Total Instruction ¹⁴ (Without Student Activity Funds 1999)	1000	38,476,043	7,817,503	288,424	916,017	0	1,354,044	32,263	0	48,884,294
Total Instruction (With Student Activity Funds 1999)	1000	38,476,043	7,817,503	288,424	916,017	0	1,354,044	32,263	0	48,884,294
SUPPORT SERVICES (ED)	2000									
Support Services - Pupil	2100									
Attendance & Social Work Services	2110	2,396,209	502,295							2,898,504
Guidance Services	2120	580,966	89,805		707					671,578
Health Services	2130	994,219	164,004	540	9,996					1,168,259
Psychological Services	2140	964,494	160,574		50,000					1,175,068
Speech Pathology & Audiology Services	2150	1,553,953	283,736		40,000					1,877,689
Other Support Services - Pupils (Describe & Itemize)	2160									0
Total Support Services - Pupil	2100	6,489,841	1,200,514	540	100,703	0	0	0	0	7,791,598
Support Services - Instructional Staff	2200									
Improvement of Instruction Services	2210	2,373,792	533,226	711,069	22,600					3,640,687
Educational Media Services	2220	1,266,660	314,243	363,358	363,793					2,308,054
Assessment & Testing	2230	7,681	96							7,777
Total Support Services - Instructional Staff	2200	3,648,133	847,565	1,074,427	386,393	0	0	0	0	5,956,518
Support Services - General Administration	2300									
Board of Education Services	2310			130,140	9,000		9,900			149,040
Executive Administration Services	2320	368,930	100,585	10,485	14,850		9,000			503,850
Special Area Administration Services	2330	479,381	158,645	2,700	540					641,266
Tort Immunity Services	2361, 2365			786,000						786,000
Total Support Services - General Administration	2300	848,311	259,230	929,325	24,390	0	18,900	0	0	2,080,156
Support Services - School Administration	2400									
Office of the Principal Services	2410	2,868,468	992,664	8,113	20,139		630			3,890,014
Other Support Services - School Administration (Describe & Itemize)	2490									0
Total Support Services - School Administration	2400	2,868,468	992,664	8,113	20,139	0	630	0	0	3,890,014
Support Services - Business	2500									
Direction of Business Support Services	2510	348,838	103,490	2,790						455,118
Fiscal Services	2520	171,362	23,847	284,440	1,350		1,800			482,799
Operation & Maintenance of Plant Services	2540									0
Pupil Transportation Services	2550									0
Food Services	2560			563,520	2,250					565,770
Internal Services	2570									0
Total Support Services - Business	2500	520,200	127,337	850,750	3,600	0	1,800	0	0	1,503,687
Support Services - Central	2600									
Direction of Central Support Services	2610	337,477	102,697	29,700						469,874
Planning, Research, Development & Evaluation Services	2620									0
Information Services	2630	105,000	34,374	42,390			450			182,214
Staff Services	2640			43,200	19,800		675			63,675
Data Processing Services	2660									0
Total Support Services - Central	2600	442,477	137,071	115,290	19,800	0	1,125	0	0	715,763
Other Support Services - Misc. (Describe & Itemize)	2900		231,240	1,000						232,240
Total Support Services	2000	14,817,430	3,795,621	2,978,445	556,025	0	22,455	0	0	22,169,976
COMMUNITY SERVICES (ED)	3000									
INDEMNITIES TO OTHER DIST & GOVT UNITS (ED)	4000	152,299	19,041	15,596	500					187,436
Payments to Other Dist & Govt Units (In-State)	4100									
Payments for Regular Programs	4110									0
Payments for Special Education Programs	4120						2,752,905			2,752,905
Payments for Adult/Continuing Education Programs	4130									0
Payments for CTE Programs	4140									0
Payments for Community College Programs	4170									0
Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
Total Payments to Other Dist & Govt Units (In-State)	4100			0			2,752,905			2,752,905
Payments for Regular Programs - Tuition	4210									0
Payments for Special Education Programs - Tuition	4220									0
Payments for Adult/Continuing Education Programs - Tuition	4230									0
Payments for CTE Programs - Tuition	4240									0
Payments for Community College Programs - Tuition	4270									0
Payments for Other Programs - Tuition	4280									0
Other Payments to In-State Govt Units - Tuition (Describe & Itemize)	4290									0
Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
Payments for Regular Programs - Transfers	4310									0
Payments for Special Education Programs - Transfers	4320									0
Payments for Adult/Continuing Ed Programs - Transfers	4330									0
Payments for CTE Programs - Transfers	4340									0
Payments for Community College Program - Transfers	4370									0
Payments for Other Programs - Transfers	4380									0
Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390									0
Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
Payments to Other Dist & Govt Units (Out of State)	4400									0
Total Payments to Other Dist & Govt Units	4000			0			2,752,905			2,752,905
DEBT SERVICE (ED)	5000									
Debt Service - Interest on Short-Term Debt	5100									
Tax Anticipation Warrants	5110									0

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
Tax Anticipation Notes	5120									0
Corporate Personal Property Regl Tax Anticipated Notes	5130									0
State Aid Anticipation Certificates	5140									0
Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
Total Debt Service - Interest on Short-Term Debt	5100						0			0
Debt Service - Interest on Long-Term Debt	5200									0
Total Debt Service	5000						0			0
PROVISION FOR CONTINGENCIES (EO)	6000									0
Total Direct Disbursements/Expenditures (without Student Activity Funds (1999))		53,445,772	11,632,165	3,282,465	1,472,542	0	4,129,404	32,263	0	73,994,611
Total Direct Disbursements/Expenditures (with Student Activity Funds (1999))		53,445,772	11,632,165	3,282,465	1,472,542	0	4,129,404	32,263	0	73,994,611
Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds (1999))										308,336
Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds (1999))										308,336
20 - OPERATIONS AND MAINTENANCE FUND (O&M)										
SUPPORT SERVICES (O&M)	2000									
Support Services - Pupil	2100									0
Other Support Services - Pupils (Describe & Itemize)	2190									0
Support Services - Business	2500									
Direction of Business Support Services	2510									0
Facilities Acquisition & Construction Services	2530			900						900
Operation & Maintenance of Plant Services	2540	2,001,037	495,913	831,287	1,014,258	7,830	2,700			4,353,025
Pupil Transportation Services	2550									0
Food Services	2560									0
Total Support Services - Business	2500	2,001,037	495,913	832,187	1,014,258	7,830	2,700	0	0	4,353,925
Other Support Services - Misc. (Describe & Itemize)	2900									0
Total Support Services	2000	2,001,037	495,913	832,187	1,014,258	7,830	2,700	0	0	4,353,925
COMMUNITY SERVICES (O&M)	3000									0
PAYMENTS TO OTHER DIST & GOVT UNITS (O&M)	4000									
Payments to Other Dist & Govt Units (In-State)	4100									
Payments for Regular Programs	4110									0
Payments for Special Education Programs	4120									0
Payments for CTE Program	4140									0
Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
Payments to Other Dist & Govt Units (Out of State) 14	4400									0
Total Payments to Other Dist & Govt Units	4000			0			0			0
DEBT SERVICE (O&M)	5000									
Debt Service - Interest on Short-Term Debt	5100									
Tax Anticipation Warrants	5110									0
Tax Anticipation Notes	5120									0
Corporate Personal Prop Regl Tax Anticipated Notes	5130									0
State Aid Anticipation Certificates	5140									0
Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
Total Debt Service - Interest on Short-Term Debt	5100						0			0
Debt Service - Interest on Long-Term Debt	5200									0
Total Debt Service	5000						0			0
PROVISION FOR CONTINGENCIES (O&M)	6000									0
Total Direct Disbursements/Expenditures		2,001,037	495,913	832,187	1,014,258	7,830	2,700	0	0	4,353,925
Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(1,335,858)
30 - DEBT SERVICE FUND (DS)										
PAYMENTS TO OTHER DIST & GOVT UNITS (DS)	4000									
Payments to Other Dist & Govt Units (In-State)	4100									
Payments for Regular Programs	4110									
Payments for Special Education Programs	4120									
Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									
Total Payments to Other Dist & Govt Units (In-State)	4000						0			0
DEBT SERVICE (DS)	5000									
Debt Service - Interest on Short-Term Debt	5100									
Tax Anticipation Warrants	5110									0
Tax Anticipation Notes	5120									0
Corporate Personal Prop Regl Tax Anticipation Notes	5130									0
State Aid Anticipation Certificates	5140									0
Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
Total Debt Service - Interest on Short-Term Debt	5100						0			0
Debt Service - Interest on Long-Term Debt	5200						10,297,119			10,297,119
Debt Service - Payments of Principal on Long-Term Debt 15 (Lease/Purchase Principal Retired) (Describe & Itemize)	5300						3,069,152			3,069,152
Debt Service - Other (Describe & Itemize)	5400			2,000						2,000
Total Debt Service	5000			2,000			13,366,271			13,368,271
PROVISION FOR CONTINGENCIES (DS)	6000									0
Total Direct Disbursements/Expenditures				2,000			13,366,271			13,368,271
Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(797,384)
40 - TRANSPORTATION FUND (TR)										
SUPPORT SERVICES (TR)	2000									
Support Services - Pupil	2100									0
Other Support Services - Pupils (Describe & Itemize)	2190									0
Support Services - Business	2500									
Pupil Transportation Services	2550			7,724,188						7,724,188
Other Support Services - Business (Describe & Itemize)	2590									0
Total Support Services	2000	0	0	7,724,188	0	0	0	0	0	7,724,188
COMMUNITY SERVICES (TR)	3000									0
PAYMENTS TO OTHER DIST & GOVT UNITS (TR)	4000									
Payments to Other Dist & Govt Units (In-State)	4100									0
Payments for Regular Program	4110									0
Payments for Special Education Programs	4120									0
Payments for Adult/Continuing Education Programs	4130									0
Payments for CTE Programs	4140									0
Payments for Community College Programs	4170									0
Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
Payments to Other Dist & Govt Units (Out-of-State) (Describe & Itemize)	4400									0
Total Payments to Other Dist & Govt Units	4000			0			0			0
DEBT SERVICE (TR)	5000									
Debt Service - Interest on Short-Term Debt	5100									
Tax Anticipation Warrants	5110									0
Tax Anticipation Notes	5120									0
Corporate Personal Prop Regl Tax Anticipation Notes	5130									0
State Aid Anticipation Certificates	5140									0
Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
Total Debt Service - Interest on Short-Term Debt	5100						0			0
Debt Service - Interest on Long-Term Debt	5200									

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
Debt Service - Payments of Principal on Long-Term Debt 15 (Lease/Purchase Principal Retired) (Describe & Itemize)	5300									0
Debt Service - Other (Describe & Itemize)	5400									0
Total Debt Service	5000						0			0
PROVISION FOR CONTINGENCIES (TR)	6000									0
Total Direct Disbursements/Expenditures		0	0	7,724,188	0	0		0	0	7,724,188
Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										1,175,859
50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)										
INSTRUCTION (MR/SS)	1000									
Regular Program	1100		473,928							473,928
Pre-K Programs	1125		4,673							4,673
Special Education Programs (Functions 1200-1220)	1200		465,899							465,899
Special Education Programs Pre-K	1225		57,962							57,962
Remedial and Supplemental Programs K-12	1250		20,629							20,629
Remedial and Supplemental Programs Pre-K	1275									0
Adult/Continuing Education Programs	1300									0
CTE Programs	1400									0
Interscholastic Programs	1500		1,782							1,782
Summer School Programs	1600									0
Gifted Programs	1650									0
Driver's Education Programs	1700									0
Bilingual Programs	1800		4,736							4,736
Traumat Alternative & Optional Programs	1900									0
Total Instruction	1000		1,029,609							1,029,609
SUPPORT SERVICES (MR/SS)	2000									
Support Services - Pupil	2100									
Attendance & Social Work Services	2110		662							662
Guidance Services	2120		320							320
Health Services	2130		186,878							186,878
Psychological Services	2140		503							503
Speech Pathology & Audiology Services	2150		1,382							1,382
Other Support Services - Pupils (Describe & Itemize)	2190									0
Total Support Services - Pupil	2100		189,745							189,745
Support Services - Instructional Staff	2200									
Improvement of Instruction Services	2210		30,178							30,178
Educational Media Services	2220		125,537							125,537
Assessment & Testing	2230		111							111
Total Support Services - Instructional Staff	2200		155,826							155,826
Support Services - General Administration	2300									
Board of Education Services	2310									0
Executive Administration Services	2320		19,027							19,027
Special Area Administrative Services	2330		15,026							15,026
Claims Paid from Self Insurance Fund	2361									0
Risk Management and Claims Services Payments	2365									0
Total Support Services - General Administration	2300		34,053							34,053
Support Services - School Administration	2400									
Office of the Principal Services	2410		185,598							185,598
Other Support Services - School Administration (Describe & Itemize)	2490									0
Total Support Services - School Administration	2400		185,598							185,598
Support Services - Business	2500									
Direction of Business Support Services	2510		15,944							15,944
Fiscal Services	2520		35,403							35,403
Facilities Acquisition & Construction Services	2530									0
Operation & Maintenance of Plant Service	2540		410,568							410,568
Pupil Transportation Services	2550									0
Food Services	2560									0
Internal Services	2570									0
Total Support Services - Business	2500		461,915							461,915
Support Services - Central	2600									
Direction of Central Support Services	2610		34,547							34,547
Planning, Research, Development & Evaluation Services	2620									0
Information Services	2630		21,694							21,694
Staff Services	2640									0
Data Processing Services	2660									0
Total Support Services - Central	2600		56,241							56,241
Other Support Services - Misc. (Describe & Itemize)	2900									0
Total Support Services	2000		1,083,378							1,083,378
COMMUNITY SERVICES (MR/SS)	3000			2,358						2,358
PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)	4000									
Payments for Regular Programs	4110									
Payments for Special Education Programs	4120									
Payments for CTE Programs	4140									
Total Payments to Other Dist & Govt Units	4000		0							0
DEBT SERVICE (IMR/SS)	5000									
Debt Service - Interest on Short-Term Debt	5100									
Tax Anticipation Warrants	5110									0
Tax Anticipation Notes	5120									0
Corporate Personal Prop Regl Tax Anticipation Notes	5130									0
State Aid Anticipation Certificates	5140									0
Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
Total Debt Service	5000						0			0
PROVISION FOR CONTINGENCIES (MR/SS)	6000									0
Total Direct Disbursements/Expenditures			2,115,345				0			2,115,345
Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(188,261)
60 - CAPITAL PROJECTS (CP)										
SUPPORT SERVICES (CP)	2000									
Support Services - Business										
Facilities Acquisition & Construction Services	2530	113,643		3,378,000		56,356,000		366,000		60,213,643
Other Support Services - Business (Describe & Itemize)	2900									0
Total Support Services	2000	113,643	0	3,378,000	0	56,356,000	0	366,000		60,213,643
PAYMENTS TO OTHER DIST & GOVT UNITS (CP)	4000									
Payments to Other Dist & Govt Units (In-State)	4100									
Payments to Regular Programs	4110									0
Payment for Special Education Programs	4120									0
Payment for CTE Programs	4140									0
Payments to Other Govt Units - Programs (In-State) (Describe & Itemize)	4190									0
Total Payments to Other Districts & Govt Units	4000			0			0			0
PROVISION FOR CONTINGENCIES (CP)	6000									0
Total Direct Disbursements/Expenditures		113,643	0	3,378,000	0	56,356,000	0	366,000		60,213,643
Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(54,488,643)
70 WORKING CASH FUND (WC)										
80 - TORT FUND (TF)										

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
INSTRUCTION (TF)	1000									
Regular Programs	1100									0
Tuition Payment to Charter Schools	1115									0
Pre-K Programs	1125									0
Special Education Programs (Functions 1200 - 1220)	1200									0
Special Education Programs Pre-K	1225									0
Remedial and Supplemental Programs K-12	1250									0
Remedial and Supplemental Programs Pre-K	1275									0
Adult/Continuing Education Programs	1300									0
CTE Programs	1400									0
Interscholastic Programs	1500									0
Summer School Programs	1600									0
Gifted Programs	1650									0
Driver's Education Programs	1700									0
Bilingual Programs	1800									0
Truant Alternative & Optional Programs	1900									0
Pre-K Programs - Private Tuition	1910									0
Regular K-12 Programs - Private Tuition	1911									0
Special Education Programs K-12 Private Tuition	1912									0
Special Education Programs Pre-K Tuition	1913									0
Remedial/Supplemental Programs K-12 Private Tuition	1914									0
Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
Adult/Continuing Education Programs Private Tuition	1916									0
CTE Programs Private Tuition	1917									0
Interscholastic Programs Private Tuition	1918									0
Summer School Programs Private Tuition	1919									0
Gifted Programs Private Tuition	1920									0
Bilingual Programs Private Tuition	1921									0
Truants Alternative/Opt Ed Programs Private Tuition	1922									0
Total Instruction 14	1000	0	0	0	0	0	0	0	0	0
SUPPORT SERVICES (TF)	2000									
Support Services - Pupil	2100									0
Attendance & Social Work Services	2110									0
Guidance Services	2120									0
Health Services	2130									0
Psychological Services	2140									0
Speech Pathology & Audiologists Services	2150									0
Other Support Services - Pupils (Describe & Itemize)	2190									0
Total Support Services - Pupil	2100	0	0	0	0	0	0	0	0	0
Support Services - Instructional Staff	2200									0
Improvement of Instruction Services	2210									0
Educational Media Services	2220									0
Assessment & Testing	2230									0
Total Support Services - Instructional Staff	2200	0	0	0	0	0	0	0	0	0
Support Services - General Administration	2300									0
Board of Education Services	2310									0
Executive Administration Services	2320									0
Special Area Administration Services	2330									0
Claims Paid from Self Insurance Fund	2361									0
Risk Management and Claims Services Payments	2365									0
Total Support Services - General Administration	2300	0	0	0	0	0	0	0	0	0
Support Services - School Administration	2400									0
Office of the Principal Services	2410									0
Other Support Services - School Administration (Describe & Itemize)	2490									0
Total Support Services - School Administration	2400	0	0	0	0	0	0	0	0	0
Support Services - Business	2500									0
Direction of Business Support Services	2510									0
Fiscal Services	2520									0
Facilities Acquisition & Construction Services	2530									0
Operation & Maintenance of Plant Services	2540									0
Pupil Transportation Services	2550									0
Food Services	2560									0
Internal Services	2570									0
Total Support Services - Business	2500	0	0	0	0	0	0	0	0	0
Support Services - Central	2600									0
Direction of Central Support Services	2610									0
Planning, Research, Development & Evaluation Services	2620									0
Information Services	2630									0
Staff Services	2640									0
Data Processing Services	2660									0
Total Support Services - Central	2600	0	0	0	0	0	0	0	0	0
Other Support Services - Misc. (Describe & Itemize)	2900									0
Total Support Services	2000	0	0	0	0	0	0	0	0	0
COMMUNITY SERVICES (TF)	3000									
PAYMENTS TO OTHER DIST & GOVT UNITS (TF)	4000									
Payments to Other Dist & Govt Units (In-State)	4100									0
Payments for Regular Programs	4110									0
Payments for Special Education Programs	4120									0
Payments for Adult/Continuing Education Programs	4130									0
Payments for CTE Programs	4140									0
Payments for Community College Programs	4170									0
Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
Payments for Regular Programs - Tuition	4210									0
Payments for Special Education Programs - Tuition	4220									0
Payments for Adult/Continuing Education Programs - Tuition	4230									0
Payments for CTE Programs - Tuition	4240									0
Payments for Community College Programs - Tuition	4270									0
Payments for Other Programs - Tuition	4280									0
Other Payments to In-State Govt Units - Tuition (Describe & Itemize)	4290									0
Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
Payments for Regular Programs - Transfers	4310									0
Payments for Special Education Programs - Transfers	4320									0
Payments for Adult/Continuing Ed Programs - Transfers	4330									0
Payments for CTE Programs - Transfers	4340									0
Payments for Community College Programs - Transfers	4370									0
Payments for Other Programs - Transfers	4380									0
Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390									0
Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
Payments to Other Dist & Govt Units (Out of State)	4400									0
Total Payments to Other Dist & Govt Units	4000			0			0			0
DEBT SERVICE (TF)	5000									
Debt Service - Interest on Short-Term Debt										0
Tax Anticipation Warrants	5110									0
Tax Anticipation Notes	5120									0
Corporate Personal Property Replacement Tax Anticipation Notes	5130									0

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
State Aid Anticipation Certificates	5140									0
Other Interest or Short-Term Debt (Describe & Itemize)	5150									0
Debt Service - Interest on Long-Term Debt	5200									0
Debt Service - Payments of Principal on Long-Term Debt 15 (Lease/Purchase Principal Retired) (Describe & Itemize)	5300									0
Debt Service - Other (Describe & Itemize)	5400									0
Total Debt Service	5000			0			0			0
PROVISION FOR CONTINGENCIES (TF)	6000									0
Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0	0	0
Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0
90 - FIRE PREVENTION & SAFETY FUND (FP&S)										
SUPPORT SERVICES (FP&S)	2000									
Support Services - Business	2500									
Facilities Acquisition & Construction Services	2530									0
Operation & Maintenance of Plant Service	2540									0
Total Support Services - Business	2500	0	0	0	0	0	0	0		0
Other Support Services - Misc. (Describe & Itemize)	2900									0
Total Support Services	2000	0	0	0	0	0	0	0		0
PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (FP&S)	4000									
Payments to Regular Programs	4110									
Payments to Special Education Programs	4120									
Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									
Total Payments to Other Districts & Govt Units (FPS)	4000						0			0
DEBT SERVICE (FP&S)	5000									
Debt Service - Interest on Short-Term Debt	5100									0
Tax Anticipation Warrants	5110									0
Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
Total Debt Service - Interest on Short-Term Debt	5100						0			0
Debt Service - Interest on Long-Term Debt	5200									
Debt Service - Payments of Principal on Long-Term Debt 15 (Lease/Purchase Principal Retired) (Describe & Itemize)	5300									
Total Debt Service	5000						0			0
PROVISIONS FOR CONTINGENCIES (FP&S)	6000									0
Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0		0
Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										15

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.

Revenue Check: **OK**
Expenditure Check: **OK**

Error Message	Revenues Acct. (EstRev tab)	Amount	Describe Revenue	Expenditures Fund-Function (EstExp tab)	Amount	Describe Expenditures	Error Message
OK	1190			10-2190			OK
OK	1290			10-2490			OK
OK	1614			10-2900	\$ 232,240	Medial insurance for retirees	OK
OK	1690			10-4190			OK
OK	1790	\$ 20,000	Outdoor education fees	10-4290			OK
OK	1819			10-4390			OK
OK	1829			10-4400			OK
OK	1890			10-5150			OK
OK	1993			20-2190			OK
OK	1999	\$ 193,000	Miscellaneous other local revenue	20-2900			OK
OK	2300			20-4190			OK
OK	3099			20-4400			OK
OK	3199			20-5150			OK
OK	3299			30-4190			OK
OK	3499			30-5150			OK
OK	3599			30-5300	\$ 3,069,152	Payment on debt principal, rent payments, copier leases	OK
OK	3999	\$ 1,205,000	DCEO state grants	30-5400	\$ 2,000	Fees for disclosures	OK
OK	4009			40-2190			OK
OK	4090			40-2900			OK
OK	4199			40-4190			OK
OK	4299			40-4400			OK
OK	4399			40-5150			OK
OK	4499			40-5300			OK
OK	4699			40-5400			OK
OK	4799			50-2190			OK
OK	4998			50-2490			OK
				50-2900			OK
				50-5150			OK
				60-2900			OK
				60-4190			OK
				80-2190			OK
				80-2490			OK
				80-2900			OK
				80-4190			OK
				80-4290			OK
				80-4390			OK
				80-4400			OK
				80-5150			OK
				80-5300			OK
				80-5400			OK
				90-2900			OK
				90-4190			OK
				90-5150			OK
				90-5300			OK

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	74,302,947	3,018,067	8,900,047	613,872	86,834,933
Direct Expenditures	73,994,611	4,353,925	7,724,188		86,072,724
Difference	308,336	(1,335,858)	1,175,859	613,872	762,209
Estimated Fund Balance - June 30, 2026	13,487,998	706,828	76,611	12,311,421	26,582,858

Balanced budget; no Deficit Reduction Plan is required.

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

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

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

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

School Districts Only		DEFICIT REDUCTION PLAN ESTIMATED BUDGET FY2025-2026					ESTIMATED BUDGET FY2026-2027					ESTIMATED BUDGET FY2027-2028					ESTIMATED BUDGET FY2028-2029					SUMMARY BUDGET ADDENDUM - DEFICIT REDUCTION PLAN ESTIMATED BUDGET Date of Adoption: Enter as MM/DD/YYYY				
Downers Grove GSD 58		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total	Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total	Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total	Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total	FY2025-2026	FY2026-2027	FY2027-2028	FY2028-2029	
ESTIMATED BEGINNING FUND BALANCE equal prior Ending Fund Balance		(must)	8,582,541	2,042,686	(1,099,248)	11,697,549	21,223,528	13,487,998	706,828	76,611	12,311,421	26,582,858	13,487,998	706,828	76,611	12,311,421	26,582,858	13,487,998	706,828	76,611	12,311,421	26,582,858	21,223,528	26,582,858	26,582,858	26,582,858
RECEIPTS/REVENUES		Acct #																								
1000		66,954,570	2,968,067	6,302,989	633,872	76,839,498															0	76,839,498	0	0	0	
2000		0	0	0	0	0															0	0	0	0	0	
3000		4,894,357	50,000	2,597,058	0	7,541,415															0	7,541,415	0	0	0	
4000		2,454,020	0	0	0	2,454,020															0	2,454,020	0	0	0	
Total Receipts/Revenues			74,302,947	3,018,067	8,900,047	633,872	86,834,933	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	86,834,933	0	0	0
DISBURSEMENTS/EXPENDITURES		Funct #																								
1000		48,884,294				48,884,294															0	48,884,294	0	0	0	
2000		22,169,976	4,353,925	7,724,188		34,248,089															0	34,248,089	0	0	0	
3000		187,436	0			187,436															0	187,436	0	0	0	
4000		2,752,905	0	0		2,752,905															0	2,752,905	0	0	0	
5000		0	0			0															0	0	0	0	0	
6000		0	0			0															0	0	0	0	0	
Total Disbursements/Expenditures			73,994,611	4,353,925	7,724,188		86,072,724	0	0	0	0	0	0	0	0	0	0	0	0	0	0	86,072,724	0	0	0	
Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures			308,336	(1,335,858)	1,175,859	633,872	762,209	0	0	0	0	0	0	0	0	0	0	0	0	0	0	762,209	0	0	0	
OTHER SOURCES/USES OF FUNDS																										
OTHER SOURCES OF FUNDS (1000)			4,857,121	0	0	0	4,857,121					0					0					4,857,121	0	0	0	
OTHER USES OF FUNDS (6000)			260,000	0	0	0	260,000					0					0					260,000	0	0	0	
TOTAL OTHER SOURCES/USES OF FUNDS			4,857,121	0	0	0	4,857,121	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4,857,121	0	0	0	
ESTIMATED ENDING FUND BALANCE			13,487,998	706,828	76,611	12,311,421	26,582,858	13,487,998	706,828	76,611	12,311,421	26,582,858	13,487,998	706,828	76,611	12,311,421	26,582,858	13,487,998	706,828	76,611	12,311,421	26,582,858	26,582,858	26,582,858	26,582,858	

Plan is incomplete.

