To: Dr. R.J. Gravel
Board of Education

From: Ms. Vicki Tarver
Mrs. Lauren Bonner

Date: Monday, September 14, 2026

Re: 2026-27 Fiscal Year Final Budget

EXECUTIVE SUMMARY

Each year, the Board of Education adopts an annual budget that reflects the District's best estimate of revenues and expenditures for the upcoming fiscal year. The budget process includes opportunities for review by the Finance Committee and Board of Education, a period of public inspection, and a public hearing prior to adoption.

The administration has prepared the final budget for Board consideration based on the most current information available regarding revenues, expenditures, enrollment, staffing, and other financial factors. Following the required public inspection and hearing process, the Board of Education is now being asked to formally adopt the budget for the fiscal year.

BACKGROUND

Each year, the Business Services Department prepares the annual budget for review and consideration by the Finance Committee and Board of Education. The final budget materials provide a comprehensive summary of the District's 4,802 active expenditure accounts and 202 active revenue accounts by fund.

The materials identify prior-year activity and the final budgeted amounts for the 2026-27 fiscal year, providing the Board with detailed information to evaluate the District's financial plan and proposed allocation of resources.

The 2026-27 Fiscal Year Annual Budget Report has been significantly enhanced to align with the standards established by the Association of School Business Officials (ASBO) International's **Meritorious Budget Award (MBA)** Program. These enhancements reflect the District's ongoing commitment to fiscal transparency, accountability, and excellence in financial reporting while providing our Board, staff, and community with a more comprehensive and informative budget document.

The ASBO Meritorious Budget Award recognizes school districts that prepare budget documents demonstrating exceptional quality in financial planning, communication, and organizational effectiveness. The program promotes best practices in budget development by encouraging districts to produce documents that serve not only as financial plans but also as strategic communication tools for stakeholders.

To better align with these nationally recognized standards, this year's budget document has been expanded beyond a traditional financial report to include additional narrative, analysis, and

contextual information. The document is organized into four primary sections: Executive Summary, Organizational, Financial, and Informational, to help readers better understand the District's financial position, operational priorities, and long-term planning initiatives.

The revised budget incorporates several elements emphasized by the ASBO Meritorious Budget Award criteria, including:

- An explanation of the District's mission, organizational structure, and strategic priorities.
- A comprehensive overview of the budget development process and the assumptions used in preparing the financial plan.
- Clear discussion of significant revenue and expenditure trends, including explanations of major year-over-year changes.
- Multi-year financial projections and analysis to illustrate the District's long-term financial outlook.
- Information regarding enrollment, staffing, capital planning, debt obligations, and other factors that influence the District's financial condition.
- Enhanced charts, graphs, and summary schedules that improve readability and promote transparency for all stakeholders.
- Additional financial and statistical information to provide context for budget decisions and support informed public understanding.

These improvements are intended to make the budget more accessible and meaningful to a broad audience, including Board members, employees, parents, students, taxpayers, and community members. By providing more context and analysis, the document more clearly demonstrates how financial resources align with the District's educational mission, strategic goals, and long-term stewardship responsibilities.

While the budget continues to fulfill all statutory requirements, the enhanced format reflects the District's commitment to continuous improvement and to adopting nationally recognized best practices in governmental budgeting. We believe these enhancements will strengthen financial communication, support informed decision-making, and provide a solid foundation as the District pursues recognition through ASBO's Meritorious Budget Award Program.

We respectfully submit the 2026-27 Fiscal Year Annual Budget Report for the Board of Education's review and consideration, and we appreciate the Board's continued support for sound fiscal management and transparent financial reporting.

KEY FINDINGS

Given the length and detail of the budget document, the following key findings highlight the most significant assumptions, changes, and considerations reflected therein. These findings focus on the items most relevant to understanding the District's overall financial position and planning priorities.

- When considering the purposeful use of fund balance, the 2026-27 budget is balanced.
  - The budget includes $256.3 million in revenues and $266.2 million in expenditures.
  - While expenditures exceed current-year revenues by $9.9 million, the budget is structurally balanced through the planned use of accumulated fund balance in the Debt Service, Operating, and Capital Projects funds.
  - The intentional use of available fund balance supports one-time and planned expenditures while maintaining the District's long-term financial stability.