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

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

Downers Grove GSD 58	19022058002

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:

- Short- and Long-Term Borrowing:

- Educational Impact:

- Other Assumptions:

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

Evidence-Based Funding: Fiscal Year 2026 Spending Plan Downers Grove GSD 58							RCDT	19022058002
Part I: Achieving Student Growth and Making Progress Toward State Education Goals							Color Key	Text or dollar figure entered by user.
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.								Response selected from dropdown list
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.								Value is provided based on district selection.
1) What are the Organizational Unit's strategic goals for student success for the 2025-26 school year? What measures will be used to evaluate progress? (No more than 2000 characters, including spaces.)								
Goal 1: Focus on Learning (Curriculum, Assessment, & Instruction)Objective 1.1: District 58 will set high expectations for all learners that are designed to meet their individual needs. Objective 1.2: Ensure students' availability for learning by measuring and supporting their behavioral needs, while also supporting mental health. Objective 1.3: District 58 will implement a systematic review of (multiple forms of) data to inform transparent instructional decision making.Goal 4: Building for Success (Implementing the New PK-5 and 6-8 Models) Objective 4.1: District 58 will work to ensure smooth transitions to a 6-8 middle school model for all stakeholders, especially in the first year of transition. Objective 4.2: In order to ensure equitable access to curricular, programmatic, and instructional resources District 58 should examine school boundaries based on building utilization. Objective 4.3: The district will examine the use and implementation of resources that provide intervention and enrichment to the student experience (curricular and extra-curricular). Objective 4.4: The pre-k/5 elementary structure will be examined in order to optimize opportunities and innovative experiences. Objective 4.5: Middle school structure will be examined in order to optimize opportunities and innovative experiences. Objective 1.4: Support students in the intentional use of technology to build digital literacy and citizenship. Objective 1.5: Commit to regularly evaluating and improving upon our curricular offerings to ensure that students have equitable access to broader areas of learning.								
		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.)		Improve programs, curriculum, and/or learning tools		Maintain or increase equitable resource allocation for students so that more dollars benefit students in greater need		Focus increased time and attention on 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 2026 EBF dollars. Key statistics related to EBF distributions are provided for your reference. Form 50-36/50-39 is typically released before current-year appropriations are known. Therefore, the figures provided are for the prior fiscal year.								
Collaboration Opportunity - Organizational Units may find that questions in this section are most easily and effectively completed if led by finance leaders in consultation with program leaders.								
Evidence-Based Funding Organizational Unit Results (FY 2025)		Final Resources / Adequacy Target = Percent of Adequacy	Average Student Enrollment	4,773.64	Adequacy Target	\$65,772,773		
			Final Resources	\$65,591,829	Percent of Adequacy	100%		
		Base Funding Minimum	Tier Assignment	3	Gross State Contribution	\$3,552,547		
			FY25 Base Funding Minimum	\$3,465,019	FY 2025 Tier Funding	\$87,528		
		Within FY 2025 Gross State Contribution, Resources Attributable to Specific Populations	Low-Income Students	\$430,953				
			English Learners (Els)	\$67,259				
Special Education	\$1,565,332							
		FY 2026 Tier Funding	Funding Type (Select)	*Note: Tier Funding allocations are published annually at https://www.isbe.net/Pages/ebfdistribution.aspx . Amounts are available in early August. Districts must use actual funding amounts if they are available before submitting the budget to ISBE.				
1) FY 2026 Tier Funding Allocation*: Enter the dollar amount of Tier Funding (e.g., NEW MONEY only) allocated to the Organizational Unit for FY 2026. Select whether the amount is estimated or actual funding.		\$4,438	Actual					
		Data Source 1		Data Source 2		Data Source 3		
2) Select the top three sources of data used to inform the Organizational Unit's planned allocation of EBF dollars. (Select three different responses.)		Student growth and achievement data, disaggregated by student groups		Financial projections		Annual Financial Report data		
3) Indicate with which groups the Organizational Unit engaged to inform its intended allocation of EBF dollars. (Select any that apply; otherwise leave blank.)		Bilingual Program Director(s)	Yes	Principals	Yes	Bilingual Parent Advisory Committee	Yes	
		Special Ed. Program Director(s)	Yes	School Improvement Teams	Yes	Other Parent Group(s)	Yes	
		Other Program Leaders	Yes	Teacher or Support Staff Unions	Yes	Community Focus Group(s)	Yes	

		School Board Members	Yes	Other School Staff	Yes	Other	
	[Optional] Provide a brief description of the Organizational Unit's process for consulting with internal and external stakeholders in determining the allocation of EBF dollars. (No more than 1000 characters, including spaces.)						
		Priority Investment 1	Priority Investment 2		Priority Investment 3		
4)	Given the data analyzed, the stakeholders consulted, and the priorities identified in Part I, indicate the top three priority investments the Organizational Unit will make with its FY 2026 Base Funding Minimum (e.g., excluding Tier Funding). Choose "Other" if investments do not match the provided list. (Select three different responses. "Other" may be selected more than once if needed.)	Instructional Materials	Core Teachers		EL Intervention Teacher		
	If "Other" was selected in question 4, please describe. (No more than 1000 characters, including spaces.)						
Cost Factor Table							
The table below presents the regionally adjusted amount embedded in the Organizational Unit's FY 2025 Adequacy Target for each of the 34 cost factors in the Evidence-Based Funding model (Column F). Column G is required for all Organizational Units that receive at least \$5,000 in Tier Funding, while column H is optional. Organizational Units may choose to provide additional narrative context in Columns I-M to elaborate on the figures included in the table. ISBE has produced guidance for populating the cost factor table. The guidance includes a definition for each cost factor, along with suggestions for using Employee Information System position codes and common expenditure accounts to support a determination of expenditures. This guidance is available at https://www.isbe.net/ebfspendingplan .							
5)	Column G: If the Organizational Unit will receive at least \$5,000 in FY 2026 Tier Funding (as entered in Q2.1/cell G31), column G is required. Please indicate the Organizational Unit's planned expenditures in FY 2026 from Tier Funds only. Organizational Units are not expected to place a value in each cell. Rather, the table allows for the communication of priority investments with new state resources for the current fiscal year. During years in which there is no new Tier Funding, column G will not be required. During years in which Tier Funding is available, the amount of new Tier Funding entered in Q2.1/cell G31 above must equal the sum in cell G90 below. If some or all Tier Funding is invested outside of the cost factors, enter a dollar amount in cell G89 and provide additional context in the space for a narrative beginning in row 93.						
	Column H: Optionally, Organizational Units may populate column H with total planned expenditures in FY 2026 for each cost factor from all revenue sources (e.g., not just from EBF). By comparing the figures in column F to the figures entered in column H, the Organizational Unit may engage local stakeholders in productive dialogue about resource allocation decisions.						
Cost Factors		Amount in FY 2025 Adjusted Adequacy Target	Budgeted FY 2026 Investments with New Tier Funding	Budgeted FY 2026 Expenditures (All Resources)	Optional District Narratives		
			[Optional]	[Optional]			
Core Investments	Core Teachers	\$16,530,569			Enter optional context for core investment decisions.		
	Specialist Teachers	\$3,306,114					
	Instructional Facilitator	\$1,810,758					
	Core Intervention Teacher	\$804,444					
	Substitute Teachers	\$555,141					
	Guidance Counselor	\$1,094,161					
	Nurse	\$417,085					
	Supervisory Aide	\$695,611					
	Librarian	\$921,801					
	Librarian Aide	\$521,790					
	Principal	\$1,358,906					
	Assistant Principal	\$1,183,577					
	School Site Staff	\$834,693					
Subtotal		\$30,034,648					
Per Student Investments	Gifted	\$425,548			Enter optional context for per student investment decisions.		
	Professional Development	\$596,705					
	Instructional Materials	\$1,551,433					
	Assessments	\$162,304					
	Computer & Tech Equipment	\$1,362,874					
	Student Activities	\$853,034					
	Maintenance & Operations	\$7,165,234					
	Central Office	\$4,774					
	Employee Benefits	\$11,740,120					
Subtotal*		\$28,948,108					
Additional Investments	Low-Income Intervention Teacher	\$384,995			Enter optional context for additional investment decisions.		
	Low-Income Pupil Support Staff	\$384,995					
	Low-Income Extended Day Teacher	\$400,936					
	Low-Income Summer School Teacher	\$400,936					
	EL Intervention Teacher	\$184,925					
	EL Pupil Support Staff	\$184,925					
	EL Extended Day Teacher	\$192,896					
EL Summer School Teacher	\$192,896						

	EL Core Teacher	\$231,953			
	Sp Ed Teacher	\$2,698,151			
	Sp Ed Instructional Assistant	\$1,110,157			
	Sp Ed Psychologist	\$422,252			
	Subtotal	\$6,790,016			
	Other Investments				
	Total**	\$65,772,773			Tier Funding Check (Cell G90)
*The subtotal for Per Student Investments is a calculated figure that adjusts salary portions of Central Office and Maintenance & Operations to account for regional salary differences. As a result, the sum of each individual cost factor will not equal the subtotal. **The total is the Final Adequacy Target (adjusted for Regionalization Factor) calculated in the Full FY 2025 EBF Calculation file. Due to differences in rounding, this figure may vary slightly from the sum of the subtotals in this table.					
If some or all Tier Funding was invested outside of the cost factors, please describe. (No more than 1000 characters, including spaces.)					
Part III: Support for Special Student Groups					
EBF statute sets aside specific allocations to be spent for special education, English learners, and low-income students. Per statute these designated funds must be spent on programs and services benefiting these specific student groups. Funds for English learners and low-income students must be spent in addition to, and not in lieu of, funding that supports general programs of instruction for all students. Funds attributable to special education must be used for the provision of special education facilities and services as outlined in ILCS 14-1.08. Current-year EBF amounts attributable to each of the special student groups must be reported in Question 1 below (cells G100-G102). If the Organizational Unit received at least \$5,000 for any of the student groups, a response to Questions 2 through 4 below is required. For amounts less than \$5,000, a response is optional for those questions. All other EBF funds may be spent in any manner deemed appropriate by the school district.					
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.					
1)	FY 2026 Student Population Allocations*: Enter the dollar amount of resources attributable to Specific Populations within the FY26 Gross State Contribution. Enter "0" if no funds are allocated for a student group. Select whether amounts are estimated or actual.	Low-Income Students	Enter Amounts	Select type	*Note: Allocations for each of the three student groups are published annually at isbe.net/ebfdist under "Reports." Amounts are typically available by September 1. Districts must use actual funding amounts if they are available before submitting the budget to ISBE.
		English Learners	\$431,133	Estimated	
		Special Education	\$67,344	Estimated	
			\$1,565,703	Estimated	
2)	Organizational Unit investment of EBF dollars for low-income students: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Required	Low-Income Intervention Teacher	Yes	Low-Income Extended Day Teacher	Other Investments
		[Optional - Enter \$]		[Optional - Enter \$]	
		Low-Income Pupil Support Staff		Low-Income Summer School Teacher	
		[Optional - Enter \$]		[Optional - Enter \$]	
	Additional context for the Organizational Unit's planned use of dollars attributable to low-income students in FY 2026. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)				
3)	Organizational Unit investment of EBF dollars for English learners: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Required	English Learner Intervention Teacher	Yes	English Learner Extended Day Teacher	English Learner Core Teacher
		[Optional - Enter \$]		[Optional - Enter \$]	
		English Learner Pupil Support Staff		English Learner Summer School Teacher	Other Investments
		[Optional - Enter \$]		[Optional - Enter \$]	
	Additional context for the Organizational Unit's planned use of dollars attributable to English learners in FY 2026. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)				
	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 \$]	

4)		Special Education Instructional Assistant		Other Investments		
		[Optional - Enter \$]		[Optional - Enter \$]		
	Additional context for the Organizational Unit's planned use of dollars attributable to Special Education students in FY 2026. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)					

Plan Assurances					
Please complete the assurances below related to Article 14C of the Illinois School Code, which contains provisions for EL services, parent participation, and the use of EBF dollars provided for English learners. It is the joint responsibility of home and serving entities to ensure compliance related to the use of state funding provided for English learners. Organizational Units should maintain supporting documentation (e.g., sign-in sheets, meeting agendas) to affirm the veracity of the below assurances. Responses in this section are only required if an Organizational Unit receives any amount of EBF dollars attributable to English learners.					
Collaboration Opportunity - Organizational Units may find that the plan assurances are most easily and effectively completed if led by program leaders.					
1). "I hereby affirm that at least 60% of the school district's state funds attributable to English learners will be used for instructional costs of programs and services for English learners (function 1000), in accordance with Article 14C of the Illinois School Code. The remaining balance of state funds attributable to English learners will also be used to serve English learners." 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 Yes					
3). "I hereby affirm that the school district's BPAC will review this EBF Spending Plan by or before October 31, 2025." Required Yes					
4). Enter the anticipated date on which the BPAC review will take place and the name of the BPAC chair for SY 2025-26. Required <table border="1"> <tr> <td>BPAC Meeting (MM/DD/YYYY)</td> <td>9/17/2025</td> </tr> <tr> <td>Name of Chair</td> <td>Rodrigo Ruiz Rodriguez</td> </tr> </table>		BPAC Meeting (MM/DD/YYYY)	9/17/2025	Name of Chair	Rodrigo Ruiz Rodriguez
BPAC Meeting (MM/DD/YYYY)	9/17/2025				
Name of Chair	Rodrigo Ruiz Rodriguez				

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

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS (School Districts Only)

(For Local Use Only)

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

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

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

An official Limitation of Administrative Costs Worksheet can also be found on the ISBE website at:

[Limitation of Administrative Costs](#)

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS WORKSHEET

(Section 17-1.5 of the School Code)

School District Name: **Downers Grove GSD 58**

RCDT Number: **19022058002**

		Estimated Actual Expenditures, Fiscal Year 2025				Budgeted Expenditures, Fiscal Year 2026			
		(10)	(20)	(80)		(10)	(20)	(80)	
Description	Funct. No.	Educational Fund	Operations & Maintenance Fund	Tort Fund	Total	Educational Fund	Operations & Maintenance Fund	Tort Fund	Total
1. Executive Administration Services	2320				0	503,850		0	503,850
2. Special Area Administration Services	2330				0	641,266		0	641,266
3. Other Support Services - School Administration	2490				0	0		0	0
4. Direction of Business Support Services	2510				0	455,118	0	0	455,118
5. Internal Services	2570				0	0		0	0
6. Direction of Central Support Services	2610				0	469,874		0	469,874
7. Deduct - Early Retirement or other pension obligations required by state law and included above.					0				0
8. Totals		0	0	0	0	2,070,108	0	0	2,070,108
9. Estimated Percent Increase (Decrease) for FY2026 (Budgeted) over (Actual) FY 2025									Enter Actual Data

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

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

For ISBE Use Only		
RCDT	19022058002	Type
Tier Funding	\$4,438	Actual
Low-Income	\$431,133	Estimated
EL	\$67,344	Estimated
SpEd	\$1,565,703	Estimated

Include brief note(s) describing expenditure use.	OK
10. EBF Spending Plan	
All required questions have been answered.	OK
End of Balancing	

DOWNERS GROVE GRADE SCHOOL DISTRICT 58
DUPAGE COUNTY, ILLINOIS
NOTICE OF PUBLIC HEARING

ON TENTATIVE AMENDED ANNUAL BUDGET
NOTICE IS HEREBY GIVEN by the Board of Education of Downers Grove Grade School District 58, DuPage County, Illinois, that the Tentative Amended Annual Budget for said School District will be on file and conveniently available for inspection on the School District's website: www.dg58.org, and at the office of the Superintendent of Schools, 850 Curtiss Street, Suite 200, Downers Grove, Illinois, from and after May 5, 2026 during normal business hours.

NOTICE IS FURTHER HEREBY GIVEN that a public hearing on said Tentative Amended Annual Budget will be held on Monday, June 8, 2026, at 7:00 p.m., at Downers Grove Civic Center, 850 Curtiss Street, Downers Grove, DuPage County, Illinois.

NOTICE IS FURTHER HEREBY GIVEN that after the Board of Education has adopted an amended annual budget for the current fiscal year, said budget will be posted within ten business days on the School District's website, www.dg58.org.

Disabled persons needing assistance or accommodation to attend the above hearing should contact the designated ADA Coordinator, Mr. Justin Sisul (630-719-5807), in advance of the board meeting to arrange appropriate accommodations.

Said hearing may be continued without further notice except as required by the Illinois Open Meetings Act. Dated this 5th day of May, 2026.

MELISSA L. JERVES, SECRETARY
BOARD OF EDUCATION
DOWNERS GROVE DISTRICT 58
DUPAGE COUNTY, ILLINOIS

Published in Daily Herald May 5, 2026 (330395)

CERTIFICATE OF PUBLICATION

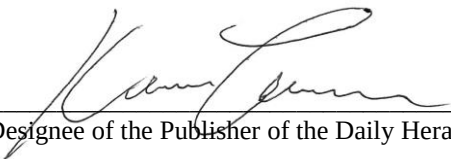
Paddock Publications, Inc.

DuPage County
Daily Herald

Corporation organized and existing under and by virtue of the laws of the State of Illinois, DOES HEREBY CERTIFY that it is the publisher of the **DuPage County DAILY HERALD**. That said **DuPage County DAILY HERALD** is a secular newspaper, published in Naperville, DuPage County, State of Illinois, and has been in general circulation daily throughout DuPage County, continuously for more than 50 weeks prior to the first Publication of the attached notice, and a newspaper as defined by 715 ILCS 5/5.

I further certify that the **DuPage County DAILY HERALD** is a newspaper as defined in "an Act to revise the law in relation to notices" as amended in 1992 Illinois Compiled Statutes, Chapter 715, Act 5, Section 1 and 5. That a notice of which the annexed printed slip is a true copy, was published 05/05/2026 in said **DuPage County DAILY HERALD**. This notice was also placed on a statewide public notice website as required by 5 ILCS 5/2.1.

BY


Designee of the Publisher of the Daily Herald

Control # 330395 *DUPAGE*





Downers Grove Grade School District 58
We Envision. We Seek. We Believe.

Downers Grove Grade School District 58
850 Curtiss Street, Ste. 200, Downers Grove, IL 60515
630-719-5800 Phone | 630-719-5418 Fax | www.dg58.org

Memorandum

To: Board of Education, Dr. Kevin Russell

From: Gregory Harris, Assistant Superintendent for Business/CSBO

Date: June 8, 2026

Re: Treasurer's Bonds

Background:

According to Illinois School Code, school district treasurers are required to be covered by a surety bond. This bond ensures financial protection to the District if the treasurer misappropriates, steals, or fails to handle district resources in an ethical and financially proper way. The surety bond must cover at least 10% of the total money for which the treasurer is accountable.

Administrative Considerations:

The District has renewed bonds with Liberty Mutual for the Board's treasurer, Dr. Gregory Harris. These bonds cover all district funds, including the referendum proceeds. The total cost to the District is \$13,154.

Recommendation:

It is recommended that the Board of Education approve the surety bonds of the treasurer for Fiscal Year 2027.

DuPage Regional Office of Education**Treasurer Bond Calculation Form**Date: June 8, 2026

District Name: Downers Grove Grade School District 58
Address 850 Curtiss St., Suite 200 Downers Grove, IL 60515

Treasurer's Name: Dr. Gregory Harris

Treasurer's date of election or appointment 6/9/2025

Treasurer's date of expiration (if applicable)

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

Projected Highest Fund Balance: \$ 59,035,010.00 Enter highest projected fund balance

Mulipied by 10% x 10%
Anticipated Surety Bond Issue Amount = \$ 5,903,501.00

The amount of the Bond listed on State of Illinos School
Treasurer's Bond - Surety Bond Form. \$ 5,903,501.00 Enter treasurer's surety bond amount
\$0.00 Properly Funded

Surety Company: Liberty Mutual **Issuance Date:** 7/1/26 **Expiration Date:** 7/1/27

**Treasurer's Bond For General Oligation Bond Issuance
(105 ILCS 5/19-6 and 105 ILCS5/8-2)**

Anticipate Bond Proceeds: \$ 72,500,000.00 Enter anticipated bond proceeds

Mulipied by 10% x 10%
Anticipated Special Surety Bond Amount = \$ 7,250,000.00

The amount of the Bond listed on State of Illinos
SchoolTreasurer's Bond Covering Special Bond Issue
Form. \$7,250,000.00 Enter special surety bond amount
\$0.00 Properly Funded

Surety Company: Liberty Mutual **Issuance Date:** 7/1/26 **Expiration Date:** 7/1/27

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

We affirm that the above information is accurate and current.

School Board President

School Board Secretary

Return completed form by June 12th to:

DuPage Regional Office of Education
Lori Ladesic, Administrative Assistant
421 N. County Farm Road
Wheaton, IL 60187
(630) 407-5770



VERIFICATION CERTIFICATE FOR INDEFINITE TERM BOND

The Ohio Casualty Insurance Company _____, Surety upon:

a certain Bond No.: **999421154** _____

Cross Ref Bond No.: _____

dated effective: July 1, 2025 _____

on behalf of: Gregory Harris _____

and in favor of: Downers Grove Grade School District #58 _____

Amount of bond: \$7,250,000.00 _____

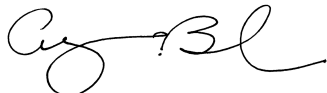
Description of bond: Special Issue Bond _____

Current Bond Term: July 1, 2026 to July 1, 2027 _____

and that the said bond remains in effect, subject to all its agreements, conditions and limitations, and ends only with the cancellation of said bond or other legal termination.

Signed and dated on: May 27, 2026 _____

Surety Name: The Ohio Casualty Insurance Company _____

By:  _____

Carolyn Banks, Assistant Secretary
Agency Name: AssuredPartners of Illinois, LLC _____

Agency Address: 4350 Weaver Pkwy, Warrenville, IL 60555 _____

Agency Telephone: _____





POWER OF ATTORNEY

The Ohio Casualty Insurance Company

Principal: Gregory Harris

Agency Name: AssuredPartners of Illinois, LLC

Bond Number: 999421154

Obligee: Downers Grove Grade School District #58

Bond Amount: (\$7,250,000.00) Seven Million Two Hundred Fifty Thousand Dollars And Zero Cents

KNOW ALL PERSONS BY THESE PRESENTS: that The Ohio Casualty Insurance Company, a corporation duly organized under the laws of the State of New Hampshire (herein collectively called the "Company"), pursuant to and by authority herein set forth, does hereby name, constitute and appoint Carolyn Banks in the city and state of Seattle, WA, each individually if there be more than one named, its true and lawful attorney-in-fact to make, execute, seal, acknowledge and deliver, for and on its behalf as surety and as its act and deed, any and all undertakings, bonds, recognizances and other surety obligations, in pursuance of these presents and shall be as binding upon the Companies as if they have been duly signed by the president and attested by the secretary of the Company in their own proper persons.

IN WITNESS WHEREOF, this Power of Attorney has been subscribed by an authorized officer or official of the Company and the corporate seal of the Company has been affixed thereto this 27th day of May, 2026.



The Ohio Casualty Insurance Company

By:

Nathan J. Zangerle

Nathan J. Zangerle, Assistant Secretary

STATE OF PENNSYLVANIA ss
COUNTY OF MONTGOMERY

On this 27th day of May, 2026, before me personally appeared Nathan J. Zangerle, who acknowledged himself to be the Assistant Secretary of The Ohio Casualty Insurance Company and that he, as such, being authorized so to do, execute the foregoing instrument for the purposes therein contained by signing on behalf of the corporations by himself as duly authorized officer.

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed my notarial seal at Plymouth Meeting, Pennsylvania, on the day and year first above written.



Commonwealth of Pennsylvania - Notary Seal
Teresa Pastella, Notary Public
Montgomery County
My commission expires March 28, 2029
Commission number 1126044
Member, Pennsylvania Association of Notaries

By:

Teresa Pastella

Teresa Pastella, Notary Public

This Power of Attorney is made and executed pursuant to and by authority of the following By-law and Authorizations of The Ohio Casualty Insurance Company, which is now in full force and effect reading as follows:

ARTICLE IV – OFFICERS: Section 12. Power of Attorney.

Any officer or other official of the Corporation authorized for that purpose in writing by the Chairman or the President, and subject to such limitation as the Chairman or the President may prescribe, shall appoint such attorneys-in-fact, as may be necessary to act in behalf of the Corporation to make, execute, seal, acknowledge and deliver as surety any and all undertakings, bonds, recognizances and other surety obligations. Such attorneys-in-fact, subject to the limitations set forth in their respective powers of attorney, shall have full power to bind the Corporation by their signature and executed, such instruments shall be as binding as if signed by the President and attested to by the Secretary. Any power or authority granted to any representative or attorney-in-fact under the provisions of this article may be revoked at any time by the Board, the Chairman, the President or by the officer or officers granting such power or authority.

Certificate of Designation – The President of the Company, acting pursuant to the Bylaws of the Company, authorizes Nathan J. Zangerle, Assistant Secretary to appoint such attorneys-in-fact as may be necessary to act on behalf of the Company to make, execute, seal, acknowledge and deliver as surety any and all undertakings, bonds, recognizances and other surety obligations.

Authorization – By unanimous consent of the Company's Board of Directors, the Company consents that facsimile or mechanically reproduced signature or electronic signatures of any assistant secretary of the Company or facsimile or mechanically reproduced or electronic seal of the Company, wherever appearing upon a certified copy of any power of attorney or bond issued by the Company in connection with surety bonds, shall be valid and binding upon the Company with the same force and effect as though manually affixed.

I, Renee C. Llewellyn, the undersigned, Assistant Secretary, of The Ohio Casualty Insurance Company do hereby certify that this power of attorney executed by said Company is in full force and effect and has not been revoked.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed the seals of said Company this 27th day of May, 2026.



By:

Renee C. Llewellyn

Renee C. Llewellyn, Assistant Secretary

Not valid for mortgage, note, loan, letter of credit, currency rate, interest rate or residual value guarantees.

For bond and/or Power of Attorney (POA) verification inquiries, please call 610-832-8240 or email HOSUR@libertymutual.com.



VERIFICATION CERTIFICATE FOR INDEFINITE TERM BOND

The Ohio Casualty Insurance Company _____, Surety upon:

a certain Bond No.: **999421148** _____

Cross Ref Bond No.: _____

dated effective: July 1, 2025 _____

on behalf of: Gregory Harris _____

and in favor of: Downers Grove Grade School District #58 _____

Amount of bond: \$5,903,501.00 _____

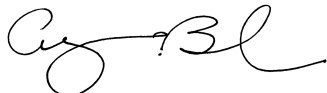
Description of bond: Special Issue Bond _____

Current Bond Term: July 1, 2026 to July 1, 2027 _____

and that the said bond remains in effect, subject to all its agreements, conditions and limitations, and ends only with the cancellation of said bond or other legal termination.

Signed and dated on: May 27, 2026 _____

Surety Name: The Ohio Casualty Insurance Company _____

By:  _____

Carolyn Banks, Assistant Secretary
Agency Name: AssuredPartners of Illinois, LLC _____

Agency Address: 4350 Weaver Pkwy, Warrenville, IL 60555 _____

Agency Telephone: _____





POWER OF ATTORNEY

The Ohio Casualty Insurance Company

Principal: Gregory Harris

Agency Name: AssuredPartners of Illinois, LLC

Bond Number: 999421148

Obligee: Downers Grove Grade School District #58

Bond Amount: (\$5,903,501.00) Five Million Nine Hundred Three Thousand Five Hundred One Dollars And Zero Cents

KNOW ALL PERSONS BY THESE PRESENTS: that The Ohio Casualty Insurance Company, a corporation duly organized under the laws of the State of New Hampshire (herein collectively called the "Company"), pursuant to and by authority herein set forth, does hereby name, constitute and appoint Carolyn Banks in the city and state of Seattle, WA, each individually if there be more than one named, its true and lawful attorney-in-fact to make, execute, seal, acknowledge and deliver, for and on its behalf as surety and as its act and deed, any and all undertakings, bonds, recognizances and other surety obligations, in pursuance of these presents and shall be as binding upon the Companies as if they have been duly signed by the president and attested by the secretary of the Company in their own proper persons.

IN WITNESS WHEREOF, this Power of Attorney has been subscribed by an authorized officer or official of the Company and the corporate seal of the Company has been affixed thereto this 27th day of May, 2026.



The Ohio Casualty Insurance Company

By: Nathan J. Zangerle
Nathan J. Zangerle, Assistant Secretary

STATE OF PENNSYLVANIA ss
COUNTY OF MONTGOMERY

On this 27th day of May, 2026, before me personally appeared Nathan J. Zangerle, who acknowledged himself to be the Assistant Secretary of The Ohio Casualty Insurance Company and that he, as such, being authorized so to do, execute the foregoing instrument for the purposes therein contained by signing on behalf of the corporations by himself as duly authorized officer.

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed my notarial seal at Plymouth Meeting, Pennsylvania, on the day and year first above written.



Commonwealth of Pennsylvania - Notary Seal
Teresa Pastella, Notary Public
Montgomery County
My commission expires March 28, 2029
Commission number 1126044
Member, Pennsylvania Association of Notaries

By: Teresa Pastella
Teresa Pastella, Notary Public

This Power of Attorney is made and executed pursuant to and by authority of the following By-law and Authorizations of The Ohio Casualty Insurance Company, which is now in full force and effect reading as follows:

ARTICLE IV – OFFICERS: Section 12. Power of Attorney.

Any officer or other official of the Corporation authorized for that purpose in writing by the Chairman or the President, and subject to such limitation as the Chairman or the President may prescribe, shall appoint such attorneys-in-fact, as may be necessary to act in behalf of the Corporation to make, execute, seal, acknowledge and deliver as surety any and all undertakings, bonds, recognizances and other surety obligations. Such attorneys-in-fact, subject to the limitations set forth in their respective powers of attorney, shall have full power to bind the Corporation by their signature and executed, such instruments shall be as binding as if signed by the President and attested to by the Secretary. Any power or authority granted to any representative or attorney-in-fact under the provisions of this article may be revoked at any time by the Board, the Chairman, the President or by the officer or officers granting such power or authority.

Certificate of Designation – The President of the Company, acting pursuant to the Bylaws of the Company, authorizes Nathan J. Zangerle, Assistant Secretary to appoint such attorneys-in-fact as may be necessary to act on behalf of the Company to make, execute, seal, acknowledge and deliver as surety any and all undertakings, bonds, recognizances and other surety obligations.

Authorization – By unanimous consent of the Company's Board of Directors, the Company consents that facsimile or mechanically reproduced signature or electronic signatures of any assistant secretary of the Company or facsimile or mechanically reproduced or electronic seal of the Company, wherever appearing upon a certified copy of any power of attorney or bond issued by the Company in connection with surety bonds, shall be valid and binding upon the Company with the same force and effect as though manually affixed.

I, Renee C. Llewellyn, the undersigned, Assistant Secretary, of The Ohio Casualty Insurance Company do hereby certify that this power of attorney executed by said Company is in full force and effect and has not been revoked.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed the seals of said Company this 27th day of May, 2026.



By: Renee C. Llewellyn
Renee C. Llewellyn, Assistant Secretary

Resolution Appointing School Treasurer

WHEREAS, pursuant to the School Code (105 ILCS 5/5-1), the Board of Education may appoint a non-School Board Member to Serve as School Treasurer; and,

WHEREAS, the Board of Education has determined that the responsibilities of "School Treasurer" shall be met by the Chief Financial Officer.

NOW, THEREFORE, Be It Resolved by the Board of Education of School District No. 58, DuPage County, Illinois, that Gregory Harris be appointed as School Treasurer effective July 1, 2025.

Member Ellis moved and Member Doshi seconded the motion that said resolution as presented and read by title be adopted.

After a full and complete discussion thereof, the President directed the Secretary to call the roll for a vote upon the motion to adopt said resolution.

Upon the roll being called, the members voted as follows:

AYE: 7

NAY: 0

ABSENT/ABSTAIN: 0

Whereupon the President declared the motion carried and said resolution adopted June 9, 2025.

BOARD OF EDUCATION OF DOWNERS GROVE
GRADE SCHOOL DISTRICT NO. 58
DUPAGE COUNTY, ILLINOIS

By: [Signature] (Board President)

Attest: Melissa Zgura (Board Secretary)

STATE OF ILLINOIS)
) SS
COUNTY OF DUPAGE)

CERTIFICATION OF RESOLUTION

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education (the "Board") of Downers Grove Grade School District Number 58, DuPage County, Illinois (the "District"), and that as such official I am the keeper of the records and files of the Board.

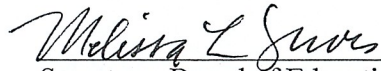
I do further certify that the foregoing is a full, true and complete copy of a resolution entitled:

APPOINTMENT OF SCHOOL TREASURER

Which resolution was adopted at a meeting of the Board held on the 9th day of June, 2025.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was 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, the *School Code* of the State of Illinois, as amended and that the Board has complied with all the provisions of said Acts and said Codes and with all of the procedural rules of the Board.

IN WITNESS WHEREOF, I hereunto affix my official signature this 9th day of
June, 2025.


Secretary, Board of Education
DOWNERS GROVE GRADE
SCHOOL DISTRICT 58

RESOLUTION

REDUCTION IN DAYS AND HOURS OF FULL-TIME EDUCATIONAL SUPPORT PERSONNEL EMPLOYEES

WHEREAS, the Board of Education of Downers Grove Grade School District No. 58 has determined to decrease the number of educational support personnel employees employed in the District; and

WHEREAS, the Board has determined that full-time educational support personnel employees should have their days reduced, pursuant to Section 10-23.5 of the *School Code* (105 ILCS 5/10-23.5) and pursuant to a Memorandum of Understanding with the Downers Grove Educational Support Personnel, IEA-NEA;

NOW, THEREFORE, Be It Resolved by the Board of Education of Downers Grove Grade School District No. 58, DuPage County, Illinois, that:

Section 1: Beginning with the 2026-2027 work year, all full-time School Secretaries, except as stated in Section 2, will have their days reduced from 215 workdays to 210 workdays. A copy of this Notice of Reduction is attached as Exhibit A and incorporated by reference.

Section 2: Beginning with the 2026-2027 work year, the following full-time School Secretary will have her days reduced from 215 workdays to 188 workdays and her hours reduced to 5.5 hours per day:

Julie Scheffer

A copy of this Notice of Reduction is attached as Exhibit B and incorporated by reference.

Section 3: The President and Secretary of the Board are authorized and directed to give the educational support personnel employees a written Notice of Reduction, together with the reason therefore, by first class mail at least thirty (30) days before their days and/or hours are reduced.

Section 4: The Superintendent or designee shall also deliver a copy of the Notice to the educational support personnel employees by email and personally with a signature receipt. A copy of the receipt is attached as Exhibit C and incorporated by reference.

Section 5: This Resolution is in full force and effect upon its passage.

Signature page to follow

ADOPTED this 8th day of June, 2026, by the following vote:

AYES:

NAYS:

ABSENT:

ATTEST

Board President

Board Secretary

EXHIBIT A

June 9, 2026

Via First Class Mail, Email, and Personal Delivery with Receipt

RE: NOTICE OF REDUCTION IN DAYS

Dear _____:

At its meeting held on June 8, 2026, the Board of Education of Downers Grove Grade School District No. 58, DuPage County, Illinois, pursuant to Section 10-23.5 of the *School Code*, resolved to reduce the number of workdays for your position beginning with the 2026-2027 work year. The reason for this reduction in days is the decision by the Board to decrease the number of educational support personnel employees employed in the District.

Beginning with the 2026-2027 work year, you will be reduced from a 215-day position as School Secretary to a 210-day position as School Secretary.

If the Board has any vacancies for a position that requires more days within the period prescribed by law, you will be tendered to any such position becoming available for which you are qualified and to which you are legally entitled.

Sincerely,

Board of Education
Downers Grove Grade School District No. 58
DuPage County, Illinois

ATTEST

Board President

Board Secretary

EXHIBIT B

June 9, 2026

Via First Class Mail, Email, and Personal Delivery with Receipt

RE: NOTICE OF REDUCTION IN DAYS AND HOURS

Dear _____:

At its meeting held on June 8, 2026, the Board of Education of Downers Grove Grade School District No. 58, DuPage County, Illinois, pursuant to Section 10-23.5 of the *School Code*, resolved reduce the number of workdays and hours for your position beginning with the 2026-2027 work year. The reason for this reduction is the decision by the Board to decrease the number of its educational support personnel employees in the District.

Beginning with the 2026-2027 work year, you will be reduced from a 215-day position as full-time School Secretary to a 188-day position as part-time School Secretary at 5.5 hours per day.

Sincerely,

Board of Education
Downers Grove Grade School District No. 58
DuPage County, Illinois

ATTEST

Board President

Board Secretary

EXHIBIT C

RECEIPT CONFIRMATION

I, _____, received the attached Notice of Reduction in Days
(name of employee)

by personal delivery from _____, _____,
(name of person delivering notice) (title)

of _____, on _____, 2026.
(School District) (date notice was given)

(signature of employee)

RESOLUTION

REDUCTION IN DAYS AND HOURS OF PART-TIME EDUCATIONAL SUPPORT PERSONNEL EMPLOYEES

WHEREAS, the Board of Education of Downers Grove Grade School District No. 58 has determined to decrease the number of educational support personnel employees employed in the District; and

WHEREAS, the Board has determined that part-time educational support personnel employees should have their hours and/or days reduced, pursuant to Section 10-23.5 of the *School Code* (105 ILCS 5/10-23.5) and pursuant to a Memorandum of Understanding with the Downers Grove Educational Support Personnel, IEA-NEA;

NOW, THEREFORE, Be It Resolved by the Board of Education of Downers Grove Grade School District No. 58, DuPage County, Illinois, that:

Section 1: Beginning with the 2026-2027 work year, all part-time School Secretaries will have their days reduced from 215 workdays to 188 workdays. A copy of this Notice of Reduction is attached as Exhibit A and incorporated by reference.

Section 2: Beginning with the 2026-2027 work year, the following part-time School Secretaries also will have their hours reduced from 5.5 hours per day to 4 hours per day:

Jillian DeRango
Samantha Dulles
Elizabeth McIntosh
Kimberly Peters
Angela Suggs

A copy of this Notice of Reduction is attached as Exhibit B and incorporated by reference.

Section 3: The President and Secretary of the Board are authorized and directed to give the educational support personnel employees the applicable written Notice of Reduction, together with the reason therefore, by first class mail at least thirty (30) days before their days and/or hours are reduced.

Section 4: The Superintendent or designee shall also deliver a copy of the applicable Notice to the educational support personnel employees by email and personally with a signature receipt. A copy of the receipt is attached as Exhibit C and incorporated by reference.

Section 5: This Resolution is in full force and effect upon its passage.

Signature page to follow

ADOPTED this 8th day of June, 2026, by the following vote:

AYES:

NAYs

ABSENT:

ATTEST

Board President

Board Secretary

EXHIBIT A

June 9, 2026

Via First Class Mail, Email, and Personal Delivery with Receipt

RE: NOTICE OF REDUCTION IN DAYS

Dear _____:

At its meeting held on June 8, 2026, the Board of Education of Downers Grove Grade School District No. 58, DuPage County, Illinois, pursuant to Section 10-23.5 of the *School Code*, resolved to reduce the number of workdays for your position beginning with the 2026-2027 work year. The reason for this reduction is the decision by the Board to decrease the number of its educational support personnel employees in the District.

Beginning with the 2026-2027 work year, you will be reduced from a 215-day position as part-time School Secretary to a 188-day position as part-time School Secretary.

Sincerely,

Board of Education
Downers Grove Grade School District No. 58
DuPage County, Illinois

ATTEST

Board President

Board Secretary

EXHIBIT B

June 9, 2026

Via First Class Mail, Email, and Personal Delivery with Receipt

RE: NOTICE OF REDUCTION IN DAYS AND HOURS

Dear _____:

At its meeting held on June 8, 2026, the Board of Education of Downers Grove Grade School District No. 58, DuPage County, Illinois, pursuant to Section 10-23.5 of the *School Code*, resolved reduce the number of workdays and hours for your position beginning with the 2026-2027 work year. The reason for this reduction is the decision by the Board to decrease the number of its educational support personnel employees in the District.

Beginning with the 2026-2027 work year, you will be reduced from a 215-day position as part-time School Secretary at 5.5 hours per day to a 188-day position as part-time School Secretary at 4 hours per day.

Sincerely,

Board of Education
Downers Grove Grade School District No. 58
DuPage County, Illinois

ATTEST

Board President

Board Secretary

EXHIBIT C

RECEIPT CONFIRMATION

I, _____, received the attached Notice of Reduction
(name of employee)

by personal delivery from _____, _____, of
(name of person delivering notice) (title)

_____, on _____, 2026.
(School District) (date notice was given)

(signature of employee)

RESOLUTION

HONORABLE DISMISSAL OF EDUCATIONAL SUPPORT PERSONNEL EMPLOYEES

WHEREAS, the educational support personnel employee listed in this Resolution is employed by the Board of Education of Downers Grove Grade School District No.58 during the 2025-2026 work year; and

WHEREAS, the Board has determined to decrease the number of educational support personnel employees employed in the District; and

WHEREAS, the Board has determined that the educational support personnel employee named below will be honorably dismissed and not reemployed for the 2026-2027 work year, pursuant to Section 10-23.5 of the *School Code* (105 ILCS 5/10-23.5);

NOW, THEREFORE, Be It Resolved by the Board of Education of Downers Grove Grade School District No. 58, DuPage County, Illinois, that:

Section 1: The following educational support personnel employees shall be honorably dismissed and not reemployed for the 2026-2027 fiscal year because of the decision of the Board to decrease the number of educational support personnel employees employed:

Tara-Rose Groberski

Section 2: The President and Secretary of the Board are authorized and directed to give the educational support personnel employee a written Notice of Honorable Dismissal, together with the reason therefore, by first class mail at least thirty (30) days before the employee is dismissed. A copy of this Notice is attached as Exhibit A and incorporated by reference.

Section 3: The Superintendent or designee shall also deliver a copy of the Notice to the educational support personnel employee via email and personal delivery with a signature receipt. A copy of the receipt is attached as Exhibit B and incorporated by reference.

Section 4: This Resolution is in full force and effect upon its passage.

ADOPTED this: 8th day of June 2026, by the following vote:

AYES:

NAYS:

ABSENT:

ATTEST:

Board President

Board Secretary

EXHIBIT A

June 9, 2026

Via First Class Mail, Personal Delivery with Receipt, and Email

NAME

ADDRESS

RE: NOTICE OF HONORABLE DISMISSAL

Dear :

At its meeting held on June 8, 2026, the Board of Education of Downers Grove Grade School District No. 58, DuPage County, Illinois, pursuant to Section 10-23.5 of the *School Code* (105 ILCS 5/10-23.5), resolved to honorably dismiss you from employment, effective June 30, 2026. The reason for your dismissal is the decision by the Board to decrease the number of its educational support personnel employees in the School District. Your last day of employment in the District will be June 30, 2026.

If the Board has any vacancies within the period prescribed by law, you will be tendered any such position becoming available for which you are qualified and to which you are entitled as prescribed by law.

Sincerely,

Board of Education
Downers Grove Grade School District No. 58
DuPage County, Illinois

ATTEST

Board President

Board Secretary

EXHIBIT B

RECEIPT CONFIRMATION

I, _____, received the attached Notice of Honorable
(name of employee)

Dismissal by personal delivery from _____, _____, of
(name of person delivering notice) (title)

_____, on _____, 2026.
(School District) (date notice was given)

(signature of employee)

SECTION 2 - BOARD OF EDUCATION

2:200 Types of Board of Education Meetings

General

For all meetings of the Board of Education and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein as well as in the Open Meetings Act. This shall include mailing meeting notifications to news media that have officially requested them and to others as approved by the Board. Unless otherwise specified, all meetings are held in the Downers Grove Village Hall. Board policy 2:220, *Board of Education Meeting Procedure*, governs meeting quorum requirements.

The Superintendent and Board Secretary are designated on behalf of the Board and each Board committee to receive the training on compliance with the Open Meetings Act that is required by Section 1.05(a) of that Act. The Superintendent may identify other employees to receive the training. In addition, each Board member must complete a course of training on the Open Meetings Act as required by Section 1.05(b) or (c) of that Act.

Regular Meetings

The Board announces the time and place for its regular meetings at the beginning of each fiscal year. The Superintendent shall prepare and make available the calendar of regular Board meetings. The regular meeting calendar may be changed with 10 days' notice in accordance with State law.

A meeting agenda shall be posted at the District's main office and the Board's meeting room, or other location where the meeting is to be held, at least 48 hours before the meeting.

Closed Meetings

The Board and Board committees may meet in a closed meeting to consider the following subjects:

1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor

in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. [5 ILCS 120/2\(c\)\(1\)](#).

2. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. [5 ILCS 120/2\(c\)\(2\)](#).
3. The selection of a person to fill a public office, as defined in the Open Meetings Act, including a vacancy in a public office, when the public body is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the public body is given power to remove the occupant under law or ordinance. [5 ILCS 120/2\(c\)\(3\)](#).
4. Evidence or testimony presented in open hearing, or in closed hearing where specifically authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision setting forth its determinative reasoning. [5 ILCS 120/2\(c\)\(4\)](#).
5. Evidence or testimony presented to the Board regarding denial of admission to school events or property pursuant to [105 ILCS 5/24-24](#), provided that the Board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. [5 ILCS 120/2\(c\)\(4.5\)](#).
6. The purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. [5 ILCS 120/2\(c\)\(5\)](#).
7. The setting of a price for sale or lease of property owned by the public body. [5 ILCS 120/2\(c\)\(6\)](#).
8. The sale or purchase of securities, investments, or investment contracts. [5 ILCS 120/2\(c\)\(7\)](#).
9. Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. [5 ILCS 120/2\(c\)\(8\)](#).
10. Student disciplinary cases. [5 ILCS 120/2\(c\)\(9\)](#).
11. The placement of individual students in special education programs and other matters relating to individual students. [5 ILCS 120/2\(c\)\(10\)](#).
12. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the

public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. [5 ILCS 120/2\(c\)\(11\)](#).

13. The establishment of reserves or settlement of claims as provided in the Local Governmental and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the public body or any intergovernmental risk management association or self insurance pool of which the public body is a member. [5 ILCS 120/2\(c\)\(12\)](#).
14. Self evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the public body is a member. [5 ILCS 120/2\(c\)\(16\)](#).
15. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. [5 ILCS 120/2\(c\)\(21\)](#).
16. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. [5 ILCS 120/2\(c\)\(29\)](#).

The Board may hold a closed meeting, or close a portion of a meeting, by a majority vote of a quorum, taken at an open meeting. The vote of each Board member present, and the reason for the closed meeting, will be publicly disclosed at the time of the meeting and clearly stated in the motion and the meeting minutes.

A single motion calling for a series of closed meetings may be adopted when such meetings will involve the same particular matters and are scheduled to be held within three months of the vote.

No final Board action will be taken at a closed meeting.

Reconvened or Rescheduled Meetings

A meeting may be rescheduled or reconvened. Public notice of a rescheduled or reconvened meeting shall be given in the same manner as that for a special meeting, except that no public notice is required when the original meeting is open to the public and: (1) is to be reconvened within 24 hours, or (2) an announcement of the time and place of the reconvened meeting was made at the original meeting and there is no change in the agenda.

Special Meetings

Special meetings may be called by the President or by any three members of the Board by giving notice thereof, in writing, stating the time, place, and purpose of the meeting to remaining Board members by mail at least 48 hours before the meeting, or by personal service at least 24 hours before the meeting.

Public notice of a special meeting is given by posting a notice at the District's main office^{Q1} at least 48 hours before the meeting and by notifying the news media that have filed a written request for notice. A meeting agenda shall accompany the notice.

All matters discussed by the Board at any special meeting must be related to a subject on the meeting agenda.

Emergency Meetings

Public notice of emergency meetings shall be given as soon as practical, but in any event, before the meeting to news media that have filed a written request for notice.

Posting on the District Website

In addition to the other notices specified in this policy, the Superintendent or designee shall post the following on the District website: (1) the annual schedule of regular meetings, which shall remain posted until the Board approves a new schedule of regular meetings; (2) a public notice of all Board meetings; and (3) the agenda for each meeting which shall remain posted until the meeting is concluded.

LEGAL REF.:

[5 ILCS 120/](#), Open Meetings Act.

[5 ILCS 140/](#), Freedom of Information Act.

[105 ILCS 5/10-6](#) and [5/10-16](#).

CROSS REF.: 2:110 (Qualifications Term, and Duties of Board Officers), 2:120 (Board Member Development), 2:210 (Organizational Board of Education Meetings), 2:220 (Board of Education Meeting Procedure), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), 6:235 (Access to Electronic Networks), 8:30 (Visitors to and Conduct on School Property)

ADOPTED: February 12, 2024

Questions

- Q1. Some attorneys find the Open Meetings Act's (OMA's) posting requirements for special meetings to be unclear and recommend that a board post notices and agendas of such meetings at the district's main office *and* at the location where the meeting is to be held. Consult the board attorney for guidance on this issue and ensure that posting practices align with this policy and administrative procedure 2:200-AP, *Types of School Board Meetings*. Posting at the meeting location promotes greater transparency.

Does the Board post notices and agendas for special meetings at the location where the meeting is to be held, in addition to posting at the district's main office? If yes, note that this policy may require posting in the same manner for reconvened and rescheduled meetings, in alignment with OMA.

Options

- ☐ No (Default)
- ☒ Yes (IASB will revise this sentence after "the District's main office" to add "and the location where the meeting is to be held")

SECTION 2 - BOARD OF EDUCATION

2:220 Board of Education Meeting Procedure

Agenda

The Board of Education President is responsible for focusing the Board meeting agendas on appropriate content. The Superintendent shall prepare agendas in consultation with the Board President. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require extensive discussion before Board action. Upon the request of any Board member, an item will be withdrawn from the consent agenda and placed on the regular agenda for independent consideration.

Each Board meeting agenda shall contain the general subject matter of any item that will be the subject of final action at the meeting. Any Board member may submit suggested agenda items to the Board President for his or her consideration for an upcoming meeting. District residents may suggest inclusions for the agenda.^{Q1} The Board will take final action only on items contained in the posted agenda; items not on the agenda may still be discussed.

The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each Board member at least 48 hours before each meeting, except a meeting held in the event of an emergency. The meeting agenda shall be posted in accordance with Board policy 2:200, *Types of Board of Education Meetings*.

The Board President shall determine the order of business at regular Board meetings. Upon consent of a majority of members present, the order of business at any meeting may be changed.

Voting Method

Unless otherwise provided by law, when a vote is taken upon any measure before the Board, with a quorum being present, a majority of the votes cast shall determine its outcome. A vote of *abstain* or *present*, or a vote other than *yea* or *nay*, or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of *abstain* or *present*, or a vote other than *yea* or *nay*, or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law. The sequence for casting votes is rotated.

On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote^{Q2} shall be taken and entered in the Board's minutes. An individual Board member may request that a roll call vote be taken on any other matter; the President or other presiding officer may approve or deny the request but a denial is subject to being overturned by a majority vote of the members present.

Minutes

The Board Secretary shall keep written minutes of all Board meetings (whether open or closed), which shall be signed by the President and the Secretary. The minutes include:

1. The meeting's date, time, and place;
2. Board members recorded as either present or absent;
3. A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;
4. On all matters requiring a roll call vote, a record of who voted *yea* and *nay*;
5. If the meeting is adjourned to another date, the time and place of the adjourned meeting;
6. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act (OMA) authorizing the closed meeting;
7. A record of all motions, including individuals making and seconding motions;
8. Upon request by a Board member, a record of how he or she voted on a particular motion; and
9. The type of meeting, including any notices and, if a reconvened meeting, the original meeting's date.

The minutes shall be submitted to the Board for approval or modification at its next regularly scheduled open meeting. Minutes for open meetings must be approved within 30 days after the meeting or at the second subsequent regular meeting, whichever is later.

Every six months, or as soon after as is practicable, in an open meeting, the Board: (1) reviews minutes from all closed meetings that are currently unavailable for public release, and (2) determines which, if any, no longer require confidential treatment and are available for public inspection. This is also referred to as a *semi-annual review*. The Board may meet in a prior closed session to review the minutes from closed meetings that are currently unavailable for public release, but it reports its determination in open session.

The Board's meeting minutes must be submitted to the Board Treasurer at such times as the Treasurer may require.

The official minutes are in the custody of the Board Secretary. Open meeting minutes are available for inspection during regular office hours within 10 days after the Board's approval; they may be inspected in the District's main office, in the presence of the Secretary, the Superintendent or designee, or any Board member.

Minutes from closed meetings are likewise available, but only if the Board has released them for public inspection, except that Board members may access closed session minutes not yet released for public inspection (1) in the District's administrative offices or their official storage location, and (2) in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. The minutes, whether reviewed by members of the public or the Board, shall not be removed from the District's administrative offices or their official storage location except by vote of the Board or by court order.

The Board's open meeting minutes shall be posted on the District website within ten days after the Board approves them; the minutes will remain posted for at least 60 days.

Verbatim Record of Closed Meetings

The Superintendent, or the Board Secretary when the Superintendent is absent, shall audio record all closed meetings. If neither is present, the Board President or presiding officer shall assume this responsibility. After the closed meeting, the person making the audio recording shall label the recording with the date and store it in a secure location. The Superintendent shall ensure that: (1) an audio recording device and all necessary accompanying items are available to the Board for every closed meeting, and (2) a secure location for storing closed meeting audio recordings is maintained within the District's administrative offices or their official storage location.

After 18 months have passed since being made, the audio recording of a closed meeting is destroyed provided the Board approved: (1) its destruction, and (2) minutes of the particular closed meeting.

Individual Board members may access verbatim recordings in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. Access to the verbatim recordings is available at the District's administrative offices or the verbatim recording's official storage location. Requests shall be made to the Superintendent or Board President. While a Board member is listening to a verbatim recording, it shall not be re-recorded or removed from the District's main office or official storage location, except by vote of the Board or by court order.

Before making such requests, Board members should consider whether such requests are germane to their responsibilities, service to District, and/or Oath of Office in policy 2:80, *Board Member Oath and Conduct*. In the interest of encouraging free and open expression by Board members during closed meetings, the recordings of closed meetings should not be used by Board members to confirm or dispute the accuracy of recollections.

Quorum and Participation by Audio or Video Means

A quorum of the Board must be physically present at all Board meetings. A majority of the full membership of the Board constitutes a quorum.

Provided a quorum is physically present, a Board member may attend a meeting by video or audio conference if he or she is prevented from physically attending because of: (1) personal illness or disability, (2) employment or District business, (3) a family or other emergency, or (4) unexpected childcare obligations, or (5) performance of *active military duty as a service member*.^{C1} If a member wishes to attend a meeting by video or audio means, he or she must notify the recording secretary or Superintendent at least 24 hours before the meeting unless advance notice is impractical. The recording secretary or Superintendent will inform the Board President and make appropriate arrangements. A Board member who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the Board meeting including voting on any item.

No Physical Presence of Quorum and Participation by Audio or Video; Disaster Declaration

The ability of the Board to meet in person with a quorum physically present at its meeting location may be affected by the Governor or the Director of the Ill. Dept. of Public Health issuing a disaster declaration related to a public health emergency. The Board President or, if the office is vacant or the President is absent or unable to perform the office's duties, the Vice President determines that an in-person meeting or a meeting conducted under the **Quorum and Participation by Audio or Video Means** subhead above, is not practical or prudent because of the disaster declaration; if neither the President nor Vice President are present or able to perform this determination, the Superintendent shall serve as the duly authorized designee for purposes of making this determination.

The individual who makes this determination for the Board shall put it in writing, include it on the Board's published notice and agenda for the audio or video meeting and in the meeting minutes, and ensure that the Board meets every OMA requirement for the Board to meet by video or audio conference without the physical presence of a quorum.

Rules of Order

Unless State law or Board-adopted rules apply, the Board President, as the presiding officer, will use the most recent edition of *Robert's Rules of Order Newly Revised*, as a guide when a question arises concerning procedure.

Broadcasting and Recording Board Meetings

Any person may record or broadcast an open Board meeting. Special requests to facilitate recording or broadcasting an open Board meeting, such as seating, writing surfaces, lighting, and access to electrical power, should be directed to the Superintendent at least 24 hours before the meeting.

Recording meetings shall not distract or disturb Board members, other meeting participants, or members of the public. The Board President may designate a location for recording equipment, may restrict the movements of individuals who are using recording equipment, or may take such other steps as are deemed necessary to preserve decorum and facilitate the meeting.

LEGAL REF.:

[5 ILCS 120/2a](#), [120/2.02](#), [120/2.05](#), [120/2.06](#), and [120/7](#), Open Meetings Act.

[105 ILCS 5/10-6](#), [5/10-7](#), [5/10-12](#), and [5/10-16](#).

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:150 (Committees), 2:200 (Types of School Board Meetings), 2:210 (Organizational Board of Education Meeting), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board)

ADOPTED: February 12, 2024

Downers Grove Grade School District 58

PRESSPlus Comments

- C1. Updated in response to the Open Meetings Act (OMA), 5 ILCS 120/7(a), amended by P.A. 104-438. OMA borrows the definition for *active military duty* from the Service Member Employment and Reemployment Act, 330 ILCS 61/1-10. 5 ILCS 120/7(a), amended by P.A. 104-438. It means any full-time military service regardless of length or voluntariness, including, but not limited to, annual training, full-time National Guard Duty, and State active duty. 330 ILCS 61/1-10. *Service member* means a resident of Illinois who is a member of any component of the U.S. Armed Forces or the National Guard of any state, D.C., a commonwealth, or territory of the U.S. **Issue 121, March 2026**
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Questions

- Q1. The Board may restrict addition of discussion items suggested by District residents to the agenda to the beginning of a regular meeting and/or upon unanimous approval of those board members present.

Does the Board want to add restrictions regarding addition of discussion items suggested by District residents to the agenda?

Options

- ☒ No (Default)
- ☐ Yes, restrict to the beginning of a regular meeting. (IASB will add the following sentence: Discussion items suggested by District residents may be added to the agenda at the beginning of a regular meeting.)
- ☐ Yes, restrict to upon unanimous approval of those board members present. (IASB will add the following sentence: Discussion items suggested by District residents may be added to the agenda upon unanimous approval of those Board members present.)
- ☐ Yes, restrict to the beginning of a regular meeting upon unanimous approval of those board members present. (IASB will add the following sentence: Discussion items suggested by District residents may be added to the agenda at the beginning of a regular meeting upon unanimous approval of those Board members present.)

- Q2. Does the Board take a roll call vote on *all* action items?