- The 2025-26 actual financial results are preliminary and have not yet been finalized.
  - Accordingly, comparisons between the 2025-26 preliminary actual results and budgeted amounts should be interpreted with caution, as the financial statements do not yet reflect all transactions related to the fiscal year.

- Based on preliminary, unaudited financial results, the District concluded the 2025-26 fiscal year with approximately $242.4 million in revenues and $243.0 million in expenditures.
  - These amounts are subject to change upon completion of the annual financial audit, which will include the recording of year-end accruals and other necessary audit adjustments.

2026-27 TENTATIVE TO FINAL BUDGET SNAPSHOT

The budget development process is designed to be iterative, allowing the District to refine its financial projections as additional information becomes available. Following the presentation of the tentative budget, the administration continued to review revenue projections, expenditure needs, staffing and enrollment assumptions, and other financial factors.

The snapshot that follows provides a comparison of the tentative budget initially presented to the Finance Committee and Board of Education and the final budget presented at the public hearing. It highlights the changes made during the review process and illustrates how the District's financial plan evolved from the initial projections to the final budget proposed for adoption.

While some changes reflect updated estimates and new information, others reflect adjustments made to align resources with the District's priorities and operational needs. This comparison provides transparency into the budget development process and demonstrates how the final budget reflects the most current financial information available at the time of adoption.

All Funds	2026-27 Tentative Budget	2026-27 Final Budget	Increase (Decrease)	% Change	
Local Sources	180,891,884	179,836,229	(1,055,655)	-0.5%	
State Sources[1]	5,970,600	5,558,024	(412,576)	-6.9%	*R1*
Federal Sources[2]	399,568	1,826,806	1,427,238	357.2%	*R2*
Other Sources					
On-Behalf Payments	45,000,000	45,000,000	0	0.0%	
Transfers	24,074,881	24,074,881	0	0.0%	
Proceeds from Bond Sales	0	0	0	-	
Sale of Fixed Assets	0	0	0	-	
Total Revenue	**256,336,933**	**256,295,940**	**(40,993)**	**-0.01%**	
Salaries[3]	105,347,331	104,306,567	(1,040,764)	-0.9%	*E1*
Benefits	25,987,011	25,974,686	(12,325)	-0.04%	
Purchased Services	17,256,649	17,703,503	446,854	2.6%	*E2*
Supplies/Materials	5,874,633	6,237,491	362,858	6.2%	*E2*
Capital Projects	18,157,488	18,234,971	77,483	0.4%	
Dues & Fees	20,660,596	20,722,426	61,830	0.3%	
NonCapitalized Outlay	2,271,035	2,335,106	64,071	2.8%	*E2*
Post Employment Benefits	1,606,500	1,606,500	0	0.0%	
Other Uses					
On-Behalf Payments	45,000,000	45,000,000	0	-	
Transfers	24,074,881	24,074,881	0	-	
Total Expenditures	**266,236,124**	**266,196,131**	**(39,993)**	**-0.01%**	
Plus Debt Service Addition to Fund Balance	309,809	309,809			
Minus Operating Funds Use of Fund Balance	(8,000,000)	(8,000,000)			
Minus Capital Project Use of Fund Balance	(2,210,000)	(2,210,000)			
Total Expenditures - Addition to / Use of Fund Balance	**256,335,933**	**256,295,940**			

[1] State Sources include Eveidence-Based Funding and State Categorical Grants
[2] Federal Sources include Federal Categorical Grants and Medicaid
[3] GEA negotiated increase is 4.7%, GESSA average negotiated increase is 8.09%

Revenue Comments

R1 The estimated Special Education Transportation claim was lower than anticipated, resulting in a corresponding adjustment to the Final Budget.

R2 The increase in the budget reflects Federal Categorical Grant funding approved after the Tentative Budget was presented. The Final Budget was updated to incorporate the additional grant revenue and corresponding expenditures.

Expenditure Comments

E1 The Final Budget reflects actual staffing levels and finalized position placements, whereas the Tentative Budget included estimated costs for positions that remained unfilled at the time of its preparation.

E2 The changes in purchased services, supplies, and non-capitalized outlay reflect the addition of federal grant funding approved after the Tentative Budget was presented. The corresponding expenditures were incorporated into the Final Budget to align spending plans with the newly available grant resources.

RECOMMENDATION

It is recommended that the Board of Education approve and adopt the Final Budget for the 2026-27 fiscal year.

GLENBROOK HIGH SCHOOL DISTRICT 225



ANNUAL BUDGET

2026-27 Fiscal Year

July 1, 2026 - June 30, 2027

Prepared by Glenbrook High School District 225 | Business Services
3801 W. Lake Ave., Glenview, IL 60026 | Cook County | www.glenbrook225.org

Welcome to Our Annual Budget

This Annual Budget Report serves as a comprehensive resource for members of the Glenbrook High School District community, including students, parents, employees, taxpayers, and other stakeholders. Its purpose is to provide clear, transparent, and accessible information about the District's financial plan and the resources that support its educational mission. By presenting budget information in a straightforward and organized manner, the report promotes fiscal transparency, accountability, and informed public engagement.

In addition to presenting the District's financial plan for the upcoming year, this report provides an opportunity to review and analyze key budget assumptions, revenue sources, expenditure trends, and financial priorities. It highlights the factors that influence the District's financial position, including changes in enrollment, staffing, property tax revenues, capital investments, and other significant budgetary considerations. Through this information, readers can better understand how financial resources are allocated to support high-quality educational programs, student services, facility improvements, and the District's long-term strategic objectives.

To facilitate ease of use, the report is organized into four primary sections:

1. Executive Summary
2. Organizational Section
3. Financial Section
4. Informational Section

The budget presented in this report covers **Fiscal Year 2026-27**, which spans **July 1, 2026, through June 30, 2027**. It represents the District's financial plan for the fiscal year and reflects the anticipated revenues and expenditures necessary to support daily operations while advancing the Board of Education's priorities and maintaining the District's long-term financial stability. The budget has been developed using the best information available at the time of its preparation and incorporates reasonable assumptions regarding revenues, expenditures, staffing, enrollment, and planned capital investments.



Glenbrook High School District 225

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GLENBROOK HIGH SCHOOL DISTRICT 225

Executive Summary

Members of the Glenbrook High School District 225 Community:

We are pleased to share the proposed 2026-27 budget for Glenbrook High School District 225. This annual budget is an important way for us to communicate openly about how we plan to use our resources to support students, staff, and our schools.

Our leadership team - including the Superintendent, Assistant Superintendent for Operations and Student Experiences, and the Director of Business Services/CSBO-has carefully worked to ensure the information in this document is accurate, thorough, and aligned with the Board of Education's priorities. The budget reflects our ongoing commitment to strong academics, meaningful student experiences, and responsible financial stewardship.

We have also prepared this document to meet the high standards of the Association of School Business Officials International (ASBO) Meritorious Budget Award program, which recognizes clarity and excellence in school budgeting. This reflects the care and effort our staff put into making this information clear and useful for our community.

To make the document easy to navigate, the budget is organized into four sections:

- The **Executive Summary** provides a brief overview of key highlights and important decisions.
- The **Organizational Section** explains the District's structure and the process for making financial decisions.
- The **Financial Section** shares detailed budget information, including past trends and future projections.
- The **Informational Section** offers additional background and context to help explain how and why decisions were made.

Our goal is for this budget to be a helpful and transparent resource for everyone in our community. We are grateful to the Board of Education for its leadership and to our staff and advisors for their thoughtful work in planning for the future. We will continue to focus on long-term financial stability while supporting our students' needs.

Thank you for your continued support of Glenbrook High School District 225. It is a privilege to serve this community and to work together to provide an outstanding education for all students.