Options

- ☒ No (Default)
- ☐ Yes (IASB will replace this paragraph with the following sentence: The Board shall take a roll call vote on all matters requiring its action, including but not limited to, all questions involving the expenditure of money and all questions involving the closing of a meeting to the public.)

SECTION 2 - BOARD OF EDUCATION

2:250 Access to District Public Records

Full access to the District's *public records* is available to any person as provided in the Illinois Freedom of Information Act (FOIA), this policy, and implementing procedures. The Superintendent or designee shall: (1) provide the Board with sufficient information and data to permit the Board to monitor the District's compliance with FOIA and this policy, and (2) report any FOIA requests during the Board's regular meetings along with the status of the District's response.

Freedom of Information Officer

The Superintendent shall appoint an employee, who may be himself or herself, to serve as the District's Freedom of Information Officer. That appointee assumes all the duties and powers of that office as provided in FOIA and this policy.

Definition

The District's *public records* are defined as records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary material pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of the School District. The District's public records do not include junk mail.^{C1}

Requesting Records

A request for inspection and/or copies of public records must be made in writing and may be submitted by personal delivery, mail, telefax, or email directed to the District's Freedom of Information Officer. Individuals making a request are not required to state a reason for the request other than to identify when the request is for a commercial purpose or when requesting a fee waiver. Email requests must include the entirety of the request within the body of the email and not as an attachment or hyperlink.^{C2} The Superintendent or designee shall instruct District employees to immediately forward any request for inspection and copying of a public record to the District's Freedom of Information Officer or designee.

Responding to Requests

The Freedom of Information Officer shall approve all requests for public records unless:

1. The requested material does not exist;
2. The requested material is exempt from inspection and copying by the Freedom of Information Act; ~~or~~
3. Complying with the request would be unduly burdensome; ~~or~~
4. The request would require the District to open electronically attached files or hyperlinks to view or access details of a request. In that case, the requester shall be notified within five business days that the entirety of the electronic request must appear within the body of the electronic submission; or
5. The District has a reasonable belief that the request was not submitted by a person, and the requester fails to verify orally or in writing that they are a person within 30 days of the District's request for such verification. ^{C3}

Within five business days after receipt of a request for access to a public record, the Freedom of Information Officer shall comply with or deny the request, unless the time for response is extended as specified in Section 3 of FOIA. The Freedom of Information Officer may extend the time for a response for up to five business days from the original due date. If an extension is needed, the Freedom of Information Officer shall: (1) notify the person making the request of the reason for the extension, and (2) either inform the person of the date on which a response will be made, or agree with the person in writing on a compliance period.

The time periods are extended for responding to requests for records made for a *commercial purpose*, requests by a *recurrent requester*, or *voluminous requests*, as those terms are defined in Section 2 of FOIA. The time periods for responding to those requests are governed by Sections 3.1, 3.2, and 3.6 of FOIA.

When responding to a request for a record containing both exempt and non-exempt material, the Freedom of Information Officer shall redact exempt material from the record before complying with the request.

Fees

Persons making a request for copies of public records must pay any and all applicable fees. The Freedom of Information Officer shall establish a fee schedule that complies with FOIA and this policy and is subject to the Board's review. The fee schedule shall include copying fees and all other fees to the maximum extent they are permitted by FOIA, including without limitation, search and review fees for responding to a request for a *commercial purpose* and

fees, costs, and personnel hours in connection with responding to a *voluminous request*.

Copying fees, except when fixed by statute, shall be reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records. In no case shall the copying fees exceed the maximum fees permitted by FOIA. If the District's actual copying costs are equal to or greater than the maximum fees permitted by FOIA, the Freedom of Information Officer is authorized to use FOIA's maximum fees as the District's fees. No copying fees shall be charged for: (1) the first 50 pages of black and white, letter or legal sized copies, or (2) electronic copies other than the actual cost of the recording medium, except if the response is to a *voluminous request*, as defined in FOIA.

A fee reduction is available if the request qualifies under Section 6 of FOIA. The Freedom of Information Officer shall set the amount of the reduction taking into consideration the amount of material requested and the cost of copying it.

Provision of Copies and Access to Records

A public record that is the subject of an approved access request will be available for inspection or copying at the District's administrative office during regular business hours, unless other arrangements are made by the Freedom of Information Officer.

Many public records are immediately available from the District's website including, but not limited to, the process for requesting a public record. The Freedom of Information Officer shall direct a requester to the District's website if a requested record is available there. If the requester is unable to reasonably access the record online, he or she may resubmit the request for the record, stating his or her inability to reasonably access the record online, and the District shall make the requested record available for inspection and copying as otherwise provided in this policy.

Preserving Public Records

Public records, including email messages, shall be preserved and cataloged if: (1) they are evidence of the District's organization, function, policies, procedures, or activities, (2) they contain informational data appropriate for preservation, (3) their retention is required by State or federal law, or (4) they are subject to a retention request by the Board Attorney (e.g., a litigation hold), District auditor, or other individual authorized by the Board of Education or State or federal law to make such a request. Unless its retention is required as described in items numbered 3 or 4 above, a public record, as defined by the Illinois Local Records Act, may be destroyed when authorized by the Local Records Commission.

LEGAL REF.:

5 ILCS 140/, Illinois Freedom of Information Act.

50 ILCS 205/, Local Records Act.

105 ILCS 5/10-16 and 5/24A-7.1.

820 ILCS 40/11, Personnel Record Review Act.

820 ILCS 130/5, Prevailing Wage Act.

CROSS REF.: 2:140 (Communications To and From the Board), 5:150 (Personnel Records), 7:340 (Student Records)

ADOPTED: February 13, 2023

Downers Grove Grade School District 58

PRESSPlus Comments

- C1. Updated in response to the Freedom of Information Act (FOIA), 5 ILCS 140/2, amended by P.A. 104-438. *Junk mail* means any unsolicited commercial mail or commercial electronic communication sent to a district and not responded to by a district. **Issue 121, March 2026**
- C2. Updated in response to FOIA, 5 ILCS 140/3(c), amended by P.A. 104-438. **Issue 121, March 2026**
- C3. Updated in response to FOIA, 5 ILCS 140/3(j), added by P.A. 104-438. **Issue 121, March 2026**

SECTION 2 - BOARD OF EDUCATION

2:260 Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights guaranteed by the [State](#) or federal [Constitution](#), State or federal statute, or Board policy, or has a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act, [42 U.S.C. §12101 et seq.](#)
2. Title IX of the Education Amendments of 1972, [20 U.S.C. §1681 et seq.](#), excluding Title IX complaints governed by Board policy 2:265, *Title IX Grievance Procedure*
3. Section 504 of the Rehabilitation Act of 1973, [29 U.S.C. §791 et seq.](#)
4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, [775 ILCS 5/](#); Title VI of the Civil Rights Act of 1964, [42 U.S.C. §2000d et seq.](#); and/or Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e et seq.](#) (see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*)
5. Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e et seq.](#) (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, [5 ILCS 430/70-5\(a\)](#); Illinois Human Rights Act, [775 ILCS 5/](#); and Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e et seq.](#) (Title IX sexual harassment complaints are addressed under Board policy 2:265, *Title IX Grievance Procedure*)
7. Breastfeeding accommodations for students, [105 ILCS 5/10-20.60](#)
8. Bullying, [105 ILCS 5/27-23.7](#)
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, [820 ILCS 180/](#)
12. Illinois Equal Pay Act of 2003, [820 ILCS 112/](#)
13. Provision of services to homeless students
14. Illinois Whistleblower Act, [740 ILCS 174/](#)
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy

Act, [410 ILCS 513/](#); and Titles I and II of the Genetic Information Nondiscrimination Act, [42 U.S.C. §2000ff](#) *et seq.*

16. Employee Credit Privacy Act, [820 ILCS 70/](#)

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parent(s)/guardian(s)); this includes mediation.

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed under this policy shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

Deadlines

All deadlines under this policy may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, *school business days* means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parents/guardians. The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager or designee shall process and review the complaint under Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

For any complaint alleging sex discrimination that, if true, would implicate Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681 et seq.](#)), the Title IX Coordinator or designee shall process and review the complaint under Board policy 2:265, *Title IX Grievance Procedure*.

For any complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, in addition to any response required by this policy.

For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint according to that policy, in addition to any response required by this policy, and shall consider whether an investigation under Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, should be initiated.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time from the Superintendent.

The Superintendent will keep the Board informed of all complaints.

If a complaint contains allegations involving the Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance

with paragraph four of the following section of this policy.

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall provide his or her written decision to the Complainant and the accused as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days after an appeal of the Superintendent's decision, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days after the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall provide its written decision to the Complainant and the accused, as well as to the Complaint Manager. This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing a Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others.

The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX.

The Superintendent shall appoint at least one Complaint Manager to administer this policy. If possible, the Superintendent will appoint two Complaint Managers, each of a different gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinator, Title IX Coordinator, and the Complaint Managers.

Nondiscrimination Coordinator

Justin Sisul

850 Curtiss St., Suite 200, Downers Grove,
IL 60515

jsisul@dg58.org

630-719-5807

Title IX Coordinator

Justin Sisul

850 Curtiss St., Suite 200, Downers Grove,
IL 60515

jsisul@dg58.org

630-719-5807

Complaint Manager

Justin Sisul

850 Curtiss St., Suite 200, Downers Grove,
IL 60515

jsisul@dg58.org

630-719-5807

Complaint Manager

Elizabeth Ehrhart

850 Curtiss St., Suite 200, Downers Grove,
IL 60515

eehrhart@dg58.org

630-719-5867

LEGAL REF.:

[8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.

[20 U.S.C. §1232g](#), Family Education Rights Privacy Act.

[20 U.S.C. §1400](#), The Individuals with Disabilities Education Act.

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Education Amendments; [34 C.F.R. Part 106](#).

[29 U.S.C. §206](#)(d), Equal Pay Act.

[29 U.S.C. §621](#) *et seq.*, Age Discrimination in Employment Act.

[29 U.S.C. §791](#) *et seq.*, Rehabilitation Act of 1973.

[29 U.S.C. §2612](#), Family and Medical Leave Act.

[42 U.S.C. §2000d](#) *et seq.*, Title VI of the Civil Rights Act of 1964.

42 U.S.C. §2000e *et seq.*, Title VII of the Civil Rights Act of 1964.

42 U.S.C. §2000ff *et seq.*, Genetic Information Nondiscrimination Act.

42 U.S.C. §11431 *et seq.*, McKinney-Vento Homeless Assistance Act.

42 U.S.C. §12101 *et seq.*, Americans With Disabilities Act; 28 C.F.R. Part 35.

105 ILCS 5/2-3.8, 5/3-10, 5/10-20, 5/10-20.5, 5/10-20.7a, 5/10-20.60, 5/10-20.69, 5/10-20.75, 5/10-22.5, 5/22-19, 5/22-95 (final citation pending), 5/22-110, 5/24-4, and 5/27-1, 5/27-23.7, and 45/1-15.^{C1}

105 ILCS 45/, Education for Homeless Children Act.

5 ILCS 415/10(a)(2), Government Severance Pay Act.

5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.

410 ILCS 513/, III. Genetic Information Privacy Act.

740 ILCS 174/, Whistleblower Act.

740 ILCS 175/, III. False Claims Act.

775 ILCS 5/, III. Human Rights Act.

820 ILCS 70/, Employee Credit Privacy Act.

820 ILCS 112/, Equal Pay Act of 2003.

820 ILCS 180/, Victims' Economic Security and Safety Act; 56 Ill.Admin.Code Part 280.

23 Ill.Admin.Code §§1.240, 200.40, 226.50, and 226.570.

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating

Violence Prohibited), 7:310 (Restrictions on Publications; Elementary Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

ADOPTED: July 14, 2025

Downers Grove Grade School District 58

PRESSPlus Comments

- C1. The Legal References are updated in response to 105 ILCS 5/22-110, renumbered by P.A. 104-391, and for continuous improvement. **Issue 121, March 2026**

SECTION 4 - OPERATIONAL SERVICES

4:165 Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board has a responsibility and obligation to increase awareness and knowledge of: (1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) grooming behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse, (5) appropriate relationships between District employees and students based upon State law, and (6) how to prevent child sexual abuse.

To address the Board's obligation to increase awareness and knowledge of these issues, prevent sexual abuse of children, and define prohibited grooming behaviors, the Superintendent or designee shall implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will:

1. Educate students with:
 - a. An age-appropriate and evidence-informed health and safety education curriculum that includes methods for how to report child sexual abuse and grooming behaviors to authorities, through policy 6:60, *Curriculum Content*;
 - b. Information in policy 7:250, *Student Support Services*, about: (i) District counseling options, assistance, and intervention for students who are victims of or affected by sexual abuse, and (ii) community-based Children's Advocacy Centers and sexual assault crisis centers and how to access those serving the District.
2. Train District employees about child sexual abuse and grooming behaviors by January 31 of each school year with materials that include:
 - a. A definition of prohibited grooming behaviors and employee-student boundary violations pursuant to policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*;
 - b. Evidence-informed content on preventing, recognizing, reporting, and responding to child sexual abuse, grooming behaviors, and employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 5:90, *Abused and Neglected*

Child Reporting; 5:100, *Staff Development Program*; and 5:120, *Employee Ethics*; *Code of Professional Conduct*; and *Conflict of Interest*; and

- c. How to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.
3. Provide information to parents/guardians in student handbooks about the warning signs of child sexual abuse, grooming behaviors, and employee-student boundary violations with evidence-informed educational information that also includes:
 - a. Assistance, referral, or resource information, including how to recognize grooming behaviors, appropriate relationships between District employees and students based upon policy 5:120, *Employee Ethics*; *Code of Professional Conduct*; and *Conflict of Interest*, and how to prevent child sexual abuse from happening;
 - b. Methods for how to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations to authorities; and
 - c. Available counseling and resources for children who are affected by sexual abuse, including both emotional and educational support for students affected by sexual abuse, so that the student can continue to succeed in school pursuant to policy 7:250, *Student Support Services*.
4. Provide parents/guardians of students in any of grades K through 8 with not less than five days' written notice before commencing any class or course providing instruction in recognizing and avoiding sexual abuse, as well as the opportunity to object in writing.^{C1}

LEGAL REF.:

105 ILCS 5/10-23.13, 5/22-85.5, and 5/27-10159.1a, and 5/27-13.2.^{C2}

105 ILCS 110/35/27-215, Critical Health Problems and Comprehensive Health Education Act.

325 ILCS 5/, Abused and Neglected Child Reporting Act.

720 ILCS 5/11-25, Criminal Code of 2012.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 7:20 (Harassment

of Students Prohibited), 7:250 (Student Support Services)

ADOPTED: February 13, 2023

Downers Grove Grade School District 58

PRESSPlus Comments

- C1. Updated in response to the repeal of 105 ILCS 5/27-13.2, by P.A. 104-391. **Issue 121, March 2026**
- C2. The Legal References are updated in response to 105 ILCS 27/1015 and 27/215, both renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

General Personnel

5:30 Hiring Process and Criteria

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with Board of Education policy on equal employment opportunity and minority recruitment. The Superintendent is responsible for recruiting personnel and making hiring recommendations to the Board. If the Superintendent's recommendation is rejected, the Superintendent must submit another. The Superintendent may select personnel on a short-term basis for a specific project or emergency condition before the Board's approval. No individual will be employed who has been convicted of a criminal offense listed in [105 ILCS 5/21B-80\(c\)](#).

All applicants must complete a District application in order to be considered for employment.

Job Descriptions

The Board maintains the Superintendent's job description and directs, through policy, the Superintendent, in his or her charge of the District's administration.

The Superintendent shall develop and maintain a current comprehensive job description for each position or job category; however, a provision in a collective bargaining agreement or individual contract will control in the event of a conflict.

Investigations

The Superintendent or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender Database and Violent Offender Against Youth Database is performed on each applicant as required by State law. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President shall ensure that these checks are completed. The Superintendent or designee, or if the applicant is a successful superintendent candidate, then the Board President shall notify an applicant if the applicant is identified in either database. The School Code requires the Board President to keep a conviction record confidential and share it only with the Superintendent, Regional Superintendent, State Superintendent, State Educator Preparation and Licensure Board, any other person necessary to the hiring decision, the Ill. State Police and/or Statewide Sex Offender Database for purposes of clarifying the information, and/or the Teachers' Retirement System of the State of Illinois when required by law. The Board reserves its right to authorize

additional background inquiries beyond a fingerprint-based criminal history records check when it deems it appropriate to do so, in accordance with applicable laws.

Each newly hired employee must complete a U.S. Citizenship and Immigration Services Form as required by federal law.

The District retains the right to discharge any employee whose criminal background investigation reveals a conviction for committing or attempting to commit any of the offenses outlined in [105 ILCS 5/21B-80](#) or who falsifies, or omits facts from, his or her employment application or other employment documents. If an indicated finding of abuse or neglect of a child has been issued by the Ill. Department of Children and Family Services or by a child welfare agency of another jurisdiction for any applicant for student teaching, applicant for employment, or any District employee, then the Board must consider that person's status as a condition of employment.

The Superintendent shall ensure that the District does not engage in any investigation or inquiry prohibited by law and complies with each of the following:

1. The District uses an applicant's credit history or report from a consumer reporting agency only when a satisfactory credit history is an established bona fide occupational requirement of a particular position.
2. The District does not screen applicants based on their current or prior wages or salary histories, including benefits or other compensation, by requiring that the wage or salary history satisfy minimum or maximum criteria.
3. The District does not request or require a wage or salary history as a condition of being considered for employment, being interviewed, continuing to be considered for an offer of employment, an offer of employment, or an offer of compensation.
4. The District does not request or require an applicant to disclose wage or salary history as a condition of employment.
5. The District does not ask an applicant or applicant's current or previous employers about wage or salary history, including benefits or other compensation.
6. The District does not ask an applicant or applicant's previous employers about claim(s) made or benefit(s) received under the Workers' Compensation Act.
7. The District does not request of an applicant or employee access in any manner to his or her personal online account, such as social networking websites, including a request for passwords to such accounts.
8. The District provides equal employment opportunities to all persons. See policy 5:10, *Equal Employment Opportunity and Minority Recruitment*.

Sexual Misconduct Related Employment History Review (EHR)

Prior to hiring an applicant for a position involving *direct contact with children or students*, the Superintendent shall ensure that an EHR is performed as required by State law. When the applicant is a superintendent candidate, the Board President shall ensure that the EHR is initiated before a successful superintendent candidate is offered employment by the Board.

Physical Examinations

Each new employee must furnish evidence of physical fitness to perform assigned duties and freedom from communicable disease. The physical fitness examination must be performed by a physician licensed in Illinois, or any other state, to practice medicine and surgery in any of its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations. The employee must have the physical examination performed no more than 90 days before submitting evidence of it to the District.

Any employee may be required to have an additional examination by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations, if the examination is job-related and consistent with business necessity. The Board will pay the expenses of ~~any~~ such examination. ^{C1}

Orientation Program

The District's staff will provide an orientation program for new employees to acquaint them with the District's policies and procedures, the school's rules and regulations, and the responsibilities of their position. Before beginning employment, each employee must sign the *Acknowledgement of Mandated Reporter Status* form as provided in policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REF.:

[8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.

[15 U.S.C. §1681](#) *et seq.*, Fair Credit Reporting Act.

[42 U.S.C. §12112](#), Americans with Disabilities Act; [29 C.F.R. Part 1630](#).

[105 ILCS 5/10-16.7](#), [5/10-20.7](#), [5/10-21.4](#), [5/10-21.9](#), [5/10-22.34](#), [5/10-22.34b](#), [5/21B-10](#), [5/21B-80](#), [5/21B-85](#), [5/22-6.5](#), [5/22-94](#), and [5/24-5](#).

[20 ILCS 2630/3.3](#), Criminal Identification Act.

[820 ILCS 55/](#), Right to Privacy in the Workplace Act.

[820 ILCS 70/](#), Employee Credit Privacy Act.

[820 ILCS 112/](#), Equal Pay Act of 2003.

Duldulao v. St. Mary of Nazareth Hospital, 136 Ill. App. 3d 763 (1st Dist. 1985), *aff'd in part and remanded* 115 Ill.2d 482 (Ill. 1987).

Kaiser v. Dixon, 127 Ill. App. 3d 251 (2nd Dist. 1984).

Molitor v. Chicago Title & Trust Co., 325 Ill. App. 124 (1st Dist. 1945).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 3:50 (Administrative Personnel Other Than the Superintendent), 4:60 (Purchases and Contracts), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:40 (Communicable and Chronic Infectious Disease), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:220 (Substitute Teachers), 5:280 (Duties and Qualifications)

ADOPTED: February 12, 2024

Downers Grove Grade School District 58

PRESSPlus Comments

- C1. Consult the board attorney if a staff member requests more than one physical examination to obtain a second opinion. **Issue 121, March 2026**

5:50 Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition

All District workplaces are drug- and alcohol-free workplaces.

An employee is *on call* when the District schedules the employee with at least 24 hours' notice to be on standby or otherwise responsible for performing employment-related tasks either at the District or another location previously designated by the District.^{C1}

All employees are prohibited from engaging in any of the following activities while on District premises or while performing work or being *on call* for the District:

1. Unlawful manufacture, dispensing, distribution, possession, or use of an illegal or controlled substance.
2. Distribution, consumption, use, possession, or being impaired by or under the influence of an alcoholic beverage; being present on District premises or while performing work for the District when alcohol consumption is detectable, regardless of when and/or where the use occurred.
3. Distribution, consumption, possession, use, or being impaired by or under the influence of cannabis; being present on District premises or while performing work for the District when impaired by or under the influence of cannabis, regardless of when and/or where the use occurred, unless distribution, possession, and/or use is by a school nurse or school administrator pursuant to *Ashley's Law*, [105 ILCS 5/22-33](#). The District considers employees impaired by or under the influence of cannabis when there is a good faith belief that an employee manifests specific articulable symptoms while working that decrease or lessen the employee's performance of the duties or tasks of the employee's job position.

Upon the Superintendent or designee's reasonable suspicion of an employee's violation of any of the prohibited activities stated above, the Superintendent or designee may direct the employee to undergo a drug and/or alcohol test to corroborate or refute the alleged violation. State law protects the District from liability when it takes actions pursuant to a reasonable workplace drug policy, including but not limited to subjecting an employee or applicant to reasonable drug and alcohol testing, reasonable and nondiscriminatory random drug testing, discipline, termination of employment, or withdrawal of a job offer due to a failure of a drug test.

For purposes of this policy a controlled substance means a substance that is:

1. Not legally obtainable,
2. Being used in a manner different than prescribed,
3. Legally obtainable, but has not been legally obtained, or
4. Referenced in federal or State controlled substance acts.

For purposes of this policy, *District premises* means workplace as defined in the Cannabis Regulation and Tax Act (CRTA) in addition to District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a Board of Education meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities. *School grounds* means the real property comprising any school, any conveyance used to transport students to school or a school-related activity, and any public way within 1,000 feet of any school ground, designated school bus stops where students are waiting for the school bus, and school-sponsored or school-sanctioned events or activities. "Vehicles used for school purposes" means school buses or other school vehicles.

As a condition of employment, each employee shall:

1. Abide by the terms of this Board policy respecting a drug- and alcohol-free workplace; and
2. Notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than five calendar days after such a conviction.

Unless otherwise prohibited by this policy, prescription and over-the-counter medications are not prohibited when taken in standard dosages and/or according to prescriptions from the employee's licensed health care provider, provided that an employee's work performance is not impaired.

To make employees aware of the dangers of drug and alcohol abuse, the Superintendent or designee shall perform each of the following:

1. Provide each employee with a copy of this policy.
2. Post notice of this policy in a place where other information for employees is posted.
3. Make available materials from local, State, and national anti-drug and alcohol-abuse organizations.
4. Enlist the aid of community and State agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees.
5. Establish a drug-free awareness program to inform employees about:

- a. The dangers of drug abuse in the workplace,
 - b. Available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and
 - c. The penalties that the District may impose upon employees for violations of this policy.
6. Remind employees that policy 6:60, *Curriculum Content*, requires the District to educate students, depending upon their grade, about drug and substance abuse prevention and relationships between drugs, alcohol, and violence.

E-Cigarette, Tobacco, and Cannabis Prohibition

All employees are covered by the conduct prohibitions contained in policy 8:30, *Visitors to and Conduct on School Property*. The prohibition on the use of e-cigarettes, tobacco, and cannabis products applies both (1) when an employee is on school property, and (2) while an employee is performing work for the District at a school event regardless of the event's location.

Tobacco has the meaning provided in [105 ILCS 5/10-20.5b](#).

Cannabis has the meaning provided in the CRTA, [410 ILCS 705/1-10](#).

E-Cigarette is short for electronic cigarette and includes, but is not limited to, any electronic nicotine delivery system (ENDS), electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen, or similar product or device, and any components or parts that can be used to build the product or device.

District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action, including termination. In addition or alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse rehabilitation program.

The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within 30 days after receiving notice of the conviction.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of \$5,000 or more, the Superintendent shall notify the appropriate State or federal agency from which the District receives contract or grant monies of the employee's conviction within 10 days after receiving notice of the conviction.

Disclaimer

The Board reserves the right to interpret, revise or discontinue any provision of this policy pursuant to the **Suspension of Policies** subhead in policy 2:240, *Board Policy Development*.

LEGAL REF.:

[20 U.S.C. §7101](#) *et seq.*, Safe and Drug-Free School and Communities Act of 1994.

[21 U.S.C. §812](#); [21 C.F.R. §1308.11-1308.15](#), Controlled Substances Act.

[41 U.S.C. §8101](#) *et seq.*, Drug-Free Workplace Act of 1988.

[42 U.S.C. §12114](#), Americans With Disabilities Act.

[21 C.F.R. Parts 1100, 1140, and 1143](#).

[30 ILCS 580/](#), Drug-Free Workplace Act.

[105 ILCS 5/10-20.5b](#).

[410 ILCS 82/](#), Smoke Free Illinois Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Program Act.

[410 ILCS 705/1-1](#) *et seq.*, Cannabis Regulation and Tax Act.

[720 ILCS 675](#), Prevention of Tobacco Use by Persons under 21 Years of Age and Sale and Distribution of Tobacco Products Act.

[820 ILCS 55/](#), Right to Privacy in the Workplace Act.

[23 Ill.Admin.Code §22.20](#).

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 8:30 (Visitors to and Conduct on School Property)

ADOPTED: March 14, 2022

Downers Grove Grade School District 58

PRESSPlus Comments

- C1. Consult the board attorney regarding how the board wants to treat employees who may be considered on call, e.g., superintendents, principals, coaches, and/or maintenance workers, etc. **Issue 121, March 2026**

Document Status: Draft Update

Professional Personnel

5:250 Leaves of Absence

Each of the provisions in this policy applies to all professional personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave, Sabbatical Leave, Personal Leave, Child-Rearing Leave (Parental Leave), Association Leave, Public Office, Professional Conferences, Jury Duty

Please refer to the applicable collective bargaining agreement(s).

Staff members are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or Superintendent may require medical certification.

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need of foster care. Such leave is limited to 30 days, unless a longer leave is provided in an applicable collective bargaining agreement, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway.

Family Bereavement Leave

State law allows a maximum of 10 unpaid work days for eligible employees (Family and Medical Leave Act of 1993, [20 U.S.C. §2601 et seq.](#)) to take family bereavement leave. The purpose, requirements, scheduling, and all other terms of the leave are governed by the Family Bereavement Leave Act. Eligible employees may use family bereavement leave, without any adverse employment action, for: (1) attendance by the bereaved staff member at the funeral or alternative to a funeral of a covered family member, which includes an employee's child, stepchild, spouse, ^{C1} domestic partner, sibling, parent, mother-in-law,

father-in-law, grandchild, grandparent, or stepparent (2) making arrangements necessitated by the death of the covered family member, (3) grieving the death of the covered family member, or (4) absence from work due to a Significant Event, which includes: (i) miscarriage, (ii) an unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure, (iii) a failed adoption match or an adoption that is not finalized because it is contested by another party, (iv) a failed surrogacy agreement, (v) a diagnosis that negatively impacts pregnancy or fertility, or (vi) a still birth. An employee qualifying for leave due to a Significant Event will not be required to identify which specific reason applies to the employee's request.

The leave must be completed within 60 days after the date on which the employee received notice of the death of the covered family member or the date on which an event under item (4) above occurs. However, in the event of the death of more than one covered family member in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period, subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the Family Bereavement Leave Act. This policy does not create any right for an employee to take family bereavement leave that is inconsistent with the Family Bereavement Leave Act.

Child Extended Bereavement Leave

Unpaid leave from work is available to employees who experience the loss of a child by suicide or homicide. The Child Extended Bereavement Leave Act governs the duration, scheduling, continuity of benefits, and all other terms of the leave. Accordingly, an employee is entitled to a total of 12 weeks of unpaid leave within one year after the employee notifies the District of the loss. An employee may elect to substitute other forms of leave to which the employee is entitled for the leave provided under the Child Extended Bereavement Leave Act.