Respectfully,

Dr. R.J. Gravel
Superintendent

Mrs. Lauren Bonner
Assistant Superintendent of Operations and Student Experiences

Ms. Vicki Tarver
Director of Business Services / CSBO and Treasurer

Organizational Section

District Background

On April 12, 1947, the voters of Northfield Township approved the establishment of Northfield Township High School District 225 to meet the needs of students residing in the township. At the time the school district was approved, Northfield Township was the only township without a high school and was surrounded by New Trier, Maine, and Niles townships, all of which had established high schools of outstanding reputation. After residents of the villages of Northfield petitioned to annex their properties into New Trier Township High School District 203, the name of "Glenbrook" was endorsed through a postal survey of the residents. The school district has since operated using the name Glenbrook High School District 225.

Located approximately 25 miles north of downtown Chicago, Illinois, Glenbrook is a high school district serving students in grades 9–12. During fiscal year 2024-25, the district served 5,035 students[1] in two traditional high schools, Glenbrook North, located in Northbrook, and Glenbrook South, located in Glenview, as well as in a therapeutic day school (Glenbrook Off Campus) also located in Glenview, and a Transition day school located in Northbrook.

The governing body consists of a seven-member Board of Education elected from within Glenbrook's boundaries, who each serve a four-year term. Board members are volunteers who do not receive a salary for their services.

District Leadership

Board of Education
Sandra Muhlenbeck, President
Dr. Marcelo Sztainberg, Vice President
Jack Downing, Member
Peter Glowacki, Member
Beth Hope, Member
Matt O'Hara, Member
Skip Shein, Member

Superintendent and Executive Council
Dr. R.J. Gravel, Superintendent
Mandy Hughes, Principal of Glenbrook North High School
Dr. Barb Georges, Principal of Glenbrook South High School
Lauren Bonner, Assistant Superintendent of Operations and Student Experiences
Dr. Lara Cummings, Assistant Superintendent of Student Support
Ryan Bretag, Assistant Superintendent of Teaching & Learning
Carol Smith, Executive Director of Communications
Dr. Angelica Romano, Executive Director of Human Resources

Officials Issuing Report
Lauren Bonner, Assistant Superintendent of Operations and Student Experiences
Dr. Kim Ptak, Director of Operations/CSBO
Vicki Tarver, Director of Business Services/CSBO and Treasurer

District Priorities

"A Legacy of Excellence, A Future of Innovation"

The Glenbrook High Schools have a historic reputation of excellence. Many families choose to live in the communities of Glenview and Northbrook specifically because they value the high-quality, varied academic programs and the athletic/extracurricular activities provided to all students. Indeed, many former students of our high schools return to raise their own families in the community, ensuring that their children have the opportunity to benefit from a Glenbrook education.

Both longtime and new residents of the community have come to expect excellence from the school district. The Board has committed to the goal of "intergenerational equity," ensuring that current and future Glenbrook students experience the same high-quality opportunities that have been provided to the community since 1953.

Strategic Plan

Glenbrook High School District 225 is dedicated to providing every student with the highest-quality educational experience. This commitment is reflected in this Strategic Plan, which will guide the District over the next five years.

As the Board of Education recognizes, student success depends on high-quality educational experiences, opportunities for students to explore their interests, and meaningful support. Our plan builds on the

progress we've already made, while also introducing new strategies designed to help all students succeed academically and personally.

The District's strategic planning process was a collaborative effort designed to shape its future direction. Guided by CESO Communications, the initiative began with research and the development of a project road map. Engaging the community was a key priority, with students, staff, parents, and residents contributing insights through discussions. A Core Planning Team and Design Team used this feedback and District data to create a strategic framework. The public then had the opportunity to review and define the draft plan, ensuring it aligned with our shared values, a renewed mission, and a clear vision. The process culminated with the Board's adoption of the five-year Strategic Plan on August 12, 2024. This plan focuses on enhancing academic programs and creating supportive environments for students, staff, and families. It allows us to remain flexible and ready to respond to new challenges, ensuring that every decision we make reflects our dedication to continuous improvement and student success.

Mission

The Glenbrooks nurture student-centered community with engaging, authentic learning experiences that empower individuals to grow, develop their voice, and contribute meaningfully to society.

Vision Statement

We inspire each learner to apply their abilities, knowledge, and skills, which promotes collaboration, adaptability, and a broader understanding of success to positively impact our community and the world.

Core Values

Excellence in Learning. Through innovative teaching methods and immersive experiences in academics, arts, activities, and athletics, we cultivate excellence that transcends traditional boundaries, embracing curiosity as a driving force for exploration and discovery. We champion self-expression, recognizing that every voice matters and every perspective enriches our collective experience

Board of Education Financial Policies and Procedures

The Board of Education financial policies and administrative procedures guide the development, implementation, and oversight of the District's budget. These policies and procedures have been established in accordance with applicable State statutes and regulatory requirements to support sound financial management, accountability, and fiscal stewardship throughout the budget process.

Budget Process

State law and the School Code of Illinois govern the policies and procedures of school finance. The budget is a detailed financial plan for the new fiscal year, which runs from July 1 through June 30. The annual budget process is comprised of the following five phases:

- **Planning** for the 2026-27 budget year commenced in October 2025 with the Master Facilities Plan update.
- **Preparation** began in February 2026. The Board of Education approved the School Operating Budgets and Student Fees. The District also began to collect and develop budget requests. The Director of Business Services/CSBO compiled revenue estimates based on the latest information available from the county, state, and federal governments. Other local revenues include book student fees, program fees, interest, and other local monies, with estimates based on previous year's receipts.

The Principals and the Executive Director of Human Resources estimated staffing levels using projected enrollment multiplied by the established staffing ratios. This enabled the Director of Business Services/CSBO to develop salary and benefit estimates.
The Director of Business Services/CSBO developed district department non-salary and benefit expenditure allocations. Department budget allocations for non-salary and non-benefit expenses were reviewed with department staff.
The Director of Operations/CSBO works in consultation with the District architect and Construction Manager to update the District Master Facility Plan. This document is used to determine cost-effective preventative maintenance and evaluate the capital assets for life cycle replacement.
The Director of Business Services/CSBO is responsible for preparing the annual budget, which was made available for public inspection thirty days prior to a public hearing.

- **Adoption** of the budget is taken by the final action of the Board after the public hearing. The current fiscal year's budget was adopted on September 14, 2026.
- **Implementation** took place on July 1, 2026.
- **Evaluation** takes place on a continuing basis, with a formal review mid-year. The budget process and policies are followed to create the current year budget consistent with previous years. There have been no significant changes from the prior year budget process or policies.

Budget Calendar

Developing a budget is a year-long process that dynamically adjusts in response to local and external changes. At the core of the budget development process are a series of action items driven by state and federal guidelines, as well as a rich history of consistent, timely planning practices in our District. These action items are outlined in the annual budget development calendar that follows:

July

- Fiscal Year Begins
- BOE Action: Approval to Make Available the Tentative Budget and to Schedule a Public Hearing on the Budget (105 ILCS 5/17-1)

August

- Conduct an Independent Audit of Financial Statements from Prior Fiscal Year (105 ILCS 5/3-7)

September

- BOE Action: Hold Public Hearing on the Tentative Budget (105 ILCS 5/17-1)
- BOE Action: Adoption of the Final Budget (105 ILCS 5/17-1)

October

- BOE Informational Item: Annual Audit Update
- BOE Informational Item: Master Facilities Plan Update
- BOE Action: Approval of the Annual Financial Report
- BOE Action: Approval of Capital Projects; Authorize Architectural Services and Bid

November

- BOE Informational Item: Enrollment Forecast Update

- BOE Action: Approval to Publish the Estimated Tax Levy (105 ILCS 5/17-1, et. seq.) and to Schedule a Public Hearing on the Estimated Tax Levy (35 ILCS 200/18-55)

December

- BOE Action: Hold Public Hearing on the Estimated Tax Levy (35 ILCS 200/18-55)
- BOE Action: Approval of the Tax Levy (105 ILCS 5/17-1, et. seq.)
- BOE Informational Item: Updated 5-Year Financial Projection