Leave of Absence Without Pay

The Board may grant a leave of absence without pay to tenured professional staff members who have rendered satisfactory service and desire to return to employment in a similar capacity at a time determined by the Board.

Each leave of absence shall be of the shortest possible duration required to meet the leave's purpose consistent with a reasonable continuity of instruction for students.

Leave to Serve as an Election Judge

Any staff member who was appointed to serve as an election judge under State law may, after giving at least 20-days' written notice to the District, be absent without pay for the

purpose of serving as an election judge. The staff member is not required to use any form of paid leave to serve as an election judge. No more than 10% of the District's employees may be absent to serve as election judges on the same Election Day.

Leaves for Service in the Military

Leaves for service in the U.S. Armed Services or any of its reserve components and the National Guard, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in military service does not acquire tenure.

General Assembly Leave

Leaves for service in the General Assembly, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in the General Assembly does not acquire tenure.

Leave for Employment in Department of Defense

The Board may grant teachers a leave of absence to accept employment in a Dept. of Defense overseas school.

School Visitation Leave

An eligible professional staff member is entitled to eight hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences, behavioral meetings, or academic meetings related to the teacher's child, if the conference or meeting cannot be scheduled during non-work hours. Professional staff members must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the professional staff member, except sick, and disability leave.

The Superintendent shall develop administrative procedures implementing this policy consistent with the School Visitation Rights Act.

Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence

An unpaid leave from work is available to any staff member who: (1) is a victim of domestic violence, sexual violence, gender violence, or any other crime of violence or (2) has a family or household member who is a victim of such violence whose interests are not adverse to the employee as it relates to the domestic violence, sexual violence, gender violence, or any other crime of violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance, and to grieve and attend to

matters necessitated by the death of a family or household member who is killed in a crime of violence, without suffering adverse employment action.

The Victims' Economic Security and Safety Act (VESSA) governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, if the District employs at least 50 employees, and subject to any exceptions in VESSA, an employee is entitled to a total of 12 work weeks of unpaid leave during any 12-month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 ([29 U.S.C. §2601 et seq.](#)).

Leaves to Serve as an Officer, Trustee, or Representative of a Specific Organization

Upon request, the Board will grant: (1) an unpaid leave of absence to an elected officer of a State or national teacher organization that represents teachers in collective bargaining negotiations, (2) up to twenty days of paid leave of absence per year to a trustee of the Teachers' Retirement System in accordance with [105 ILCS 5/24-6.3](#), (3) a paid leave of absence for the local association president of a State teacher association that is an exclusive bargaining agent in the District, or his or her designee, to attend meetings, workshops, or seminars as described in [105 ILCS 5/24-6.2](#), and (4) up to 10 days of paid leave per school term for teachers elected to represent a statewide teacher association in federal advocacy work in accordance with [105 ILCS 5/24-3.5](#).

COVID-19 Paid Administrative Leave

When applicable, paid administrative leave related to COVID-19 will be granted to eligible employees in accordance with State law.

Family Neonatal Intensive Care Leave^{C2}

An unpaid leave from work is available to any staff member whose child^{C3} is a patient in a neonatal intensive care unit (NICU) in accordance with the requirements of the Family Neonatal Intensive Care Leave Act. If the District employs at least 51 employees, an employee is entitled to a total of 20 days of unpaid leave while a child of the employee is a patient in a NICU.^{Q1} The District may require reasonable verification of the employee's child's length of stay in a NICU.^{C4}

LEGAL REF.:

[105 ILCS 5/10-20.83](#), [5/24-6](#), [5/24-6.1](#), [5/24-6.2](#), [5/24-6.3](#), [5/24-13](#), and [5/24-13.1](#).

10 ILCS 5/13-2.5, Election Code.

330 ILCS 61/, Service Member Employment and Reemployment Rights Act.

820 ILCS 147/, School Visitation Rights Act.

820 ILCS 154/, Family Bereavement Leave Act.

820 ILCS 156/, Child Extended Bereavement Leave Act.

820 ILCS 157/, Family Neonatal Intensive Care Leave Act.

820 ILCS 180/, Victims' Economic Security and Safety Act.

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

ADOPTED: February 12, 2024

Downers Grove Grade School District 58

PRESSPlus Comments

- C1. Updated for continuous improvement. A covered family member includes a spouse under 105 ILCS 154/5. **Issue 121, March 2026**
- C2. Updated in response to 820 ILCS 157/, added by P.A. 104-259, eff. 6-1-26. This leave is separate from FMLA leave, and an employer must allow the employee to take the leave in addition to FMLA leave. The term *employee* includes part-time workers. **Issue 121, March 2026**

- C3. *Child* means an employee's son or daughter who is a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis. **Issue 121, March 2026**
- C4. An employer may not request confidential information protected by the Health Insurance Portability and Accountability Act or other law when asking for reasonable verification. Consult the board attorney for guidance on acceptable forms of verification. **Issue 121, March 2026**
-

Questions

- Q1. A district that employs 50 or fewer employees may substitute the following sentence: "If the District employs at least 16 but not more than 50 employees, an employee is entitled to a total 10 days of unpaid leave while a child of the employee is a patient in a NICU." 820 ILCS 157/10, added by P.A. 104-259, eff. 6-1-26. A district that employs 15 or fewer employees is not subject to the requirements of 820 ILCS 157/. If the district employs 15 or fewer employees, it may choose to delete this subhead.

How many employees are employed by the district, including part-time workers?

Options

- ☒ 51 or more full- or part-time employees. (Default)
- ☐ 50 or fewer full- or part-time employees. (IASB will substitute the following sentence: "If the District employs at least 16 but not more than 50 employees, an employee is entitled to a total 10 days of unpaid leave while a child of the employee is a patient in a NICU.")

Document Status: Draft Update

Educational Support Personnel

5:330 Sick Days, Vacation, Holidays, and Leaves

Each of the provisions in this policy applies to all educational support personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick Leave

Full time and part-time educational support personnel who work five (5) days per week and at least 600 hours per year will receive 15 paid sick leave days per year. Part-time employees who work five (5) days per week will receive sick leave pay equivalent to their regular workday. Part-time employees who work fewer than five (5) days per week will receive sick leave days on a pro-rata basis in relation to the number of days worked during a five (5) day week. Unused sick leave shall accumulate to a maximum of 260 days for 12-month employees and 180 days for 10-month employees, including the leave of the current year. This policy is the District's written plan allowing eligible employees to convert eligible accumulated sick leave to service credit upon a District employee's retirement under the Ill. Municipal Retirement Fund.

Sick leave is defined in State law as personal illness, mental or behavioral complications, quarantine at home, serious illness or death in the immediate family or household, or birth, adoption, placement for adoption, or the acceptance of a child in need of foster care. Immediate family or household shall include spouse, children, parents, brothers, sisters, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, children-in-law, stepchildren, ward, and legal guardians. The Superintendent or designee shall monitor the use of sick leave.

As a condition for paying sick leave after three days absence for personal illness or as the Board or Superintendent deem necessary in other cases, the Board or Superintendent may require that the staff member provide a certificate from: (1) a physician licensed in Illinois to practice medicine and surgery in all its branches, (2) a mental health professional licensed in Illinois providing ongoing care or treatment to the staff member, (3) a chiropractic physician licensed under the Medical Practice Act, (4) a licensed advanced practice registered nurse, (5) a licensed physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, or (6) if the treatment is by prayer or spiritual means, a spiritual adviser or practitioner of the employee's faith. If the Board or

Superintendent requires a certificate during a leave of less than three days for personal illness, the District shall pay the expenses incurred by the employee.

Employees are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or the Superintendent may require medical certification.

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need to foster care. Such leave is limited to 30 days, unless a longer leave is provided in an applicable collective bargaining agreement, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway.

Bereavement Leave

In case of death in the non-probationary employee's immediate family, a maximum of four (4) days absence shall be allowed at full pay. Any time required beyond four (4) days shall be assessed against the accumulated sick leave. Immediate family or household shall include spouse, children, parents, brothers, sisters, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, children-in-law, stepchildren, ward, and legal guardians.

For the purpose of attending the funeral of any other non-immediate family, a non-probationary employee shall be allowed a maximum absence of two (2) days without loss of salary. The non-immediate family shall be defined as grandparents-in-law, guardians of the employee's spouse, step grandchildren, uncles, aunts, nieces, nephews, and cousins of the first degree. Friends are not considered to be immediate or non-immediate family. Time off without pay or personal leave will be allowed for this purpose.

Personal Leave

Full-time educational support personnel will be granted one (1) paid personal leave day per year for the first three years of service in the District, cumulative to three (3) days. Thereafter, full-time educational support personnel will be granted two (2) paid personal leave days per year, cumulative to four (4) days.

The use of a personal day is subject to the following conditions:

1. Except in cases of emergency or unavoidable situations, a personal leave request should be submitted to the immediate supervisor/administrator three days before the requested date.
2. No personal leave day may be used immediately before or immediately after a holiday, or during the first and/or last five days of the school year, unless the Superintendent grants prior approval.
3. Personal leave may be used in quarter day increments (quarter, half, three-quarters, full day).
4. Personal leave is subject to any necessary replacement's availability.
5. Personal leave may not be used when the employee's absence would create an undue hardship.

Holidays

Employees will not be required to work on legal school holidays, as indicated on the employee's individual work calendar, which is established annually by the Superintendent or designee.

A holiday will not cause a deduction from an employee's time or compensation. The District may require educational support personnel to work on a school holiday during an emergency or for the continued operation and maintenance of facilities or property.

Vacation

Full time twelve-month employees who work a minimum of 225 days per school year shall be eligible for paid vacation days according to the schedule in the applicable collective bargaining agreement, employee handbook or individual contract.

Days earned/accrued during the work year will be allocated on July 1 of the new work year. The Superintendent or designee will determine the procedure for requesting vacation.

Beginning July 1, 2021, vacation days earned in one fiscal year must be used by the end of the following fiscal year; they do not accumulate. Employees resigning or whose employment is terminated are entitled to the monetary equivalent of all earned vacation.

Leave to Serve as a Trustee of the III. Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the III. Municipal Retirement Fund in accordance with State law.

Other Leaves

Educational support personnel receive the following leaves on the same terms and conditions granted professional personnel in Board policy 5:250, *Leaves of Absence*:

1. Leave for Service in the Military.
2. Leave for Service in the General Assembly.
3. School Visitation Leave.
4. Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence.
5. Family Bereavement Leave.
6. Child Extended Bereavement Leave.
7. Leave to serve as an election judge.
8. COVID-19 Paid Administrative Leave.
9. Family Neonatal Intensive Care Leave.^{C1}

LEGAL REF.:

[105 ILCS 5/10-20.7b](#), [5/10-20.83](#), [5/24-2](#), [5/24-6](#), and [5/24-6.3](#).

[10 ILCS 5/13-2.5](#), Election Code.

[330 ILCS 61/](#), Service Member Employment and Reemployment Rights Act.

[820 ILCS 147](#), School Visitation Rights Act.

[820 ILCS 154/](#), Family Bereavement Leave Act.

[820 ILCS 156/](#), Child Extended Bereavement Leave Act.

[820 ILCS 157/](#), Family Neonatal Intensive Care Leave Act.

[820 ILCS 180/](#), Victims' Economic Security and Safety Act.

School Dist. 151 v. ISBE, 154 Ill.App.3d 375 (1st Dist. 1987); *Elder v. Sch. Dist. No.127 1/2*, 60 Ill.App.2d 56 (1st Dist. 1965).

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence)

ADOPTED: February 12, 2024

PRESSPlus Comments

- C1. Updated in response to 820 ILCS 157/, added by P.A. 104-259, eff. 6-1-26. See policy 5:250, *Leaves of Absence*, for important information about this leave. **Issue 121, March 2026**

SECTION 6 - INSTRUCTION

6:65 Student Social and Emotional Development

Social and Emotional Learning^{C1} (SEL) is defined as the process through which students enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Students competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions.

The Superintendent shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission and the goals and benchmarks of the Ill. Learning Standards. The Ill. Learning Standards include three goals for students:

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

The incorporation of SEL objectives into the District's curriculum and other educational programs may include but is not limited to:

1. Classroom and school-wide programming to foster a safe, supportive learning environment where students feel respected and valued. This may include incorporating scientifically based, age- and culturally appropriate classroom instruction, and District-wide, and school-wide strategies that teach SEL skills, promote optimal mental health, and prevent risk behaviors for all students.
2. Ongoing staff professional development and training support to promote students' SEL development. This may include providing all personnel with age-appropriate academic and SEL and how to promote it.
3. Parent/Guardian and family involvement to promote students' SEL development. This may include providing parents/guardians and families with learning opportunities related to the importance of their children's optimal SEL development and ways to enhance it.
4. Community partnerships to promote students' SEL development. This may include

establishing partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and SEL development.

5. Early identification and intervention to enhance students' school readiness, academic success, and use of good citizenship skills. This may include development of a system and procedures for periodic and universal screening, assessment, and early intervention for students who have significant risk factors for social, emotional, or mental health conditions that impact learning.
6. Treatment to prevent or minimize mental health conditions in students. This may include building and strengthening referral and follow-up procedures for providing effective clinical services for students with social, emotional, and mental health conditions that impact learning. This may include student and family support services, school-based behavioral health services, and school-community linked services and supports.
7. Assessment and accountability for teaching SEL skills to all students. This may include implementation of a process to assess and report baseline information and ongoing progress about school climate, students' social and emotional development, and academic performance.

LEGAL REF.:

Children's Mental Health Act, 405 ILCS 49/, Children's Mental Health Act.

CROSS REF.: 1:30 (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

ADOPTED: February 13, 2023

Downers Grove Grade School District 58

PRESSPlus Comments

C1. Updated throughout for continuous improvement. **Issue 121, March 2026**

SECTION 6 - INSTRUCTION

6:100 Using Animals in the Educational Program

Animals may be brought into school facilities for educational purposes according to procedures developed by the Superintendent assuring: (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

Animal Experiments

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible.

Animal Dissection

The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials. All dissection of animals shall be confined to the classroom and must comply with the School Code.

Students who object to performing, participating in, or observing the dissection of animals are excused from classroom attendance without penalty during times when such activities are taking place. No student will be penalized or disciplined for refusing to perform, participate in, or observe a dissection. The Superintendent or designee shall inform students of: (1) their right to refrain from performing, participating in, or observing dissection, and (2) which courses contain a dissection unit and which of those courses offers an alternative project.

LEGAL REF.:

105 ILCS 5/2-3.122 and, 5/27-~~265~~^{C1}14, and 112/.

105 ILCS 5/112, Dissection Alternatives Act.

CROSS REF.: 6:40 (Curriculum Development)

ADOPTED: October 13, 2021

PRESSPlus Comments

- C1. The Legal References are updated in response to 105 ILCS 5/27-265, renumbered by P.A. 104-391, and for continuous improvement. **Issue 121, March 2026**

SECTION 6 - INSTRUCTION

6:145 Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District in accordance with federal law.

This program will:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students through appropriate local, State and federal educational programs, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
3. Provide migrant children students ^{C1} with full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
4. Provide, to the extent feasible:
 - a. Advocacy and outreach programs to migrant children and their families, including helping such children and families gain access to other education, health, nutrition, and social services,
 - b. Professional development programs, including mentoring, for District staff,
 - c. Family literacy programs, and
 - d. The integration of information technology into educational and related programs.
 - e. Provide programs, activities, and procedures for the engagement of parents/guardians and family members of migrant students in an understandable format and language.

Migrant Education Program for Parent/Guardian and Family Member Engagement

Parents/guardians and family members of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parents/guardians and family members of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.:

[20 U.S.C. §6318](#).

[20 U.S.C. §6391](#) *et seq.*, Education of Migratory Children.

[34 C.F.R. §200.81](#) *et seq.*

CROSS REF.: 6:170 (Title I Programs)

ADOPTED: October 13, 2021

Downers Grove Grade School District 58

PRESSPlus Comments

- C1. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 121, March 2026**

SECTION 6 - INSTRUCTION

6:170 Title I Programs

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Title I Parent and Family Engagement

The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level ~~compacts~~^{C1} plans.

District-Level Parent and Family Engagement ~~Plan~~ Compact

The Superintendent or designee shall develop a District-Level Parent and Family Engagement ~~Plan~~ Compact (District Plan) according to Title I requirements. This ~~District Plan~~ ~~Level Parent and Family Engagement Compact~~ shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the ~~District Plan~~ Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parent and Family Engagement ~~Plan~~ Compact

Each Building Principal or designee shall develop a School-Level Parent and Family Engagement ~~Plan~~ Compact (School Plan) according to Title I requirements. This School ~~Plan~~ ~~Level Parent and Family Engagement Compact~~ shall contain: (1) a

process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the School Plan Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Incorporated

by Reference: 6:170-AP1, E1 (District-Level Parent and Family Engagement Plan Compact) and 6:170-AP1, E2 (School-Level Parent and Family Engagement Plan Compact)

LEGAL REF.:

Title I of the Elementary and Secondary Education Act, 20 U.S.C. §§6301-6514, Title I of the Elementary and Secondary Education Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Teacher Qualifications), 5:280 (Duties and Qualifications), 6:15 (School Accountability), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 8:95 (Parental Involvement)

ADOPTED: October 13, 2021

Downers Grove Grade School District 58

PRESSPlus Comments

- C1. To comply with the Elementary and Secondary Education Act (ESEA), a board must incorporate by reference the district's exhibits 6:170-AP1, E1, *District-Level Parent and Family Engagement Plan*, and 6:170-AP1, E2, *School-Level Parent and Family Engagement Plan*. These exhibits, which have both been renamed to more closely align with federal statutes and guidance and terminology used by ISBE, contain all legally required components and are compatible with sample templates contained in the U.S. Dept. of Education's non-regulatory guidance titled Parent and Family Engagement (2025), at: www.ed.gov/media/document/parent-and-family-engagement-guidance-2025-109202.pdf.

Districts receiving a Title I, Part A allocation that are required to submit proof of parent and family engagement (PFE) compliance to the Ill. State Board of Education (ISBE) as part of their FY 2027 Consolidated District Plan (CDP) will need to submit this adopted policy and both exhibits 6:170-AP1, E1 and 6:170-AP1, E2. **Please note that the plans must be customized to reflect the district's actual Title I parent and family engagement activities.** At the end of March, ISBE will offer a recorded webinar on CDPs that will include additional information on Title I requirements. **Issue 121, March 2026**

SECTION 7 - STUDENTS

7:20 Harassment of Students Prohibited

No person, including a ~~School~~ District employee, agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from 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; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies 2:265, *Title IX Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, a Complaint Manager, or any employee with whom the student is comfortable speaking.

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Grievance Procedure*. The Nondiscrimination Coordinator, Title IX Coordinator, and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers.

Nondiscrimination Coordinator

Justin Sisul
850 Curtiss St., Suite 200, Downers Grove,
IL 60515
jsisul@dg58.org
630-719-5807

Title IX Coordinator

Justin Sisul
850 Curtiss St., Suite 200, Downers Grove,
IL 60515
jsisul@dg58.org
630-719-5807

Complaint Manager

Justin Sisul
850 Curtiss St., Suite 200, Downers Grove,
IL 60515
jsisul@dg58.org
630-719-5807

Complaint Manager

Elizabeth Ehrhart
850 Curtiss St., Suite 200, Downers Grove,
IL 60515
eehrhart@dg58.org
630-719-5867

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, Title IX Coordinator, or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is

productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681 et seq.](#)), the Title IX Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A\(b\)](#), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to

disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

LEGAL REF.:

[20 U.S.C. §1681 et seq.](#), Title IX of the Educational Amendments of 1972; [34 C.F.R. Part 106](#).

[29 U.S.C. §791 et seq.](#), Rehabilitation Act of 1973; [34 C.F.R. Part 104](#).

[42 U.S.C. §2000d](#), Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

105 ILCS 5/10-20.12, 5/10-22.5, 5/10-23.13, [5/22-110](#), 5/26A, [and 5/27-1](#), [and 5/27-23.7](#).^{C1}

[775 ILCS 5/1-101 et seq.](#), Illinois Human Rights Act.

[23 Ill.Admin.Code §1.240](#) and [Part 200](#).

[Davis v. Monroe County Bd. of Educ.](#), 526 U.S. 629 (1999).

[Franklin v. Gwinnett Co. Public Schs.](#), 503 U.S. 60 (1992).

[Gebser v. Lago Vista Independent Sch. Dist.](#), 524 U.S. 274 (1998).

[West v. Derby Unified Sch. Dist. No. 260](#), 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 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), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:255

(Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

ADOPTED: July 14, 2025

Downers Grove Grade School District 58

PRESSPlus Comments

- C1. The Legal References are updated in response to 105 ILCS 5/22-110, renumbered by P.A. 104-391. **Issue 121, March 2026**

SECTION 7 - STUDENTS

7:50 School Admissions and Student Transfers To and From Non-District Schools

Age

To be eligible for admission, a child must be five years old on or before September 1 of that school term. A child entering first grade must be six years of age on or before September 1 of that school term. Based upon an assessment of a child's readiness to attend school, the District may permit him or her to attend school prior to these dates. A child will also be allowed to attend first grade based upon an assessment of his or her readiness if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will be six years old on or before December 31. A child with exceptional needs who qualifies for special education services is eligible for admission at three years of age. Early entrance to kindergarten or first grade may also be available through Board policy 6:135, *Accelerated Placement Program*.

Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent. Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's permanent record, and return the certified copy to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within ten days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that ten-day period, the Superintendent or designee shall so refer the case. The Superintendent or designee shall immediately

report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.

2. Proof of residence, as required by Board policy 7:60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*.

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U.S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. Students who are children of active duty military personnel transferring will be allowed to enter: (a) the same grade level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Board policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

Foster Care Students

The Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services (DCFS) when enrolling in or changing schools. The District's liaison ensures that DCFS' Office of Education and Transition Services receives all written notices and records pertaining to students in the legal custody of DCFS as required by State law.

Student Transfers To and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent or designee. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

LEGAL REF.:

[8 U.S.C. §1101](#) *et seq.*, Illegal Immigrant and Immigrant Responsibility Act of 1996.

20 U.S.C. §1232g, Family Educational Rights and Privacy Act.

20 U.S.C. §1400 *et seq.*, Individuals With Disabilities Education Improvement Act.

29 U.S.C. §794, Rehabilitation Act of 1973, Section 504.

42 U.S.C. §11431 *et seq.*, McKinney-Vento Homeless Assistance Act.

105 ILCS 5/2-3.13a, 5/10-20.12, 5/10-20.59, 5/10-22.5a, 5/14-1.02, 5/14-1.03a, 5/22-105, 5/26-1, and 5/26-2, and 5/27-8.1.^{C1}

105 ILCS 10/8.1, Ill. School Student Records Act.

105 ILCS 45/, Education for Homeless Children Act.

105 ILCS 70/, Educational Opportunity for Military Children Act.

325 ILCS 50/, Missing Children Records Act.

325 ILCS 55/, Missing Children Registration Law.

410 ILCS 315/2, Communicable Disease Prevention Act.

20 Ill.Admin.Code Part 1290, Missing Person Birth Records and School Registration.

23 Ill.Admin.Code Part 226, Special Education.

23 Ill.Admin.Code Part 375, Student Records.

CROSS REF.: 4:110 (Transportation), 6:30 (Organization of Instruction), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:135 (Accelerated Placement Program), 6:140 (Education of Homeless Children), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:340 (Student Records)

ADOPTED: February 12, 2024

Downers Grove Grade School District 58

PRESSPlus Comments

- C1. The Legal References are updated in response to 105 ILCS 5/22-105, titled *Health examinations and immunizations* (formerly 105 ILCS 5/27-8.1), renumbered by P.A. 104-391. **Issue 121, March 2026**

SECTION 7 - STUDENTS

7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

Required Health Examinations and Immunizations

A student's parents/guardians shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health (IDPH), within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth grade; and
3. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, Head Start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

Proof of immunization against meningococcal disease is required for students in grade 6.

As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice registered nurse, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening is a required part of each health examination; diabetes testing is not required.
3. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.
4. Before admission and in conjunction with required physical examinations, parents/guardians of children between the ages of one and seven years must provide a statement from a physician that their child was *risk-assessed* or screened for lead poisoning.

5. The IDPH will provide all students entering sixth grade and their parents/guardians information about the link between human papillomavirus (HPV) and HPV-related cancers and the availability of the HPV vaccine.
6. The District will provide informational materials regarding influenza and influenza vaccinations developed, provided, or approved by the IDPH when it provides information on immunizations, infectious diseases, medications, or other school health issues to students' parents/guardians.

Unless an exemption or extension applies, the failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. New students who register after October 15 of the current school year shall have 30 days following registration to comply with the health examination and immunization regulations. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice registered nurse, physician assistant, or local health department responsible for administering the immunizations.

A student transferring from out-of-state who does not have the required proof of immunizations by October 15 may attend classes only if he or she has proof that an appointment for the required vaccinations is scheduled with a party authorized to submit proof of the required vaccinations. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parents/guardians of students entering kindergarten or an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches, or a licensed optometrist, must perform the required eye examination.

The Superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the IDPH. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

Dental Examination

All children in kindergarten and the second and sixth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH.

The Superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May 15 of each school year.

Exemptions

In accordance with rules adopted by the IDPH, a student will be exempted from this policy's requirements for:

1. Religious grounds, if the student's parents/guardians present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parents/guardians of exclusion procedures pursuant to Board policy 7:280, *Communicable and Chronic Infectious Disease*, and State rules if there is an outbreak of one or more diseases from which the student is not protected.
2. Health examination or immunization requirements on medical grounds, if the examining physician, advanced practice registered nurse, or physician assistant provides written verification.
3. Eye examination requirement, if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist.
4. Dental examination requirement, if the student's parents/guardians show an undue burden or a lack of access to a dentist.

Homeless Child

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. Board policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.

LEGAL REF.:

[42 U.S.C. §11431](#) *et seq.*, McKinney-Vento Homeless Assistance Act.

105 ILCS 5/27-8.122-105. and ^{C1}

105 ILCS 45/1-20, Education for Homeless Children Act.

[410 ILCS 45/7.1](#), Lead Poisoning Prevention Act.

[410 ILCS 315/2e](#), Communicable Disease Prevention Act.

[23 Ill.Admin.Code §1.530](#).

[77 Ill. Admin.Code Part 664](#), Socio-Emotional and Developmental Screening.

[77 Ill.Admin.Code Part 665](#), Child and Student Health Examination and Immunization.

[77 Ill.Admin.Code Part 690](#), Control of Notifiable Diseases and Conditions Code.

CROSS REF.: 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:280 (Communicable and Chronic Infectious Disease)

ADOPTED: January 13, 2025

Downers Grove Grade School District 58

PRESSPlus Comments

- C1. The Legal References are updated in response to 105 ILCS 5/22-105, titled *Health examinations and immunizations* (formerly 105 ILCS 5/27-8.1), renumbered by P.A. 104-391. **Issue 121, March 2026**

SECTION 7 - STUDENTS

7:185 Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, ~~the term~~ *teen dating violence* occurs whenever a student uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
 - a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
 - b. 2:265, *Title IX Grievance Procedure*. This policy prohibits a District employee, agent, or student from engaging in sexual harassment in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
 - c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person, including a District employee, agent, or student, from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - d. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:

- a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.
3. Incorporates age-appropriate instruction in grades 7 and 8, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

Incorporated

by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.:

105 ILCS 5/27-240110/3.10.^{C1}

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

ADOPTED: July 14, 2025

Downers Grove Grade School District 58

PRESSPlus Comments

- C1. The Legal References are updated in response to 105 ILCS 5/27-240, renumbered by P.A. 104-391. **Issue 121, March 2026**

SECTION 7 - STUDENTS

7:240 Conduct Code for Participants in Extracurricular Activities

The Superintendent or designee, using input from coaches and sponsors of extracurricular activities, shall develop a conduct code for all participants in extracurricular activities consistent with Board of Education policy. The conduct code shall: (1) require participants in extracurricular activities to conduct themselves as good citizens and exemplars of their school at all times, including after school, on days when school is not in session, and whether on or off school property; (2) emphasize that hazing and bullying activities are strictly prohibited; and (3) notify participants that failure to abide by it could result in discipline, up to and including removal from the activity. Participants who violate the conduct code will be allowed to give an explanation before being progressively disciplined. The conduct code shall be reviewed by the Building Principal periodically at his or her discretion and presented to the Board.

Participants in extracurricular activities must abide by the conduct code for the activity and Board policy 7:190, *Student Behavior*. All coaches and sponsors of extracurricular activities shall annually review the conduct code with participants and provide participants with a copy. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students in grades 7 and 8 participating in these programs.