January

February

- BOE Action: Approval of the School Operating Budgets
- BOE Action: Approval of Student Fees

March

- BOE Action: Approval of Staffing FTE
- BOE Action: Approval of Contracted Services Contracts (if any)
- Building-Based Budget Meetings take place

April

- BOE Action: Approval of Administrative and Non-Union Salaries
- BOE Action: Approval of Capital Projects and Life Safety Bids
- BOE Action: Approval of Health Insurance Renewal
- An Amended Budget is developed

May

- BOE Action: Approval to Make Available the Amended Budget and to Schedule a Public Hearing on the Budget (105 ILCS 5/17-1)
- BOE Informational Item: Updated 5-Year Financial Projections
- District-Based Budget Meetings take place

June

- BOE Action: Hold Public Hearing on the Amended Budget (105 ILCS 5/17-1)
- BOE Action: Adoption of the Amended Budget (105 ILCS 5/17-1)
- Fiscal Year Ends

The items listed as BOE Action represent topics that the Administration will present to the Board of Education for consideration. These items will always include an administrative recommendation for action and any applicable statutory timelines.

Items listed as BOE Informational Item represent topics that will be discussed at a Finance Committee meeting, as well as a regular Board of Education meeting. These items do not require formal action by the Board, but are often presented to receive feedback and direction from its members.

Accounting Basis

The District's accounting principles conform to generally accepted accounting principles (GAAP) applicable to governmental entities and are consistent with standards established by the Governmental Accounting Standards Board (GASB) and the National Council on Governmental Accounting (NCGA). The District prepares its governmental fund financial statements using the modified accrual basis of accounting. As defined in GASB Interpretation No. 6, the purpose of the modified accrual basis is to adapt accrual-based recognition and measurement principles to focus on the flow of current financial resources, which is the measurement focus of governmental fund financial statements.

Under the modified accrual basis, revenues are recognized in the accounting period in which they become both measurable and available. "Measurable" means the amount of the transaction can be reasonably determined, while "available" means the revenues are collectible within the current period or soon enough thereafter to be used to pay current liabilities. Expenditures are generally recognized when a liability is incurred. Beginning in fiscal year 2017–2018, the District implemented a practice of accruing expenditures occurring within 60 days after fiscal year-end when appropriate for financial reporting purposes.

For budgeting purposes, the District presents only its governmental funds within this document, as other special or non-governmental funds are maintained primarily for reporting purposes and are included as supplementary information within the District's annual audit. Governmental fund types include the General Fund, Special Revenue Funds, Debt Service Fund, and Capital Projects Fund.

Account Structure

Glenbrook's budget is organized first by site (e.g., District; Glenbrook North; Glenbrook South) and second by program (e.g., English instruction; psychological services; technology services). Among the programs, several have been identified by the Board of Education as self-sufficient, meaning they cover all their expenses through a separate revenue source (e.g., summer school). All other programs are financially supported through the district's regular revenue sources. These sources include property taxes, state/federal grants, student/user fees, and other local revenue types.

Beginning with the 2018-19 fiscal year, the Illinois State Board of Education (ISBE) required school districts to report expenditures at the school level. This requirement is associated with the State's efforts to implement the federal Every Student Succeeds Act (ESSA). As stated by ISBE, this reporting "is not intended to be used for state accountability purposes; rather, ISBE expects the resulting data to be used at the local level to inform decision making while also meeting federal requirements." It is important to note that a school is any institution within a school district serving students in grades Pre-K to 12 and considered a stand-alone school. For Glenbrook, this includes the following:

Local Education Agency (LEA)	RCDTS (State Identifier)
Glenbrook North High School	050162250170001
Glenbrook Off Campus Center	050162250173002
Glenbrook South High School	050162250170002
Glenbrook Transition Center	050162250173003

In fulfilling the reporting requirements, “all district expenditures, including but not limited to personnel costs, transportation, security, administration, and those that are funded privately,” should be classified as either a Site-Level or District Centralized expenditure.