LEGAL REF.:

Mahanoy Area Sch. Dist. v. B.L., 141 S.Ct. 2038^{C1} 594 U.S. 180 (2021).

Bd. of Educ. of Independent Sch. Dist. No. 92 v. Earls, 536 U.S. 822 (2002).

Vernonia Sch. Dist. 475 v. Acton, 515 U.S. 646 (1995).

Clements v. Bd. of Educ. of Decatur, 133 Ill.App.3d 531 (4th Dist. 1985).

Kevin Jordan v. O'Fallon THSD 203, 302 Ill.App.3d 1070 (5th Dist. 1999).

Todd v. Rush County Schs., 133 F.3d 984 (7th Cir. 1998).

105 ILCS 5/24-24, and 5/27-255(d)23.3, and 25/2.

CROSS REF.: 5:280 (Duties and Qualifications), 6:190 (Extracurricular and Co-Curricular Activities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:300 (Extracurricular Athletics)

ADOPTED: March 14, 2022

Downers Grove Grade School District 58

PRESSPlus Comments

- C1. The Legal References are updated in response to 105 ILCS 5/27-255(d), renumbered by P.A. 104-391, and for continuous improvement. **Issue 121, March 2026**

SECTION 7 - STUDENTS

7:260 Exemption from Physical Education

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents his or her participation in the physical education course.

State law prohibits the Board from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-8, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education must receive that service in accordance with his or her Individualized Educational Program/Plan (IEP).

Students in grades 7 and 8 may submit a written request to the Building Principal to be excused from physical education courses because of his or her ongoing participation in an interscholastic or extracurricular athletic program. The Building Principal will evaluate requests on a case-by-case basis.

The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

1. The time of year when the student's participation ceases; and
2. The student's class schedule.

LEGAL REF.:

105 ILCS 5/27-~~7106~~.^{C1}

[225 ILCS 60/](#), Medical Practice Act.

[23 Ill.Admin.Code §1.420](#)(p) and [§1.425](#)(d), (e).

CROSS REF.: 6:60 (Curriculum Content)

ADOPTED: March 14, 2022

Downers Grove Grade School District 58

PRESSPlus Comments

C1. The Legal References are updated in response to 105 ILCS 5/27-710, renumbered by P.A. 104-391. **Issue 121, March 2026**

SECTION 7 - STUDENTS

7:300 Extracurricular Athletics

Student participation in school-sponsored extracurricular athletic activities is contingent upon the following:

1. The student must meet the academic criteria set forth in Board policy 6:190, *Extracurricular and Co-Curricular Activities*.
2. A parent/guardian of the student must provide written permission for the student's participation, giving the District full waiver of responsibility of the risks involved.
3. The student must present a current certificate of physical fitness issued by a licensed physician, an advanced practice registered nurse, or a physician assistant. The ***Pre-Participation Physical Examination Form***, offered by the Illinois High School Association and the Illinois Elementary School Association, is the preferred certificate of physical fitness.
4. The student must show proof of accident insurance coverage either by an insurance^{C1} policy purchased through the District-approved insurance plan or a parent/guardian written statement that the student is covered under a family insurance plan~~policy~~.
5. The student must agree to follow all conduct rules and the coaches' instructions.
6. The student and his or her parent(s)/guardian(s) must: (a) comply with the eligibility rules of, and complete any forms required by, any sponsoring association (such as, the Illinois Elementary School Association, the Illinois High School Association, or the Southern Illinois Junior High School Athletic Association), and (b) complete all forms required by the District including, without limitation, signing an acknowledgment of receiving information about the Board's ~~concussion~~ policy 7:305, *Student Athlete Concussions and Head Injuries*.

The Superintendent or designee (1) is authorized to impose additional requirements for a student to participate in extracurricular athletics, provided the requirement(s) comply with Board policy 7:10, *Equal Educational Opportunities*, and (2) shall maintain the necessary records to ensure student compliance with this policy.

LEGAL REF.:

105 ILCS 5/10-20.30, and 5/22-80, and 25/2.^{C2}

[23 III.Admin.Code §1.530\(b\).](#)

CROSS REF.: 4:100 (Insurance Management), 4:170 (Safety), 6:190 (Extracurricular and Co-Curricular Activities), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:305 (Student Athlete Concussions and Head Injuries), 7:340 (Student Records)

ADOPTED: September 8, 2025

Downers Grove Grade School District 58

PRESSPlus Comments

- C1. Updated throughout for continuous improvement. **Issue 121, March 2026**
- C2. The Legal References are updated. **Issue 121, March 2026**

SECTION 8 - COMMUNITY RELATIONS

8:90 Parent Organizations, Education Foundation, and Booster Clubs

Parent organizations, the Education Foundation, and booster clubs are invaluable resources to the District's schools. While parent organizations, the Education Foundation, and booster clubs have no administrative authority and cannot determine **DistrictBoard**^{C1} policy, the Board of Education welcomes their suggestions and assistance.

Parent organizations, the Education Foundation, and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, **or** a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization, foundation, or club is a 501(c)(3) that has submitted proof of its status and has by **laws** containing the following:

1. The organization's, foundation's, or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.
2. The rules and procedures under which it operates.
3. An agreement to adhere to all Board policies and administrative procedures.
4. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
5. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
6. An agreement to maintain and protect its own finances.
7. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization, the Education Foundation, or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations, the Education Foundation, or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

CROSS REF.: 8:80 (Gifts to the District)

ADOPTED: October 13, 2021

Downers Grove Grade School District 58

PRESSPlus Comments

- C1. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 121, March 2026**

Document Status: Review and Monitoring

SECTION 7 - STUDENTS

7:220 Bus Conduct

All students must follow the District's School Bus Safety Rules, which include the following:^{C1}

1. Remain a safe distance from the boarding area until the bus comes to a complete stop. Stay off the street.
2. Listen to the driver at all times, and follow his/her instructions.
3. Be courteous, and respect the driver, the bus, and the equipment by keeping it safe and clean.
4. Always remain seated while on the bus.
5. Keep the aisles clear of all objects, and keep hands, feet, and head inside the bus at all times. Any garbage should be placed in the wastebasket provided on the bus.
6. Use acceptable inside voice levels when talking to others. Loud noises and shouting distract the driver's attention from the road.
7. Adhere to all District and school rules and procedures while riding or waiting for the bus.

School Bus Suspensions

The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Prohibited student conduct as defined in Board of Education policy 7:190, *Student Behavior*.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the Board of Education may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

Academic Credit for Missed Classes During School Bus Suspension

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

Electronic Recordings on School Buses

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement.

LEGAL REF.:

Family Educational Rights and Privacy Act, [20 U.S.C. §1232g](#); [34 C.F.R. Part 99](#).

[105 ILCS 5/10-20.14](#), [5/10-22.6](#), and [10/](#).

[720 ILCS 5/14-3\(m\)](#).

[23 Ill.Admin.Code Part 375](#), Student Records.

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 7:130 (Student Rights and Responsibilities), 7:170 (Vandalism), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:230 (Misconduct by Students with Disabilities), 7:340 (Student Records)

ADOPTED: October 13, 2021

Downers Grove Grade School District 58

PRESSPlus Comments

- C1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:
- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
 - Update the policy language due to changes in local conditions
 - Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 121, March 2026

Document Status: Review and Monitoring

SECTION 7 - STUDENTS

7:230 Misconduct by Students with Disabilities

Behavioral Interventions^{C1}

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The Board of Education will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

LEGAL REF.:

Individuals With Disabilities Education Improvement Act of 2004, [20 U.S.C. §§1412, 1413, and 1415](#).

Gun-Free Schools Act, [20 U.S.C. §7151](#) *et seq.*

[34 C.F.R. §§300.101, 300.530 - 300.536](#).

[105 ILCS 5/10-22.6](#) and [5/14-8.05](#).

[23 Ill.Admin.Code §226.400](#).

[Honig v. Doe](#), 108 S.Ct. 592 (1988).

CROSS REF.: 2:150 (Committees), 6:120 (Education of Children with Disabilities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct)

ADOPTED: October 13, 2021

PRESSPlus Comments

- C1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:
- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
 - Update the policy language due to changes in local conditions
 - Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 121, March 2026

Document Status: Review and Monitoring

SECTION 7 - STUDENTS

7:280 Communicable and Chronic Infectious Disease

A student with or carrying a communicable and/or chronic infectious disease has all rights, privileges, and services provided by law and the Board of Education's policies. The Superintendent will develop procedures to safeguard these rights while managing health and safety concerns.^{C1}

LEGAL REF.:

[105 ILCS 5/10-21.11.](#)

[23 Ill.Admin.Code §§ 1.610 and 226.300.](#)

[77 Ill.Admin.Code Part 690.](#)

[20 U.S.C. §1400](#) *et seq.*, Individuals With Disabilities Education Improvement Act of 2004.

[29 U.S.C. §794](#)(a), Rehabilitation Act of 1973, Section 504.

ADOPTED: October 13, 2021

Downers Grove Grade School District 58

PRESSPlus Comments

C1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 121, March 2026

Resolution of Nomination for Membership on the Downers Grove Plan Commission

WHEREAS, the Village of Downers Grove has created a Plan Commission; and

WHEREAS, the Plan Commission ordinance provides that one non-voting member may be nominated by joint action of the Board of School District 58 and the Board of School District 99; and

WHEREAS, both School Districts have determined they want to nominate a member to the Plan Commission.

WHEREAS, Steve Olczyk, Board Member of the Downers Grove Grade School District 58, by Resolution adopted by the Downers Grove Grade School District 58 School Board on May 15, 2025, has served as a member of the Village of Downers Grove Plan Commission from July 1, 2025 to June 30, 2026.

THEREFORE, it is hereby resolved by the Downers Grove Grade School District 58 Board of Education that Michael Riske of the Community High School District 99 School Board is hereby nominated to be the School District's representative to the Downers Grove Plan Commission from July 1, 2026 to June 30, 2027.

ADOPTED THIS 8th day of June 2026, by the following vote:

AYES:

NAYS:

ABSENT:

BOARD OF EDUCATION
Downers Grove Grade School District 58

By: _____
Darren Hughes, President

ATTEST:

By: _____
Melissa Jerves, Secretary

RESOLUTION OF NOMINATION FOR MEMBERSHIP ON THE
DOWNERS GROVE PLAN COMMISSION

WHEREAS, the Village of Downers Grove has created a Plan Commission; and

WHEREAS, the Plan Commission ordinance provides that one non-voting member may be nominated by joint action of the Board of School District 58 and the Board of School District 99; and

WHEREAS, both School Districts have determined they want to nominate a member to the Plan Commission, and

WHEREAS, Steve Olczyk, Board Member of the Downers Grove Grade School District 58, by Resolution adopted by the Downers Grove Grade School District 58 School Board on May 10, 2025, has served as a member of the Village of Downers Grove Plan Commission from July 1, 2025 to June 30, 2026.

THEREFORE, it is hereby resolved by the Community High School District 99 Board of Education that Michael Riske of the Community High School District 99 School Board is hereby nominated to be the School Districts' representative to the Downers Grove Plan Commission from July 1, 2026 to June 30, 2027.

ADOPTED THIS 18th day of May 2026, by the following vote:

AYES: 6
NAYS: 0
ABSENT: 1

BOARD OF EDUCATION
Community High School District 99

By: 
Donald Renner, President

ATTEST:

By: 
Juli Gniadek, Secretary



Downers Grove Grade School District 58
850 Curtiss Street, Ste. 200, Downers Grove, IL 60515
630-719-5800 Phone | 630-719-5418 Fax | www.dg58.org

James Eichmiller
Assistant Superintendent for
Technology and Learning
jeichmiller@dg58.org | 630-719-2768

Memorandum

Technology Department

TO: Board of Education, Dr. Russell

FROM: James Eichmiller - Assistant Superintendent for Technology and Learning

DATE: 6/1/2026

RE: Staff MacBook Purchase

Background:

Our last bulk purchase of staff devices was in the summer of 2020. Historically, we had refreshed staff devices in a bulk purchase every 4-5 years. For the past several years, we have been purchasing approximately 100 devices annually. If approved, this purchase will complete the process of transitioning to an annual partial refresh to spread out the cost and labor. This will help us avoid having a large purchase every four to five years. It will also offer more balanced support. Deploying 500 devices at once is challenging with our relatively small technology staff. In addition, when you get to the end of a four or five-year cycle, you typically see an increase in support requests. This new plan will spread both of these support needs more equally over each year.

Administrative Considerations:

For the past several years, we have budgeted approximately \$100,000 annually. Traditionally, we have ordered a base 13-inch MacBook Air. In April of 2025, we purchased 100 MacBook Airs at a unit cost of \$879.00. This Spring, Apple announced a new device, the MacBook Neo. This device has received strong reviews in the technology community thus far, and it is much more affordable. We received a quote for 100 units at a unit price of \$494.00. This expense is budgeted out of the 2027 fiscal year, and the order will be placed with the intention of having the devices arrive in early July.

We have had several staff members test the Neo, and the reports have been positive. The Neo is very comparable to the MacBooks we have been purchasing. Apple has made some compromises to lower the cost, including using an iPhone processor, but the device performs quite well, and I am confident that it will meet the needs of our teachers.

Recommendation:

The administration recommends that the Board approve the purchase of 100 MacBook Neos from Apple for a total cost of \$49,400.00.



Proposal

Proposal Number

2112535709

Account Number/Name

46891

DOWNERS GROVE GRADE SCHOOL DIST 58

Created On

05/19/2026

Created By

Pat Vena

Thank you for creating your proposal, details are provided below. You can access this proposal from your [Apple Store for Education Institution](#) by searching proposal number 2112535709.

Item	Product / Description	Total Quantity	Unit Price	Total Price
1	MHFK4LL/A 13-inch MacBook Neo: Apple A18 Pro chip with 6-core CPU and 5-core GPU, 8GB, 256GB SSD – Silver (Packaged in a 5-pack) Specifications • Chip (Processor): A18 Pro • Unified Memory: 8GB unified memory • SSD Storage: 256GB SSD storage • Power Adapter: 20W USB-C Power Adapter • Keyboard Language: Magic Keyboard - US English • Accessory Kit: Accessory Kit	100	494.00	49,400.00 USD

Subtotal 49,400.00 USD

Estimated Tax 0.00 USD

Total 49,400.00 USD

Please note that your order subtotal does not include sales tax or rebates. Sales tax and rebates, if applicable, will be added when your order is processed. Your order total may include estimated sales tax that is subject to change at the time your order is processed.

How to Order

If you would like to convert this Proposal to an order, log into your [Apple Store for Education Institution](#) and select 'Proposal' from the pull-down menu. Search for this Proposal by entering the Proposal Number referenced above.

Note: A Purchaser login is required to order. Visit your [Apple Store for Education Institution](#) to login or create your Purchaser Apple Account.

The prices and specifications above correspond to those valid at the time the Proposal was created and are subject to change. Purchases are subject to the terms and conditions of your agreement with Apple and the Apple Store for Education Institution.

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Downers Grove Grade School District 58
We Envision. We Seek. We Believe.

Downers Grove Grade School District 58
850 Curtiss Street, Ste. 200, Downers Grove, IL 60515
630-719-5800 Phone | 630-719-5418 Fax | www.dg58.org

Memorandum

To: Board of Education, Dr. Kevin B. Russell

From: Gregory Harris, Assistant Superintendent for Business/CSBO;
Kevin Barto, Director of Buildings and Grounds

Date: June 8, 2026

Re: Community Solar

Background:

Community Solar is a program in the state of Illinois that allows households, businesses, and public entities to subscribe to a share of a large off-site solar project located within their electric utility's service territory. It is designed to allow Illinoisans to participate in the solar movement without needing to have the resources to install expensive solar panels on their own roofs. A solar farm elsewhere in the region produces energy that is fed into the utility grid, and the utility then applies bill credits to the subscriber in proportion to the subscriber's share of that production.

Administrative Considerations:

District 58 is in a great position to take advantage of the energy savings that Community Solar can offer. Largely based on their work with other Illinois school districts, the administration has built a partnership with Community Solar Authority to navigate this process for the District. It has been determined that at a very low level of risk to the Board of Education and with no upfront costs, the District could begin realizing annual energy savings in the neighborhood of \$30,000. Additionally, this agreement would not prevent the District from installing its own locally-hosted solar production.

The District's legal counsel from HLERK has been engaging with representatives at Community Solar Authority and has reached a verbal agreement as it pertains to three key provisions centered on the early termination of the contract. However, the company has yet to send the updated contract with the proper language. The outstanding items still under attorney review are as follows:

- 1) Changing the no-penalty termination provision from 24 months to 18 months if the District pursues on-site solar
- 2) Specifying in the contract an estimated early termination fee if the District does not meet the 18-month threshold

- 3) Delineating that there will be no early termination fee if they cannot find a replacement customer

Recommendation:

It is recommended that the Board approve the agreement with Community Solar Authority pending legal review and resolution of the early termination fee provisions.



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Memorandum

To: Board of Education, Dr. Kevin Russell

From: Gregory Harris, Assistant Superintendent for Business/CSBO

Date: June 8, 2026

Re: Interfund Transfer

Background:

For the purpose of accounting, payments on capital leases are recorded as expenditures in the Debt Service fund even though the financial resources typically come from the Education fund's operating revenues. Therefore, a mandatory interfund transfer must be made to move the dollars from an operating fund to the Debt Service fund.

Administrative Considerations:

The FY 2026 budget calls for \$260,000 to be transferred from the Education fund to the Debt Service fund. This money is earmarked to pay the leases on the District's fleet of copy machines and the administrative office space at 850 Curtiss St.

Recommendation:

It is recommended that the Board of Education approve the transfer of \$260,000 from the Education fund to the Debt Service fund.



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Memorandum

To: Board of Education, Dr. Kevin Russell

From: Gregory Harris, Assistant Superintendent for Business/CSBO

Date: June 8, 2026

Re: Property, Liability, and Workers' Compensation Insurance

Background:

District 58 has a long relationship with Assured Partners (recently acquired by Gallagher) who acts as an insurance broker for the District. For many years, Districts 58 and 99 have combined to bid out coverage for property, liability, and workers' compensation insurance. The pooling of the two organizations helps both districts achieve better buying power in the open market.

Administrative Considerations:

The broker from Assured Partners shopped the districts' needs out and secured an attractive response from Illinois Counties Risk Management Trust (ICRMT). District 58 is in a position to achieve some savings when compared to the amount paid to Liberty Mutual in the current year. Despite having to acquire an additional policy for active assailant coverage just to meet the same standard of protection offered by Liberty Mutual, the District will save roughly \$45,000 for property and liability insurance. These savings are mostly eaten up by the increase in workers' compensation insurance, but the overall bundle will cost approximately \$13,000 less next year than in the current year. This is a big relief to the District, particularly in light of the higher renewals in recent years due to COVID and the shift to more in-house special education programming.

Recommendation:

It is recommended that the Board approve \$718,778.31 for the insurance coverages spanning the period of July 1, 2026, through June 30, 2027, with the vendors in the amounts detailed below:

Coverage	Vendor	Amount
Property & Liability	ICRMT	\$367,040.87

Commercial Automobile	ICRMT	\$6,681.24
Umbrella	ICRMT	\$30,323.00
Fiduciary Liability	Chubb	\$1,948.00
Workers' Compensation	Encova	\$262,233.20
Cyber Liability	Houston Casualty Co.	\$24,417.00
Active Assailant	Tokio Marine HCC	\$26,135.00

Date: June 8, 2026
To: Board of Education
Dr. Kevin Russell
From: Liz Ehrhart
RE: Approval of FY 27 Consolidated District Plan

Background Information

The Illinois State Board of Education sets forth a number of requirements as part of the application process for all state and federal grants, including Title I, Title IIA, Title III, Title IVA, and IDEA. The initial portion of the application process for each grant application is combined within the Consolidated District Plan application. This is an annual approval by the Board of Education; there is no substantive change in the grant application for this year.

Administrative Considerations

The Consolidated District Plan groups a set of questions that are required for each of the above-listed grants. It includes an outline of school district accountability and compliance; this asks us to document the following items:

- Assurance of the use of local funds in an equitable manner
- Assurance of the processes by which needs are identified
- Assurance of consultation with stakeholders, including nonpublic schools
- Assurance of quality educational programming
- Assurance of compliance with all grant requirements

Additionally, the plan asks for the general intention of use for grant funds in the 2026-27 school year, a description of needs assessment for each grant, an identification of general procedures for supporting students who are identified as at-risk in the general education environment, and some additional Title I, Title III and IDEA specific requirements. District 58 has consistently used these funds for professional development for staff (including substitute costs, materials, and conference attendance), instructional materials, and direct instructional support (through certified and non-certified staff).



**Downers Grove Grade
School District 58**
We Envision. We Seek. We Believe

Recommendation

It is recommended that the Board approve the District 58 Consolidated District Plan for the 2026-27 school year, which is step one of our grant application process and required for all Federal Grants. We will continue to monitor information and guidance from ISBE regarding our annual grant applications and funding disbursements.



**Downers Grove Grade
School District 58**
We Envision. We Seek. We Believe

eGrant Management System

Printed Copy of Application

Applicant: DOWNERS GROVE GSD 58

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: DOWNERS GROVE GSD 58

Date Generated: 6/2/2026 11:00:41 AM

Generated By: eeprhart58

Overview

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

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

1. Contact Information for Person Completing This Form

Last Name*

Ehrhart

Phone*

630 719 5867

Extension

First Name*

Elizabeth

Email*

eehrhart@dg58.org

Middle
Initial

T

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

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

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

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

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

([count] of 2500 maximum characters used)

It is the policy of the Board of Education to prohibit any acts of discrimination on account of race, color, creed, religion, national origin, ancestry, age, sexual orientation, or gender identification. Consistent application of Board policy and review of all District procedures and practices ensure equitable access to all supports and programs funded by state and federal dollars.

3. Bilingual Director (Administrator overseeing EL Services) Assurance

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

291

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

4. District Migrant Education Program Liaison

Last Name

Cristobal

First Name

Sandy

Middle Initial

Phone

630 719 5800

Extension

Email

scristobal@dg58.org

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

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

Amendments

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

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

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

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2026-2027.* [1]

NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

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

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

District 58 prioritizes the equitable allocation of state and local funding across all buildings, programs, and grade levels to ensure a strong foundational level of support for all students. Federal funds are then strategically layered to enhance and extend these core services, allowing the district to implement targeted initiatives and supports that would not otherwise be possible. The district uses comprehensive needs assessments, drawing from multiple data sources and ongoing stakeholder input, to identify gaps and prioritize investments. District and building leadership teams regularly review student performance, program effectiveness, and resource allocation to ensure alignment between federal, state, and local funding. This continuous review process ensures that all resources are coordinated and directed toward advancing the district's vision, mission, and goals while meeting the diverse needs of students.

Response from the approved prior year Consolidated District Plan.

District 58 first allocates state and local funding equitably across all buildings, programs and grade levels. Federal funding sources allow support for learning that is above and beyond what can be accomplished through the use of local funds. By using robust needs assessments and involving stakeholders in financial decision-making, we ensure that the resources and experiences supported by grant dollars align directly with district vision, mission and goals for all students.

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

Braiding of Funds

☐ Yes ☒ No

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

Transfer of Funds

☒ Yes ☐ No

If Yes Transfer of Funds is selected, you will need to indicate which fund sources are being transferred and if it will be partial or all in the box below.

☐ Title II to Title I ☐ Transfer Partial Funds ☐ Transfer All Funds

☐ Title IV to Title I	☐ Transfer Partial Funds	☐ Transfer All Funds
☐ Title II to Title IV	☐ Transfer Partial Funds	☐ Transfer All Funds
☒ Title IV to Title II	☒ Transfer Partial Funds	☐ Transfer All Funds

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

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

([count] of 7500 maximum characters used)

District 58 conducts a comprehensive needs assessment by reviewing all available student data at the District, building, classroom, and student levels multiple times throughout the school year. These data reviews include academic performance, attendance, behavior, and social-emotional learning indicators. The administrative team analyzes the results in various configurations, including districtwide leadership meetings and targeted team sessions, to identify trends, gaps, and areas for growth. Findings from the evaluation are then shared with teachers, staff, and families to ensure transparency and collaboration in response planning. The needs assessment revealed persistent achievement gaps among student subgroups, particularly in reading and math performance. As a result, the District prioritized grant activities that support differentiated instruction, targeted interventions, and expanded use of evidence-based instructional strategies. Key professional development opportunities were designed for both teachers and principals, focusing on data-driven instruction. These efforts are aligned to ensure equitable access to high-quality learning experiences for all students. For the district's grant Needs Assessment in special education, we utilize a comprehensive and ongoing data review process that integrates multiple sources to ensure accurate identification of student and programmatic needs. Primary data sources include state-managed systems such as ISTAR and our Student Information System (SIS), as well as our internal IEP management platform, Embrace. These systems provide both compliance and performance data, allowing us to examine trends in eligibility, service delivery, student outcomes, and least restrictive environment (LRE) placements. In addition to these formal data systems, we actively monitor the effectiveness of our Multi-Tiered System of Supports (MTSS) across all buildings. This includes reviewing intervention data, progress monitoring results, and referral patterns to better understand how students are responding to tiered supports prior to and during special education services. Our process is highly collaborative and cyclical. District-level special education leadership meets monthly with building principals to review data at both the building and district level, identify emerging needs, and problem-solve around resource allocation and programming. These meetings are complemented by regular collaboration with district office staff, including curriculum, student services, and finance, to ensure alignment between identified needs and available supports. We also incorporate qualitative data through ongoing communication with staff, including related service providers, case managers, and instructional staff, as well as feedback from families when appropriate. This layered approach allows us to not only respond to current student needs, but also to anticipate future trends and proactively plan staffing, professional development, and program development.

Legislative References:

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

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

*Required field, applicable for all funding sources

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

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

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

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

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

A. Title I, Part A - Improving Basic Programs

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

Assessment data was considered when decisions regarding grant activities were made. Considering the needs identified as well as the specific student learning and growth data in our Title I schools, priority consistently emerges for additional intervention support in reading and math. The needs of our McKinney-Vento eligible student population are also considered as part of the overall district needs assessment, which prioritizes some Title I funding to support this student population.

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

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

Comprehensive needs assessments were completed during the previous school year, as District staff continued its ongoing analysis of student growth data, as well as the overall needs of our School District. Recognizing the impact of teaching and learning, a continued emphasis is planned to focus on school culture and climate. Analysis of our benchmark data identified the need to continue on purposeful, targeted staff development that will enhance literacy and math instruction across the District. This includes the implementation of Professional Learning Communities in all our schools. We will provide support in the growth of our ML and Dual Language programming, including staff and administrators into the professional learning. Title II funds will be used to align resources with instruction as we meet student needs through differentiated and engaged learning. Private schools are provided funds and support based upon their individually identified professional learning needs.

G. Title III - LIEP

Our EL population, including students, families, and teachers, is regularly asked for program feedback to help determine the specific needs of the program. Additionally, our Dual Language team has been working to help refine and guide instructional pedagogy rooted in research based practices. As we continue the expansion of our Dual Language program, funds will be allocated to support professional learning in this area. EL strategies will be part of the professional learning for all staff.

H. Title III - ISEP

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

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

The same assessments for Title II will be used to inform the use of Title IV funds, as we transfer these funds to Title II. A need to continue our increased school safety initiative has been identified through feedback from all stakeholders. We will use the remaining Title IV funds to support these efforts District wide.

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

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

The district's needs assessment incorporates multiple data sources, including student performance, IEP progress, MTSS outcomes, service delivery trends, and stakeholder input. Key needs include increasing student success in the least restrictive environment, strengthening supports for multilingual learners with disabilities, and building staff capacity to address diverse learning needs. In response, grant funds are primarily allocated to staffing, particularly instructional assistants who support students in inclusive settings and promote access to core instruction. Funds are also used to purchase specialized materials, assistive technology, and targeted curriculum aligned to individual student needs. To support multilingual learners, the district contracts with bilingual evaluators to ensure timely and culturally responsive assessments. Professional development is targeted and ongoing, focusing on inclusive practices, differentiation, progress monitoring, behavioral supports, and culturally responsive instruction to improve staff effectiveness and student outcomes. The district consults with nonpublic schools, as applicable, to provide equitable services for eligible students in alignment with federal requirements.

L. IDEA, Part B - Preschool

The district's IDEA PreK needs assessment utilizes early childhood evaluation data, IEP progress monitoring, service trends, and stakeholder input. Identified needs include increasing access to early childhood special education services in the least restrictive environment, strengthening early identification and evaluation, and building staff capacity to support diverse developmental needs. Grant funds are primarily allocated to staffing, including instructional assistants and related service providers who support students in inclusive early childhood special education settings. Funds also support specialized materials, assistive technology, and developmentally appropriate curriculum. Professional development focuses on inclusive early childhood practices, progress monitoring, and targeted interventions. The district consults with nonpublic programs, as applicable, to ensure equitable services for eligible students in alignment with federal requirements.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

District Goal(s):

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

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

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

Program Footnotes:

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

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

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

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

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

([count] of 7500 maximum characters used)

The plan to ensure proper consultation during the development of the Consolidated plan included the following meetings: Title I Principals Consultation Meeting Strategic Planning Committee with teacher and parent representation from Title I schools meeting Administrative Team meeting to discuss overall grant programming and funding for FY27 Consultation meetings with private schools Principals review final draft plan Participants reviewed the key components of the plan and provided suggestions and input regarding key factors in order to support at-risk students that are being served in District 58 and qualifying private schools. This input resulted in modifications to the plan to support student needs.

Response from the prior year Consolidated District Plan.

The plan to ensure proper consultation during the development of the Consolidated plan included the following meetings: Title I Principals Consultation Meeting Strategic Planning Committee with teacher and parent representation from Title I schools meeting Administrative Team meeting to discuss overall grant programming and funding for FY26 Consultation meetings with private schools Principals review final draft plan Participants reviewed the key components of the plan and provided suggestions and input regarding key factors in order to support at-risk students that are being served in District 58 and qualifying private schools. This input resulted in modifications to the plan to support student needs.

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

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

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([count] of 7500 maximum characters used)

All District 58 parents receive information about our learning programs in several venues each year. Each school in the district holds a curriculum night that discusses programs of study and instructional models as well as assessment strategies for all district students. Further detail about all curricular areas can be found in various places on our district and school web pages, as can specific information about our MTSS program and support for all students. Parents of subgroups - students with IEPs, EL students, etc. - receive direct communication and invitations to specific meetings to gather input. Specific to our EL population, a Bilingual Parent Advisory Committee is formed annually; the BPAC schedules specific meetings throughout the year based upon topics of interest to our families as well as to provide input to our school leaders. We regularly survey parents regarding their child(ren)'s learning experiences; surveys about the school environment, technology and learning and district communications were all administered in the past six months. At school board meetings, proposed updates on curriculum, teaching and learning are discussed in an open forum; these meetings are audio and video recorded and made available to all stakeholders.

Response from the prior year Consolidated District Plan.

All District 58 parents receive information about our learning programs in several venues each year. Each school in the district holds a curriculum night that discusses programs of study and instructional models as well as assessment strategies for all district students. Further detail about all curricular areas can be found in various places on our district and school web pages, as can specific information about our Response to Intervention program and support for all students. Parents of subgroups - students with IEPs, EL students, etc. - receive direct communication and invitations to specific meetings to gather input. Specific to our EL population, a Bilingual Parent Advisory Committee is formed annually; the BPAC schedules specific meetings throughout the year based upon topics of interest to our families as well as to provide input to our school leaders. We regularly survey parents regarding their child(ren)'s learning experiences; surveys about the school environment, technology and learning and district communications were all administered in the past six months. At school board meetings, proposed updates on curriculum, teaching and learning are discussed in an open forum; these meetings are audio and video recorded and made available to all stakeholders.

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

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

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([count] of 7500 maximum characters used)

District 58 is proud to maintain an extraordinarily high rate of contact with parents; parents or guardians of each student in the district attend two parent-teacher conferences which provide opportunities for clarification, dialogue and parent feedback regarding the program of learning. Curriculum nights and Open Houses in each school allow opportunities for parents to engage in their child's learning environment. Strong partnerships with the Parent Teacher Association Council encourages engagement; the administration meets twice annually with the PTA council leadership. Our Bilingual Parent Advisory Committee opens its doors to all EL families each year, inviting them to events that both support learning and ask for their specific feedback. Each fall when the Board of Education reviews our Title I status, they share with the community at large which schools are Title I eligible in our district. Annually District 58 reaches out to Title I families to discuss the scope and programming found within our Title I program. During these sessions, we also actively listen to parent ideas regarding the type of supports the district provides in order to meet the needs of our at-risk students in the district. Additionally, as part of the development of this Title I plan, a parent session was created in order to provide input and feedback regarding the development of this plan.

Response from the prior year Consolidated District Plan.

District 58 is proud to maintain an extraordinarily high rate of contact with parents; parents or guardians of each student in the district attend two parent-teacher conferences which provide opportunities for clarification, dialogue and parent feedback regarding the program of learning. Curriculum nights and Open Houses in each school allow opportunities for parents to engage in their child's learning environment. Strong partnerships with the Parent Teacher Association Council encourages engagement; the administration meets twice annually with the PTA council leadership. Our Bilingual Parent Advisory Committee opens its doors to all EL families each year, inviting them to events that both support learning and ask for their specific feedback. Each fall when the Board of Education reviews our Title I status, they share with the community at large which schools are Title I eligible in our district. Annually District 58 reaches out to Title I families to discuss the scope and programming found within our Title I program. During these sessions, we also actively listen to parent ideas regarding the type of supports the district provides in order to meet the needs of our at-risk students in the district. Additionally, as part of the development of this Title I plan, a parent session was created in order to provide input and feedback regarding the development of this plan.

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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



Parent and Family Engagement

ESEA Section 1116(a)(2)

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

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

Resources:

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

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

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

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

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

How To Upload A File

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

Choose File No file chosen

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

19-022-0580-02-Downers Grove Grade School District 58 - PFEPolicy (3).pdf

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

*Required field

Private School Participation

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

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

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

Will Private Schools participate in the Program?

☒ Yes ☐ No

Private School Name	School Closing	Title I ☐ Yes ☐ No Number of Low-Income Student(s):	Title II ☐ Yes ☐ No Total Enrollment Number Student(s):	Title IV ☐ Yes ☐ No Total Enrollment Number Student(s):	Nonpublic Consultation Form
Good Shepherd Lutheran	☒	☐ Yes ☐ No Number of Low-Income Student(s):	☐ Yes ☐ No Total Enrollment Number Student(s):	☐ Yes ☐ No Total Enrollment Number Student(s):	Choose File No file chosen
Downers Grove Christian Scl	☐	☐ Yes ☒ No Number of Low-Income Student(s):	☒ Yes ☐ No Total Enrollment Number Student(s):	☐ Yes ☒ No Total Enrollment Number Student(s):	Choose File No file chosen
Avery Coonley	☐	☐ Yes ☒ No Number of Low-Income Student(s):	☐ Yes ☒ No Total Enrollment Number Student(s):	☐ Yes ☒ No Total Enrollment Number Student(s):	Choose File No file chosen
Downers Grove Adventist	☐	☐ Yes ☒ No Number of Low-Income Student(s):	☐ Yes ☒ No Total Enrollment Number Student(s):	☐ Yes ☒ No Total Enrollment Number Student(s):	Choose File No file chosen
St. Joseph	☐	☐ Yes ☒ No Number of Low-Income Student(s):	☒ Yes ☐ No Total Enrollment Number Student(s):	☒ Yes ☐ No Total Enrollment Number Student(s):	Choose File No file chosen NonPublicSchoolTitleGrants.pdf
St. Mary of Gostyn	☐	☐ Yes ☒ No Number of Low-Income Student(s):	☒ Yes ☐ No Total Enrollment Number Student(s):	☒ Yes ☐ No Total Enrollment Number Student(s):	Choose File No file chosen St. Mary of Gostyn Title Grants.pdf

Comments:

We have requested response from Avery Coonley and Downers Grove Adventist several times, with no response. If we receive data and a completed NPC form, we will update the CDP.

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

No Preschool Programs

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

([count] of 7500 maximum characters used)

District 58 does not use Title I funds to support the District 58 Grove Preschool learning opportunities. Although other revenue streams are utilized to support early childhood education in our district, the district actively works to ensure a smooth transition from preschool. This transition includes preschool to homeschool dialogues & record transfers, kindergarten orientations for students and families, and pre-kindergarten through 8th-grade curriculum development. Annually, the preschool coordinator works with building principals to discuss the transition planning process and revise the process to meet the needs of students and schools.

Response from the approved prior year Consolidated District Plan.

District 58 does not use Title I funds to support the District 58 Grove Preschool learning opportunities. Although other revenue streams are utilized to support early childhood education in our district, the district actively works to ensure a smooth transition from preschool. This transition includes preschool to homeschool dialogues & record transfers, kindergarten orientations for students and families, and pre-kindergarten through 8th-grade curriculum development. Annually, the preschool coordinator works with building principals to discuss the transition planning process and revise the process to meet the needs of students and schools.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

District Goal(s):

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

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

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

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([count] of 7500 maximum characters used)

District 58 provides a thorough pre-Kindergarten through 8th grade learning experience. Students engage in comprehensive learning of content in English-Language Arts, Mathematics, Social Studies, Science, and Social-Emotional competencies through a variety of instructional activities. Work is ongoing as teachers expand their understanding of the Common Core State Standards in Mathematics and English-Language Arts, Next Generation Science Standards, and Illinois Social Studies Standards. Norms are set for each grade level in terms of minimal weekly instructional time for each content area, with teachers setting individual schedules to meet the specific needs of their student cohort. Furthermore, the district continues to support our teachers' professional growth, focusing learning opportunities on both content and instructional practice shifts required for each area of the Illinois Learning Standards. Teachers utilize a variety of best instructional practices, including implementation of the Illinois Comprehensive Literacy Plan, deep thoughtful mathematics with guided instructional activities and opportunities for advancement. District committees of teachers and administrators work to identify instructional resources to meet the needs of each content area and blend these resources together into the district curriculum frameworks. Development and revision of these frameworks occur on a regular basis as staff learn from the instructional experiences in the classroom. This effort is facilitated by the district committees whose work includes ongoing review and reflection; these committees meet several times throughout the school year.

Response from the prior year Consolidated District Plan.

District 58 provides a thorough pre-Kindergarten through 8th grade learning experience. Students engage in comprehensive learning of content in English-Language Arts, Mathematics, Social Studies, Science, and Social-Emotional competencies through a variety of instructional activities. Work is ongoing as teachers expand their understanding of the Common Core State Standards in Mathematics and English-Language Arts, Next Generation Science Standards, and Illinois Social Studies Standards. Norms are set for each grade level in terms of minimal weekly instructional time for each content area, with teachers setting individual schedules to meet the specific needs of their student cohort. Furthermore, the district continues to support our teachers' professional growth, focusing learning opportunities on both content and instructional practice shifts required for each area of the Illinois Learning Standards. Teachers utilize a variety of best instructional practices, including implementation of the Illinois Comprehensive Literacy Plan, deep thoughtful mathematics with guided instructional activities and opportunities for advancement. District committees of teachers and administrators work to identify instructional resources to meet the needs of each content area and blend these resources together into the district curriculum frameworks. Development and revision of these frameworks occur on a regular basis as staff learn from the instructional experiences in the classroom. This effort is facilitated by the district committees whose work includes ongoing review and reflection; these committees meet several times throughout the school year.

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

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

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([count] of 7500 maximum characters used)

Identification Criteria for Students At Risk of Failure in District 58 Schools (applicable to all students) 1) Student attends a Title 1 School in grades K-6 2) Demonstrates academic needs at a low Tier 2 (consideration for students under the 25th percentile) or Tier 3 (consideration for students under the 16th percentile) level as defined by Downers Grove 58 based on a combination of the following indicators a) Achievement on the NWEA MAP Assessment in Reading or Mathematics as developmentally and instructionally appropriate b) Achievement on the AIMSweb R-CBM, Test for Early Literacy, M-CAP, or M-COMP as developmentally and instructionally appropriate 3) At-risk classroom performance in Reading and/or Mathematics on daily assignments as developmentally and instructionally appropriate 4) Students are identified in collaboration between Reading Specialist, Classroom Teachers, and Principal as appropriate

Response from the prior year Consolidated District Plan.

Identification Criteria for Students At Risk of Failure in District 58 Schools (applicable to all students) 1) Student attends a Title 1 School in grades K-6 2) Demonstrates academic needs at a Tier 2 (consideration for students under the 40th percentile) or Tier 3 (consideration for students under the 16th percentile) level as defined by Downers Grove 58 based on a combination of the following indicators a) Achievement on the NWEA MAP Assessment in Reading or Mathematics as developmentally and instructionally appropriate b) Achievement on the AIMSweb R-CBM, Test for Early Literacy, M-CAP, or M-COMP as developmentally and instructionally appropriate 3) At-risk classroom performance in Reading and/or Mathematics on daily assignments as developmentally and instructionally appropriate 4) Students are identified in collaboration between Reading Specialist, Classroom Teachers, and Principal as appropriate

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

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Instructional Support in District 58 schools can occur in the following ways: Reading Support Teacher support: Instructional support groups in reading and math for at-risk students (Tier 2 & 3). Each building is assigned 1.0 reading teachers (reading specialist) regardless of enrollment. Teacher Assistant support: Instructional support groups in reading and math for at-risk students (Tier 2 & 3). Instructional assistants work directly with a Reading Support teacher, IEP Resource teachers, Library Resource Center (LRC) Teacher, or the Building Principal. IEP Resource Teacher support: Special Education resource teachers provide direct support to students qualifying for IEP services, as well as, providing support for some at-risk students (Tier 3). Classroom Teacher support: Classroom teachers provide direct support with additional guided reading and math groups based upon student need (Tier 2 and 3). Library Resource Center (LRC) Teacher support: Library Resource Center teachers provide each class section of students in grades K-6 with 45 minutes per week of direct instruction in library skills, general reading concepts, and individualized book checkout support. In schools with preschool classes, the Library Resource Center teachers provide each preschool class with 20 minutes per week of direct instruction in library skills and general reading concepts. In addition to these direct instruction responsibilities, LRC teachers also perform a myriad of other tasks within each of our schools. Some of these other responsibilities include library management functions (collection development, organization of library

space, interlibrary loans, support and training of instructional assistants, and working with volunteers) and other education responsibilities (curating resources to support direct instruction, providing additional instructional support or enrichment to students, supporting classroom teachers with technology integration innovation, and organizing school wide literacy events). Specific to Title III, we will use funds to support additional staff salaries. These staff members will provide direct instructional and intervention support for our EL students. The supplement of additional staff allows us to keep EL group sizes at a more optimal level and ensure service delivery that extends beyond the minimum for our neediest students. Additionally, we will invest in resources for professional learning around EL and Dual Language best practices; this is targeted professional learning that extends beyond the scope of district-provided professional development and ensures that our EL students are instructed with the clearest understanding of best pedagogical practices.

Response from the prior year Consolidated District Plan.

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

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District 58 practices a continuous improvement process. Curricular areas are focused on by teacher & administrator committees that look to refine instructional practices and improve student learning. These committees review state and national standards, develop and revise curriculum frameworks, and identify key pedagogical shifts necessary to support effective learning in the classroom. District professional development time is allocated towards developing both content understanding and support development of teacher instructional practices. This professional development is facilitated by committee members, teacher leaders, instructional coaches, administrative leaders, and outside consultants as appropriate. District 58 has invested deeply in improving learning practices. Universal exploration of differentiated learning, formative assessment, and standards-based learn for staff, students, and families, provide us with structure of pedagogical practices meant to support students, groups of students, and staff members in meeting the needs of our learners. Additionally, as a district we continue to learning about the data sources available to us. We work to appropriately value qualitative and quantitative data in order to understand the needs of our learners and develop appropriate differentiated learning experiences based upon our core curriculum framework for children. District 58 will provide EL students access to materials in their native language, including Benchmark Adelante (ELA/SLA curriculum) and Bridges Math. These resources will provide students exposure to both Spanish and English as student proficiency increases. Staff and paras will use online tools such as IXL, Dreambox and Epic! to provide additional student support in a variety of settings, including home/school connection. Additionally, we will provide resources for professional learning around EL and Dual Language best practices; this is targeted professional learning that extends beyond the scope of district-provided professional development and ensures that our EL students are instructed with the clearest understanding of best pedagogical practices. These resources include practices in Dual Language, TPR strategies, and home language support in TPI programming.

Response from the prior year Consolidated District Plan.

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

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Students are identified for Title I services based on previously stated Title I identification criteria. Assessments in NWEA MAP and AIMSweb are given in September, December, and May. Reading Specialists meet with the classroom teachers, resource teachers, and building principal to analyze student individual and group level data in order to identify specific needs, determine which intervention would be appropriate for each particular student or group of students based upon the quantitative data and classroom observation. Data meetings begin in September and occur at least during each formal data gathering window. Often, they occur much more frequently. District administrators analyze each building's data achievement data during each administration window and present the district achievement and growth information to the Board of Education at the conclusion of each assessment window. Students are distributed equitably based on achievement, behavior, and group status. Each classroom is focused on being balanced in terms of student population as designed by the building instructional team and principal. Low-income and minority students within the building are generally evenly distributed between all teachers in a given school at each grade level. Staff evaluations are facilitated based-upon the district evaluation plan created by our Joint Evaluation Committee. Annually evaluations are reviewed by the Assistant Superintendent for Personnel, with direct interventions and guidance provided for principals and teachers that demonstrate inadequate performance. Supports include mentor teachers, increased support from building and district administration, and increased support from instructional coaches.

Response from the prior year Consolidated District Plan.

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

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District 58 has worked to ensure that we have an effective school library program that helps students learn to access and manage both traditional and digital resources. Beginning in preschool, students have weekly sessions with the school librarian. These learning sessions are based upon the Illinois Standards Aligned Instruction for Librarians (I-SAIL). Children learn how to identify authoritative resource materials for developing a content understanding, regardless of media. Children are asked to focus on source, author's point of view, and multiple perspectives in research. Librarians guide students through databases, online media, and traditional reference materials. Additionally, students and librarians actively use readers' advisory to explore student interests and promote a love of reading. The district maintains both a traditional book collection and e-book collection. District 58 is proud to partner with Downers Grove Public Library to share the 3-M e-book collection with District 58 students and Downers Grove Public Library patrons as well as partnering with the RAILS system to share the AXIS 360 e-book library. District 58 also supports the Downers Grove Public Library Summer Reading Program.

Response from the prior year Consolidated District Plan.

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

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The District 58 elementary gifted program looks for students with strong general gifted characteristics whereas at the middle level we provide content specific support through our Math 1 and Math 2 program and Gifted English-Language Arts program. The expectation throughout District 58 is that students are provided with challenging differentiated learning experiences based on their achievement in all content areas. In calculating entry in the program, we analyze all eligible 4th, 5th, and 6th graders. In relationship to the Gifted Program, entrance is calculated based on student achievement as measured on the MAP assessment and demonstration of giftedness in the classroom as measured by the Scales for Rating the Behavioral Characteristics of Superior Students. On the MAP assessments, students earned points for the following performance levels: 97th Percentile - 5 pts 95th Percentile - 3 pts 90th Percentile - 1 pt On the Scales for Rating the Behavioral Characteristics of Superior Students, students earned points for the following performance levels: averaging between 5.5 to 6 on a rating scale: 5pts averaging between 5.0 to 5.49 on a rating scale: 3pts averaging between 4.5 to 4.99 on a rating scale: 1pt The scores from both types of assessments were added together and students who earned 6.0 points were recommended for the gifted program. Students who earned 5.90 to 5.99 were designated for further assessment in non-verbal learning by our psychologists' team to determine eligibility, and students who earned less than 5.90 points did not qualify for the program. Students data is analyzed based on all available MAP data, administered in Fall, Winter, and Spring annually beginning in Kindergarten. Additionally, students qualify for the Scales for Rating the Behavioral Characteristics of Superior Student by having a 1.0 MAP average (90th percentile average), teacher recommendation, or parent recommendation. This is administered annually and all data is considered in placement. The elementary gifted program considers the following data sets: MAP Reading MAP Math Renzulli Scales - Learning Renzulli Scales - Creativity Renzulli Scales - Motivation Renzulli Scales - Reading Renzulli Scales - Math The middle school gifted program considers the following data sets: MAP Reading Renzulli Scales - Learning Renzulli Scales - Creativity Renzulli Scales - Motivation Renzulli Scales - Reading Participating elementary gifted students receive services 1 day a week at a designated elementary school. The district provides transportation to this program. The program focuses on gifted learning, creativity, core content exploration, communication skills and social emotional learning for gifted students. Participating middle school gifted students take the Gifted English-Language Arts class. This class is a substitute for the regular grade level English-Language Arts class. The program focuses on gifted learning, creativity, English-Language Arts skills, communication skills and social emotional learning for gifted students.All students who will be entering grades 3-8 are evaluated for potential acceleration in mathematics instruction. This happens annually, based upon district established criteria. Families of students who are newly eligible for acceleration are notified prior to the end of the current school year. Single acceleration is defined as receiving math instruction one grade level higher than the student's current grade (i.e., a 4th grade student receiving 5th grade math instruction). Double acceleration is defined as receiving math instruction two grade levels higher than the student's current grade (i.e., a 4th grade student receiving 6th grade math instruction). Double acceleration does have a future impact on available math courses when the student reaches high school; for this reason, families of all students who are candidates for double acceleration first consult with the Assistant Superintendent of Curriculum and Instruction (or a designee from the administrative team.)Criteria for math acceleration varies by grade level but always includes a review of the three prior NWEA MAP scores, a teacher rating scale (derived from both Renzulli and the mathematical practices and habits of mind) and, in some cases, an opportunity to take an additional written assessment.

Response from the prior year Consolidated District Plan.

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Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

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

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

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

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

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[[count] of 7500 maximum characters used)

Downers Grove Grade School District 58 provides educational services for students from preschool through 8th grade. We are proud to actively work with Community High School District 99 to provide a cohesive set of learning opportunities for students in order to effectively prepare students for college and career readiness. In the area of curriculum development, department chairs from the high school district frequently participate on District 58 committees in order to ensure cohesive learning experiences in both districts. As a result of this work, District 58 middle schools offer the high school Math 1, Math 2, and Spanish 1 courses. These students qualify for the opportunity to earn high school proficiency credits on their high school transcripts. District 58 shares achievement data with parent consent with District 99 so as to assist in the high school placement process. Middle school and high school teachers, counselors, and administrators meet to discuss the needs of individual at-risk, 504, and special education students so as to provide appropriate learning opportunities for children in each school. Finally, there are ongoing discussions and sharing between faculties and administrators. The results of these conversations has led to sharing of tools/practices related to technology & learning.

Response from the approved prior year Consolidated District Plan.

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

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

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

[[count] of 7500 maximum characters used)

Elementary District

Response from the approved prior year Consolidated District Plan.

Elementary District

Legislative References:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

For each program for which funding is anticipated for the 2026-2027 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING**.

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Title I funds will be used to support teacher professional development. The purpose of this professional learning includes helping teachers understand and support students of poverty, instructional strategies for math and literacy, and deepening understand of student learning.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Title II funds will be used to support teacher professional development. The purpose of this professional learning includes advancing instructional best practices across content areas and includes social-emotional learning. non-public schools will access Title II funds for professional development activities for teacher that align with each school's individual goals based on their needs assessment.

G. Title III - LIEP

Title III funds will be used to support the professional learning of our EL and Dual language teachers as we develop and enhance best practices across District 58 for all ESL instruction.

H. Title III - ISEP

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

Title IV funds will be used for school safety training. All other funds will be transferred to Title II.

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

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

The needs assessment highlighted a gap in staff capacity to de-escalate students in crisis and the importance of ongoing professional development. As a result, grant funds will support staff attendance at relevant conferences and seminars, and the use of speakers or consultants to build internal capacity and improve both crisis response and instructional practices for our students with specialized needs, especially those with more significant impacts.

L. IDEA, Part B - Preschool

Professional development was also recognized as an area of need for IDEA Preschool. In response, the grant includes funding to support staff participation in early childhood-focused conferences and seminars, as well as opportunities for on-site learning through speakers and consultants. These opportunities aim to build staff capacity in developmentally appropriate practices, inclusive instruction, and early intervention strategies.

Legislative Requirement:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

1. Describe the process through which the districts will:*

i. reduce incidences of bullying and harassment;

ii. reduce the overuse of discipline practices that remove students from the classroom [1];

iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:

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

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

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

[(count) of 7500 maximum characters used]

District 58 has a strong focus on social-emotional learning. Entering preschool, students are taught effective ways to communicate, understand emotions, and approach difficult situations. The district focuses heavily on teacher-led Tier 1 social-emotional learning, utilizing curriculum resources and responsive classroom methodology. This program continues kindergarten through eighth grade. At each level, material and experiences are adjusted in order to meet the emotional needs and maturity of the students. District 58 administrators meet in Learning Leadership Teams to discuss the effectiveness of the school social emotional learning program, discipline practices, and cultivating effective school environments. Additionally, middle school administrators have been trained in effective restorative justice practices. The District 58 Administrative Leadership Team, reviews discipline issues and school discipline data to ensure that school populations and individual students are appropriately and fairly treated.

Response from the prior year Consolidated District Plan.

District 58 has a strong focus on social-emotional learning. Entering preschool, students are taught effective ways to communicate, understand emotions, and approach difficult situations. The district focuses heavily on teacher-led Tier 1 social-emotional learning, utilizing curriculum resources and responsive classroom methodology. This program continues kindergarten through eighth grade. At each level, material and experiences are adjusted in order to meet the emotional needs and maturity of the students. District 58 administrators meet in Learning Leadership Teams to discuss the effectiveness of the school social emotional learning program, discipline practices, and cultivating effective school environments. Additionally, middle school administrators have been trained in effective restorative justice practices. The District 58 Administrative Leadership Team, reviews discipline issues and school discipline data to ensure that school populations and individual students are appropriately and fairly treated.

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

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

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[(count) of 7500 maximum characters used]

District 58 actively works to support homeless students. Title 1 funds are allocated for school supplies, clothing, backpacks, transportation, fees, and extracurricular learning opportunities. The district and individual schools work actively to identify and support homeless students. Children identified as homeless, whether in a Title I school or non-Title I school have access to the same levels of support as identified previously in this application.

Response from the prior year Consolidated District Plan.

District 58 actively works to support homeless students. Title 1 funds are allocated for school supplies, clothing, backpacks, transportation, fees, and extracurricular learning opportunities. The district and individual schools work actively to identify and support homeless students. Children identified as homeless, whether in a Title I school or non-Title I school have access to the same levels of support as identified previously in this application.

Title I Requirement:

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

Legislative Requirements:

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

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

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

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

Attendance Center Designation[Instructions](#)**Attendance Center Designation**

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1014 - HERRICK MIDDLE SCHOOL	☐	☐	☒	☐	
1015 - O NEILL MIDDLE SCHOOL	☐	☐	☒	☐	
2001 - BELLE AIRE ELEM SCHOOL	☐	☒	☐	☐	
2002 - EL SIERRA ELEM SCHOOL	☐	☒	☐	☐	
2003 - FAIRMOUNT ELEM SCHOOL	☐	☐	☒	☐	
2004 - HIGHLAND ELEM SCHOOL	☐	☐	☒	☐	
2005 - HILLCREST ELEM SCHOOL	☐	☐	☒	☐	
2006 - INDIAN TRAIL ELEM SCHOOL	☐	☒	☐	☐	
2007 - KINGSLEY ELEM SCHOOL	☐	☒	☐	☐	
2008 - LESTER ELEM SCHOOL	☐	☐	☒	☐	
2010 - PIERCE DOWNER ELEM SCHOOL	☐	☐	☒	☐	
2013 - WHITTIER ELEM SCHOOL	☐	☐	☒	☐	
2014 - HENRY PUFFER SCHOOL	☐	☒	☐	☐	

Describe anticipated Reorganizations:

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

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

ISBE Goals:

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

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

☐

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

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

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

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

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

No schools identified under this part

([count] of 7500 maximum characters used)

District 58 administrators monitor each school's achievement at each administration of assessments including (MAP, AIMSweb, IAR, and Illinois Science Assessment). Schools identified as comprehensive or targeted will see the following action steps implemented: 1) Multi-faceted analysis of individual student and student group achievement and growth results based on MAP, AIMSweb, IAR, and Illinois Science Assessment by district administration, building administration, and instructional staff. 2) Analysis of interventions provided for effectiveness in increasing student achievement and growth by district administration, building administration, and instructional staff. Provide recommendations for changes as appropriate. Changes may include addition of new interventions and resources as appropriate. 3) Analysis of intervention group design by district administration, building administration, and instructional staff. Provide recommendations for changes as appropriate. 4) Analysis of general curriculum implementation by district administration, building administration, and instructional staff. Provide recommendations for changes as appropriate. 5) Analysis of personnel distribution by district administration and building administration. Provide recommendations for changes as appropriate. Changes may include addition of personnel as appropriate. 6) Provide additional leadership coaching and support as appropriate and necessary.

Response from the approved prior year Consolidated District Plan.