Site-Level Expenditures include all expenses associated with an LEA's operations. For example, this includes personnel, instructional materials, and operational expenses tied to a specific site.
District Centralized Expenditures include expenses that cannot be associated with an individual entity, based on how they are billed, assessed, or otherwise calculated. Beginning in the 2018-19 fiscal year, each school district has been granted authority to determine how centralized expenditures should be divided.

The general calculation is as follows:

Expenses Supported through Federal Dollars

Site-Level Expenditures
\+ Site’s Share of District Centralized Expenditures
÷ Number of School Site Students
= Per-Pupil Expenditures

Expenses Supported through State/Local Dollars

Site-Level Expenditures
\+ Site’s Share of District Centralized Expenditures
÷ Number of School Site Students
= Per-Pupil Expenditures

The structure of the school district’s general ledger already provides for this level of reporting, requiring minimal modifications. The Business Services leadership team has worked with federal grant managers, the school leadership teams, and ISBE to ensure that the district meets all compliance requirements for the fiscal year budget.

Budget Approach

There are many ways to define a budget. Merriam-Webster defines a budget as “A statement of the financial position [of an organization] for a definite period of time based on estimates of expenditures during the period and proposals for financing them”. In an effort to provide the best estimate of expenditures and revenues, the district utilizes a variety of resources and tools, including line-item trend analysis, estimates of the financial impact of pending legislation, and consistent calculation methods over time. While a budget is only an estimate of expenditures and revenues, it serves as the district's annual financial plan, developed and consistently managed throughout the school year to ensure financial stability.

Many parts of the district's expenditures are formula-driven and reviewed by the Board of Education on a consistent schedule (as illustrated in the budget development calendar). Examples of formula-driven components of the budget include:

- School Operating Budget (Basic Allocation; Per Student Allocation);
- Licensed Personnel Allocation; and
- Non-Licensed Personnel Allocation.

Using formula-driven budget allocations, the district is able to make consistent, responsible, and fair financial decisions that ensure generational equity, and reflect its commitment to long-term, strategic planning. Budget components that are not formula-driven are developed using a modified, zero-based budgeting approach. Using this approach, budget managers start the budget development process by considering:

- Historical data presented within the general ledger (e.g., trends in purchasing activities within certain expenditure objects);
- Review of current and future year individual program and school initiatives; ▪ Review of District-wide strategic plan initiatives; and
- Requests from department staff and students.

Budget managers are cognizant that each line in their budget starts at $0. Using the information available to them and a team-based decision-making process within each program, budget managers submit a budget request to their school leadership team or, in the case of a District program, to the Director of Business Services/CSBO. Budget requests are subsequently reviewed by the leadership teams, compared with previous-year expenditures (to prevent incremental budgeting), and prioritized within the larger school or District scope of needs, wants, and limited resources.

As illustrated in the budget development calendar, the majority of the district's budget is reviewed by the Board of Education between February and April, prior to the start of the new fiscal year on July 1st. Taking this into consideration, most budget managers schedule their budget development processes around these milestone dates, with most first drafts created in December and January.

Allocation of Human Resources

From its inception, Glenbrook High School District 225 has sought the finest staff from across the country to provide educational opportunities that match or surpass those of the area's high schools. Without question, the most important resource of the Glenbrooks since the doors of Glenbrook High School were opened in 1953 has been the professional staff. Without highly qualified, talented, and visionary teachers and administrators, our schools would not be able to realize their full potential. Residents enjoy outstanding leisure opportunities and community services. However, when residents are surveyed, they cite the second-most-important reason for living in Glenview or Northbrook as the quality of the public schools. The quality of the Glenbrook schools depends heavily on staff performance.

Research indicates that maintaining and retaining high-quality staff is essential for students to reach their potential as leaders. The number one goal of Glenbrook High School District 225 is student achievement, and the quality of the learning experience students receive is one of the most important factors in student achievement. The opportunities offered by the high schools are designed to prepare students for the future by providing rigorous academic challenges and extra-curricular offerings that promote overall

physical and emotional development. The district's educational purpose was set early and clearly defined in the motto “We educate for living.” More recently, the purpose is contained in the district's adopted mission, which states, “The Glenbrooks nurture student-centered community with engaging, authentic learning experiences that empower individuals to grow, develop their voice, and contribute meaningfully to society.”