District 58 administrators monitor each school's achievement at each administration of assessments including (MAP, AIMSweb, IAR, and Illinois Science Assessment). Schools identified as comprehensive or targeted will see the following action steps implemented: 1) Multi-faceted analysis of individual student and student group achievement and growth results based on MAP, AIMSweb, IAR, and Illinois Science Assessment by district administration, building administration, and instructional staff. 2) Analysis of interventions provided for effectiveness in increasing student achievement and growth by district administration, building administration, and instructional staff. Provide recommendations for changes as appropriate. Changes may include addition of new interventions and resources as appropriate. 3) Analysis of intervention group design by district administration, building administration, and instructional staff. Provide recommendations for changes as appropriate. 4) Analysis of general curriculum implementation by district administration, building administration, and instructional staff. Provide recommendations for changes as appropriate. 5) Analysis of personnel distribution by district administration and building administration. Provide recommendations for changes as appropriate. Changes may include addition of personnel as appropriate. 6) Provide additional leadership coaching and support as appropriate and necessary.

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

- ☐ Yes
- ☒ No

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

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

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

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

[Section 1114 and 1115](#)

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

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

([count] of 7500 maximum characters used)

The District will operate Title 1 targeted assistance programs in schools that qualify for such services. These programs will support students who are at-risk based upon the previously defined criteria in the areas of mathematics and reading. The program will provide support to students through individual or small group supplementary instruction in either reading or mathematics if they qualify. This supplementary instruction may be facilitated by either Title I funded or district funded teachers or teacher assistants using either Title 1 funded or district funded appropriately identified resources in order to support student growth and development. Student progress will be monitored based on the district assessment protocols, including recurring assessment using MAP, AIMSweb, and local assessment tools. Additionally, Title 1 funds will be used to support homeless students. Funds will be allocated for school supplies, clothing, backpacks, transportation, fees, and extracurricular learning opportunities. Title 1 funds may also be utilize to engage parents and guardians in the community. Title 1 schools are encouraged and supported in cultivating family learning nights such as Family Math Night and Family Reading Night.

Response from the approved prior year Consolidated District Plan.

will operate Title 1 targeted assistance programs in schools that qualify for such services. These programs will support students who are at-risk based upon the previously defined criteria in the areas of mathematics and reading. The program will provide support to students through individual or small group supplementary instruction in either reading or mathematics if they qualify. This supplementary instruction may be facilitated by either Title I funded or district funded teachers or teacher assistants using either Title 1 funded or district funded appropriately identified resources in order to support student growth and development. Student progress will be monitored based on the district assessment protocols, including recurring assessment using MAP, AIMSweb, and local assessment tools. Additionally, Title 1 funds will be used to support homeless students. Funds will be allocated for school supplies, clothing, backpacks, transportation, fees, and extracurricular learning opportunities. Title 1 funds may also be utilize to engage parents and guardians in the community. Title 1 schools are encouraged and supported in cultivating family learning nights such as Family Math Night and Family Reading Night.

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

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

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

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

([count] of 7500 maximum characters used)

District 58 currently only supports Title I targeted assistance programs. We utilize the following criteria for identification: 1) Student attends a Title 1 School in grades K-6 2) Demonstrates academic needs at a Tier 2 (consideration for students under the 40th percentile) or Tier 3 (consideration for students under the 16th percentile) level as defined by District 58 based on a combination of the following indicators a) Achievement on the NWEA MAP Assessment in Reading or Mathematics as developmentally and instructionally appropriate b) Achievement on the AIMSweb R-CBM, Test for Early Literacy, M-CAP, or M-COMP as developmentally and instructionally appropriate 3) At-risk classroom performance in Reading and/or Mathematics on daily assignments as developmentally and instructionally appropriate 4) Students are identified in collaboration between Reading Specialist, Resource Teachers, Classroom Teachers, and Principal as appropriate After a student is identified and appropriate learning opportunities are proposed for intervention, the building Title I teachers send parents notification of proposed services. Teachers place students upon parent consent, answering any questions brought forth from parents prior to placement. Once programming begins, Title I teachers routinely take feedback from service providers including certified and paraprofessional staff, making adjustments for students as appropriate. Data is routinely monitored and shared with parents at regular reporting intervals. Title I teacher leaders and principals of Title I buildings are always available to parents of Title I students in order to answer questions, report on progress, and consider parent feedback in order to adjust programming.

Response from the approved prior year Consolidated District Plan.

District 58 currently only supports Title I targeted assistance programs. We utilize the following criteria for identification: 1) Student attends a Title 1 School in grades K-6 2) Demonstrates academic needs at a Tier 2 (consideration for students under the 40th percentile) or Tier 3 (consideration for students under the 16th percentile) level as defined by District 58 based on a combination of the following indicators a) Achievement on the NWEA MAP Assessment in Reading or Mathematics as developmentally and instructionally appropriate b) Achievement on the AIMSweb R-CBM, Test for Early Literacy, M-CAP, or M-COMP as developmentally and instructionally appropriate 3) At-risk classroom performance in Reading and/or Mathematics on daily assignments as developmentally and instructionally appropriate 4) Students are identified in collaboration between Reading Specialist, Resource Teachers, Classroom Teachers, and Principal as appropriate After a student is identified and appropriate learning opportunities are proposed for intervention, the building Title I teachers send parents notification of proposed services. Teachers place students upon parent consent, answering any questions brought forth from parents prior to placement. Once programming begins, Title I teachers routinely take feedback from service providers including certified and paraprofessional staff, making adjustments for students as appropriate. Data is routinely monitored and shared with parents at regular reporting intervals. Title I teacher leaders and principals of Title I buildings are always available to parents of Title I students in order to answer questions, report on progress, and consider parent feedback in order to adjust programming.

Title I Requirement:

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

*Required field

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

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

ISBE Goals:

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

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

☐

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

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

([count] of 7500 maximum characters used)

District 58 conducts an annual, comprehensive needs assessment to guide the allocation of IDEA grant funds. The district reviews ISBE LEA determinations, ISTAR data, student characteristics and enrollment trends, and student growth and achievement across state and local assessments, including IEP goal progress. Input from building-level IEP teams, parent groups, and private school forums further informs the evaluation of needs and projected use of funds. As a result of this process, identified priorities include targeted professional development aligned to evolving student needs, including intensive intervention training; specialized supplies and materials to support individualized programming; resources to strengthen inclusion and access to the least restrictive environment through instructional assistant support; and funding for evaluations and contractual services to address bilingual needs and provide flexibility for unanticipated enrollment and required expertise.

Response from the approved prior year Consolidated District Plan.

District 58 conducts a thorough needs assessment each year in preparation for the appropriate allocation of IDEA grant funds. District 58 administration regularly monitors and reviews compliance with ISBE LEA determinations, ISTAR special education student characteristics and enrollment trends, student growth and achievement data on both state and local standardized assessments as well as IEP goal growth. IEP teams at the building level, parent groups, and private school community forums all assist in contributing to each year's evaluation of need as well as projection of usage of funds. Through this process the following needs have been identified; staff development related to the changing needs of students with special needs within the district as well as intensive intervention training, supplies, and materials to address students' unique needs, support for inclusion, and least restrictive access via instructional assistant support, evaluation and contractual services to address student's bilingual needs or necessary additional coverage and expertise due to unanticipated enrollment.

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

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

([count] of 7500 maximum characters used)

Needs assessment results directly informed grant activity decisions. Priorities include ensuring access to specialized instructional materials, supplies, and technology for students with disabilities, as well as supporting staff professional development through conferences, seminars, and expert consultation. Continued investment in instructional assistants remains essential to support students in general education settings. As student needs grow increasingly diverse, the district also prioritizes access to specialized evaluations, including bilingual, clinical psychological, speech, neurological, and psychiatric services. Proportionate share funds will be used to support eligible nonpublic school students.

Response from the approved prior year Consolidated District Plan.

Needs assessment information was taken into consideration when decisions regarding grant activities were made. The priorities include providing access to specialized instructional materials, supplies, and technology for students. Additionally, a priority is to provide support for the professional development of staff through attendance at conferences/seminars or the provision of speakers or consultants. To support special education students in the general education setting, a need for instructional assistants continues as a priority. As students and their needs become more varied and diverse, a need exists to be able to provide bilingual or specialized evaluations such as clinical psychological, bilingual speech, neurological, or psychiatric. Finally, proportionate share dollars will be used to support eligible children.

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

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

([count] of 7500 maximum characters used)

There are no substantive changes from last year's grant proposed for this year at this time.

Response from the approved prior year Consolidated District Plan.

There are no substantive changes from last year's grant proposed for this year at this time.

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

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

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

([count] of 7500 maximum characters used)

District 58 uses IDEA funds to support continuous improvement across State Performance Plan indicators by aligning resources with identified needs, compliance requirements, and student outcome data. Funding supports Indicator 3 through staff training on assessment practices, accommodations, and the use of assistive technology to ensure meaningful access and improved performance on state assessments. For Indicator 4, resources are used to provide behavioral intervention training and expand the use of restorative practices to reduce exclusionary discipline. Indicators 5 and 6 are supported through investment in instructional assistants, co-teaching structures, and inclusion-focused professional development to increase student access to the least restrictive environment. For Indicator 7, funds support early childhood special education staffing, evaluation services, and training in early intervention and progress monitoring. Indicator 8 is addressed through efforts to enhance parent engagement, including communication systems and support for meaningful participation in the IEP process. For Indicator 11, IDEA funds are used to ensure timely and compliant evaluations through staffing, bilingual assessment services, and contractual supports as needed. Indicator 12 is supported through coordination with early intervention providers, timely evaluations, and transition planning to ensure a smooth transition from Part C to Part B services.

*Required field

Overview

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

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

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

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

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
Stewart	Jessica	Assistant Superintendent for Special Services	jstewart@dg58.org
Phone*			
630	719	5823	

☐ Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Kovar	Michelle	Business Manager	mkovar@dg58.org
Phone*			
630	719	5800	

☐ Click here to add information for other personnel involved in the plan development.

*Required field

Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

Downers Grove Grade School District 58 works collaboratively with families and placing agents and other agencies to determine what placement is in a child's best interest (school of original verses closest school). Factors considered by the team included the preference of the child's parents/educational decision makers, the student's existing relationship with peers and staff within a school, placement of the student's siblings, the quality of the services to meet the child's needs, the history of transfers for the student and how they have impacted him or her, the length of the commute, the student's disabling conditions (if any), the student's eligibility for EL services, the student's safety and the student's preference. Specific positions involved in this decision making include the child's parent, any outside agencies supporting the child (if appropriate and applicable), the child's principal and teaching/support team from school of origin and school or current residence, the assistant superintendent for special services/homeless liaison and the EL coordinator (if applicable).

Response from the approved prior year Consolidated District Plan.

Downers Grove Grade School District 58 works collaboratively with families and placing agents and other agencies to determine what placement is in a child's best interest (school of original verses closest school). Factors considered by the team included the preference of the child's parents/educational decision makers, the student's existing relationship with peers and staff within a school, placement of the student's siblings, the quality of the services to meet the child's needs, the history of transfers for the student and how they have impacted him or her, the length of the commute, the student's disabling conditions (if any), the student's eligibility for EL services, the student's safety and the student's preference. Specific positions involved in this decision making include the child's parent, any outside agencies supporting the child (if appropriate and applicable), the child's principal and teaching/support team from school of origin and school or current residence, the assistant superintendent for special services/homeless liaison and the EL coordinator (if applicable).

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

See IDEA legislation here See Section 504 here

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

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

As noted above, the district carefully considers a student's needs for special education and 504 services when determining if school of origin or closest school is the most appropriate educational placement. Factors considered include ensuring the child continues to access FAPE and is able to do so in the least restrictive environment with full access to identified supports and services.

Response from the approved prior year Consolidated District Plan.

As noted above, the district carefully considers a student's needs for special education and 504 services when determining if school of origin or closest school is the most appropriate educational placement. Factors considered include ensuring the child continues to access FAPE and is able to do so in the least restrictive environment with full access to identified supports and services.

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

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

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

The district ensures the identification of all potential EL students and provides them with language assistance programs that are educationally sound and are proven successful.

Response from the approved prior year Consolidated District Plan.

The district ensures the identification of all potential EL students and provides them with language assistance programs that are educationally sound and are proven successful.

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

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

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

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

Downers Grove Grade School District 58 makes every effort to support a coordinated and shared agreement regarding appropriate school placement of students in foster care, however; when there is a disagreement the district recognizes that the welfare agency is the final decision maker in determining the best placement as they have access to information related to outside of school factors that could be important influencers in determining where a child would best be served. The district works to collaborate openly and productively with these agencies.

Response from the approved prior year Consolidated District Plan.

Downers Grove Grade School District 58 makes every effort to support a coordinated and shared agreement regarding appropriate school placement of students in foster care, however; when there is a disagreement the district recognizes that the welfare agency is the final decision maker in determining the best placement as they have access to information related to outside of school factors that could be important influencers in determining where a child would best be served. The district works to collaborate openly and productively with these agencies.

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

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

The district ensures that all appropriate school personnel are aware of ESSA requirements for educational stability for students identified as Youth in Care by incorporating these provisions into annual required staff training. Administrators, special education staff, social workers, secretaries and other relevant personnel receive guidance on school stability, transportation, and enrollment procedures. Ongoing communication and collaboration with building teams further reinforce expectations and support consistent implementation.

*Required field

Youth in Care Stability Plan Development

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

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

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

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

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

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

The district relies upon the expertise of those working most closely with the student as well as district administrator who are most familiar with the resources, routes and options available to support. We pride ourselves on ensuring student needs are met and work to creatively accommodate when necessary. Parties involved in decision making include the student's parent/guardian, the welfare agency, the school principal, school social worker/counselor, the homeless liaison/assistant superintendent for special services, the business manager, and the secretary for the assistant superintendent for special services, among others. The specialized needs of each child and situation are reviewed and existing routes are referenced for access or new routes with new vehicles are established to ensure seamless attendance for students. Factors considered when developing the transportation procedures for a student in foster care include safety, the duration of the need for services, the time/length of travel time for the student each day, the time of placement change, the type of transportation available, traffic patterns, the school schedule, the impact of extracurricular activities, and the maturity and behavior of the student. The School Of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

The district relies upon the expertise of those working most closely with the student as well as district administrator who are most familiar with the resources, routes and options available to support. We pride ourselves on ensuring student needs are met and work to creatively accommodate when necessary. Parties involved in decision making include the student's parent/guardian, the welfare agency, the school principal, school social worker/counselor, the homeless liaison/assistant superintendent for special services, the business manager, and the secretary for the assistant superintendent for special services, among others. The specialized needs of each child and situation are reviewed and existing routes are referenced for access or new routes with new vehicles are established to ensure seamless attendance for students. Factors considered when developing the transportation procedures for a student in foster care include safety, the duration of the need for services, the time/length of travel time for the student each day, the time of placement change, the type of transportation available, traffic patterns, the school schedule, the impact of extracurricular activities, and the maturity and behavior of the student. The School Of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

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

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

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

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

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

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

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

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

The district will consider no cost or low cost options in line with the best interest determination of students in foster care such as pre-existing routes or the provision of transportation by the foster parent/family members when feasible, available, and in the student's best interest. The district will utilize title 1 funds or general transportation funds to fund all other options. When additional costs are incurred, the district will work with the foster agency to ensure payment of these costs.

Response from the approved prior year Consolidated District Plan.

The district will consider no cost or low cost options in line with the best interest determination of students in foster care such as pre-existing routes or the provision of transportation by the foster parent/family members when feasible, available, and in the student's best interest. The district will utilize title 1 funds or general transportation funds to fund all other options. When additional costs are incurred, the district will work with the foster agency to ensure payment of these costs.

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

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

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

The district will make every effort to ensure shared agreement on how best to provide transportation for a particular student in need inclusive of conducting problem-solving meetings with all stakeholders to determine the best course of action for a child. If a dispute were to occur, the district would ensure the student's continued access to their educational program in their school of origin while parties worked through and resolved any issue. During the time of the dispute, the school of origin is responsible for transportation; in the event that the SOO is not a District 58 school, we would work to support that school with any possible resources.

Response from the approved prior year Consolidated District Plan.

The district will make every effort to ensure shared agreement on how best to provide transportation for a particular student in need inclusive of conducting problem-solving meetings with all stakeholders to determine the best course of action for a child. If a dispute were to occur, the district would ensure the student's continued access to their educational program in their school of origin while parties worked through and resolved any issue. During the time of the dispute, the school of origin is responsible for transportation; in the event that the SOO is not a District 58 school, we would work to support that school with any possible resources.

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

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

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

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

The district complies with and work diligently towards a child's best interest determination. During the course of any disagreement, the district incurs the full cost of the route until a final appropriate determination is made at which time it follows up accordingly with appropriate agencies without disruption to the child's existing route.

Response from the approved prior year Consolidated District Plan.

The district complies with and work diligently towards a child's best interest determination. During the course of any disagreement, the district incurs the full cost of the route until a final appropriate determination is made at which time it follows up accordingly with appropriate agencies without disruption to the child's existing route.

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

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

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

The district has an established point of contact both for child welfare agencies as well as district and building staff to initiate the process if and when necessary. Annual training occurs by the district with related service staff (social workers, psychologists, nurses and counselors) as well as building leadership teams (principals, assistant principals and coordinators) to support implementation of a smooth and effective process for the child(ren). In addition, the district continues to focus professional development activities around trauma informed practices and research supporting school or origin.

Response from the approved prior year Consolidated District Plan.

The district has an established point of contact both for child welfare agencies as well as district and building staff to initiate the process if and when necessary. Annual training occurs by the district with related service staff (social workers, psychologists, nurses and counselors) as well as building leadership teams (principals, assistant principals and coordinators) to support implementation of a smooth and effective process for the child(ren). In addition, the district continues to focus professional development activities around trauma informed practices and research supporting school or origin.

*Required field

BSP Overview

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

BSP Contact Information

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

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

Last Name*

First Name*

Middle
Initial

Phone*

Email*

EL Program Director Requirements:

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

*Required field

Attendance Center Enrollment Information[Instructions](#)

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

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

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

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

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

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

PROFESSIONAL DEVELOPMENT ACTIVITIES

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

*The required professional development will be provided.

☒ Yes

☐ No

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

*Required field

BSP TBE RequirementsInstructions

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

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☐ No ☐

Does your district use Spanish Language Arts Standards?

Yes ☒ No ☐

*Required field

TBE Parent Advisory CommitteeInstructions

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

Does your district offer a TBE program?

Yes ☒

No ☐

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

The district attests that:

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

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

Board Approval, Certification, and AssurancesInstructions

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

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

06/08/2026

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

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

v.02.17.2026

Grant Application Certifications and AssurancesInstructions

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

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

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

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

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

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

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

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

INVOLUNTARY TERMINATION

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

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

GENERAL CERTIFICATIONS AND ASSURANCES

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

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

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

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

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

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

v.02.17.2026

Certification Regarding LobbyingInstructions

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

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

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

v.02.17.2026

GEPA 442 AssurancesInstructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

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

v.02.17.2026

Assurances

Instructions

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

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

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

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

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

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

v.02.17.2026

Not calling IWAS Web Service
Elizabeth Ehrhart

Signature of School District Superintendent / Agency Administrator

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

Agreed to on this Date: 04/29/2026
RCDT when agreed to: 19-022-0580-02

Submit

Instructions

The Consistency Check must be successfully processed before you can submit your application.

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

Application was created on:

4/13/2026

Assurances were agreed to on:

4/29/2026

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

Application History(Read Only)

Instructions

Status Change	UserId	Action Date
Returned for Changes	sbernsisbe	04-30-2026 9:55 AM
4th Program Review Complete	kdeckard2	04-30-2026 8:43 AM
3rd Program Review Complete	CheliMThomas5	04-30-2026 8:38 AM
2nd Program Review Complete	ssilver	04-29-2026 3:06 PM
1st Program Review Complete	kkcsisbe2025	04-29-2026 12:56 PM
Submitted to ISBE	eehrhart58	04-29-2026 12:17 PM

☒ Expand All

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

Save

Date: June 8, 2026

To: Board of Education
Dr. Kevin Russell

From: Liz Ehrhart

RE: Adoption of Professional Learning Mondays for School Year 2026-2027

Background Information

In the 2019–2020 school year, District 58 implemented Professional Learning Mondays, an initiative to support continuous improvement in teaching and learning. On these days, students are released early to provide teachers with dedicated time for collaboration, review of student data, and professional development aligned to learning standards, curriculum resources and district initiatives.

Feedback from staff, building leaders, and district administrators has been largely positive, citing increased alignment in instructional practices, consistent use of assessment data, and strong collaboration among teaching teams.

Administrative Considerations

Professional Learning Mondays continue to have an instructional impact, allow for staff collaboration, and are aligned with the District 58 Strategic Plan. Continued use of this structure will allow the district to build on instructional momentum from this past school year, strengthen alignment across grade levels and schools, and promote a culture of continuous improvement and collaboration among staff. This model has proven to be a valuable investment in teacher learning and, by extension, student success.

Recommendation

Based on positive outcomes and feedback, it is recommended that District 58 continue the implementation of Professional Learning Mondays during the 2026–2027 school year. We will continue to seek approval from the Board of Education annually.



**Downers Grove Grade
School District 58**
We Envision. We Seek. We Believe



Sales Quote - This Is Not An Invoice

PowerSchool Group LLC
150 Parkshore Dr.
Folsom CA 95630

Quote #: Q-236783-1

Prepared By:	Katie Carr	Customer Contact:	James Eichmiller
Customer Name:	Downers Grove School District 58	Title:	Assistant Superintendent for Technology and Learning
Contract Term:	36 Months	Address:	1435 Prairie Ave
Billing Frequency:		City:	Downers Grove
Start Date:	July 1, 2026	State/Province:	Illinois
End Date:	June 30, 2029	Zip Code:	60515-3498
Payment Terms:	Net 30	Phone #	(630) 719-2768
Pricing Vehicle:		Pricing Vehicle Contract #:	

Contract Term : July 1, 2026 to June 30, 2029

Quote Summary		
License and Subscription Period(s)	License and Subscription	Total
Subscription Period 1: July 1, 2026 to June 30, 2027	USD 77,900.78	USD 77,900.78
Subscription Period 2: July 1, 2027 to June 30, 2028	USD 93,507.06	USD 93,507.06
Subscription Period 3: July 1, 2028 to June 30, 2029	USD 96,031.76	USD 96,031.76
Total Contract : July 1, 2026 to June 30, 2029	USD 267,439.60	USD 267,439.60

License and Subscription Fees

Subscription Period 1 License and Subscription Fees			
Product Description	Quantity	Unit	Price
PowerSchool SIS Hosting SSL Certificate	1.00	Each	USD 544.41
PowerSchool SIS Maintenance and Support	5,200.00	Students	USD 39,371.03
PowerSchool SIS Hosting	5,200.00	Students	USD 19,142.66
PowerSchool SIS Hosting SSL Certificate	1.00	Each	USD 544.41
PowerSchool SIS Hosting Test Bed Annual	5,200.00	Students	USD 2,228.55
PowerSchool Enrollment Registration	4,999.00	Students	USD 15,446.97
PowerSchool Enrollment Additional Language - Spanish	1.00	Each	USD 622.75
Subscription Period 1 License and Subscription Fees TOTAL:			USD 77,900.78

Subscription Period 2 License and Subscription Fees			
Product Description	Quantity	Unit	Price
PowerSchool SIS Hosting SSL Certificate	1.00	Each	USD 559.11
PowerSchool SIS Hosting Test Bed Annual	5,200.00	Students	USD 2,288.72
PowerSchool SIS Hosting SSL Certificate	1.00	Each	USD 559.11
PowerSchool SIS Hosting	5,200.00	Students	USD 19,659.52

Product Description	Quantity	Unit	Price
PowerSchool SIS Maintenance and Support	5,200.00	Students	USD 40,434.05
PowerSchool Enrollment Registration	4,999.00	Students	USD 28,843.71
PowerSchool Enrollment Additional Language - Spanish	1.00	Each	USD 1,162.84
Subscription Period 2 License and Subscription Fees TOTAL:			USD 93,507.06

Subscription Period 3 License and Subscription Fees			
Product Description	Quantity	Unit	Price
PowerSchool SIS Hosting SSL Certificate	1.00	Each	USD 574.21
PowerSchool SIS Hosting Test Bed Annual	5,200.00	Students	USD 2,350.52
PowerSchool SIS Hosting SSL Certificate	1.00	Each	USD 574.21
PowerSchool SIS Hosting	5,200.00	Students	USD 20,190.32
PowerSchool SIS Maintenance and Support	5,200.00	Students	USD 41,525.77
PowerSchool Enrollment Registration	4,999.00	Students	USD 29,622.49
PowerSchool Enrollment Additional Language - Spanish	1.00	Each	USD 1,194.24
Subscription Period 3 License and Subscription Fees TOTAL:			USD 96,031.76
Total License and Subscription Fees :			USD 267,439.60

Subscription Start and End Dates shall be as set forth above. The Start Date may be delayed based upon the date that PowerSchool receives this executed quote or Customer's purchase order if one is needed. On-Going PowerSchool Subscription/Maintenance and Support Fees are invoiced at the then-current rates and enrollment per existing terms of the executed agreement between Customer and PowerSchool. Any applicable sales or other tax has not been added to this quote. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote. All invoices shall be sent to Customer upon or promptly after execution of this quote, unless otherwise set forth in the applicable statement of work or executed agreement between the parties (e.g., services billed on time and material basis will be invoiced when such services are incurred).

All purchase orders must include the exact quote number of this quote. Customer agrees that purchase orders are for administrative purposes only and do not impact the terms or conditions of this quote or any agreement executed between the parties. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will expire after 12 months.

If Customer pays in advance for any professional services, all professional services must be scheduled and delivered within twelve (12) months of the applicable quote start date, unless otherwise agreed in writing by PowerSchool; any portion of any prepaid amount for professional services that has not been used within such twelve (12) month period will be forfeited.

This quote incorporates any statement of work attached hereto. By execution of this quote, or its incorporation, this and future purchases of subscriptions or services from PowerSchool are subject to and incorporate the terms and conditions found at: https://www.powerschool.com/MSA_2024

By either (i) executing this quote or (ii) accessing the services described on this quote, Customer agrees that after the contract term of this quote, the subscription for such services will continue for successive twelve (12) month subscription periods on the same terms and conditions as set forth herein, subject to a standard annual price uplift, unless Customer provides PowerSchool with a written notice of its intent not to renew at least sixty (60) days prior to the end of the applicable current contract term.

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC

Signature:



Printed Name: Jon Scrimshaw

Title: Chief Accounting Officer

Date: 14-APR-2026

PO Number: _____

Downers Grove School District 58

Signature:

Printed Name:

Title:

Date:



Downers Grove Grade School District 58
850 Curtiss Street, Ste. 200, Downers Grove, IL 60515
630-719-5800 Phone | 630-719-5418 Fax | www.dg58.org

James Eichmiller
Assistant Superintendent for
Technology and Learning
jeichmiller@dg58.org | 630-719-2768

Memorandum

Technology Department

To: Board of Education, Dr. Russell

From: James Eichmiller - Assistant Superintendent for Technology and Learning

Date: 6/5/2026

Re: PowerSchool Contract

Background:

PowerSchool is our student information system that serves as our primary database for student data. District 58 has been a customer for over 20 years. We also utilize their enrollment platform for new and returning student registration, which facilitates a streamlined data flow and account creation process. We have been negotiating with PowerSchool this spring in an effort to reduce the overall cost of our contract with them. As a part of these negotiations, we received a proposal for a three-year agreement. The contract offer had a couple of financial benefits. First, it includes a one-time discount of around \$13,000 for the next fiscal year, applied to the enrollment platform. Second, for the other line items, the cost increases are approximately 2.7%, which will hopefully help contain costs near or below the consumer price index.

Administrative Considerations:

PowerSchool is a product that is used by nearly all staff and is embedded into a wide variety of our processes. While we have had challenges with PowerSchool in the past, migrating to a new platform is not a trivial project. This three-year agreement will allow the District to gain some financial benefit and provide the District with an opportunity to evaluate the market and determine if PowerSchool is the best solution for our organization.

Recommendation:

The administration recommends that the Board approve a three-year contract with PowerSchool for a total cost of \$267,439.60.

Date: 6/9/25
To: Board of Education, Dr. Kevin B. Russell
From: Geoff Neustadt, Assistant Director of Buildings and Grounds
RE: Surplus Equipment

Surplus Equipment

Background

The District is looking to sell items that are no longer within their useful life. The items are:

- FACS ovens
- TVs
- 500 9th Generation iPads
- Cafe Freezer
- Custodial Equipment sprayer
- Cafe Steam Table
- Technology Server Cart
- Wooden desk
- Cafe Warmer

Administrative Considerations

The process for selling District equipment begins with the Board of Education declaring the equipment as surplus equipment. Items are then posted on Public Surplus for auction.

Recommendation

It is recommended that the Board of Education designate as surplus equipment the items listed in this memo.