Recruitment

The district's standard practice is to hire outstanding candidates at a reasonable cost, based on students' needs. For teaching positions, a target range for all hires is equivalent to the base salary for teachers at the MA, Step F level. This gives the schools the flexibility they need to consider candidates with some experience who are usually more successful as they enter the Glenbrooks. The district strives to hire accomplished personnel who demonstrate success in their personal academic performance, set high expectations for themselves, have a vision for their area of concentration, and have a true commitment to students.

Compensation

The establishment of a professional staff supported by an equally talented and dedicated support staff is essential. It is the philosophy of the school district that staff who can meet the aspirations of the Glenbrook school community can be obtained, developed, and maintained at a reasonable cost to taxpayers. Therefore, the district seeks to compensate staff at levels that are in the middle or average of the salary levels offered by similar contiguous districts or comparable private-sector entities.

Personnel Allocations (Staffing Levels)

Recommendations for personnel resource allocations, commonly referred to as FTE allocations, are prepared by the Human Resources leadership team, in partnership with the Superintendent and the school leadership teams. FTE allocations are presented to the Board of Education in the spring prior to the start of the fiscal year. To ensure that FTE allocations are not exceeded, a review procedure has been established as follows:

Step 1	An FTE Recommendation is presented to the Board of Education.
Step 2	Any newly hired or reassigned personnel are presented to the Board of Education along with an initial salary placement through the personnel report.
Step 3	The Payroll Team implements the directives from the approved personnel report, and creates the compensation agreement in the financial management software (Skyward).

Financial Section

Financial Recognition

Certificate of Excellence in Financial Reporting

Glenbrook High School District 225 has been awarded the Certificate of Excellence in Financial Reporting (COE) recognition from Association of School Business Officials International (ASBO International) for the past 16 years. The district first received the award in conjunction with the Annual Comprehensive Financial Report from the 2007-2008 fiscal year.

In addition to nationwide recognition, the COE program provides school districts with additional feedback for use in continuing to improve the quality of financial reporting and recognizes districts for their commitment to excellence in financial management and reporting.

Certificate of Achievement for Excellence in Financial Reporting

Glenbrook High School District 225 has received the Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association (GFOA) for the past 15 years. The district first received the award in conjunction with our Annual Comprehensive Financial Report from the 2008-2009 fiscal year.

This recognition is awarded to state and local governments that go beyond the minimum requirements of financial reporting, by providing comprehensive financial reports that provide transparency and full disclosure.

Moody's Investors Services - Aaa Bond Rating

Glenbrook High School District 225 has received the highest bond rating available for the district's outstanding debt from Moody's Investors Services.

The rating of 'Aaa' indicates that our obligations have been judged to be of the highest quality, subject to the lowest level of credit risk.

S&P Global Ratings - AAA Bond Rating

Glenbrook High School District 225 has received the highest bond and management rating available for the district's outstanding debt from S&P Global Ratings.

The rating of 'AAA' indicates that our capacity to meet our financial commitments of our obligations is extremely strong. Additionally, a financial management assessment (FMA) rating of 'Strong' indicates that our management practices are strong, well embedded, and likely sustainable.

Illinois State Board of Education – Financial Recognition Status

Glenbrook High School District was issued the status of "Financial Recognition" for 2022 from the Illinois State Board of Education. The numeric rating of 4.00 indicates that the district is in the highest category of financial strength. This rating was issued based on the 2023-24 Annual Financial Report data. The Illinois State Board of Education takes into consideration (5) factors when assigning a financial profile designation: fund balance to revenue ratio; expenditures to revenue ratio; days cash on hand; percent of short-term borrowing maximum remaining; percent of long-term debt margin remaining.

FInancial Reporting

For its budgeting purpose, the District only provides a summary of its governmental funds as other special funds are used for reporting purposes only and are reported as supplementary information in the District audit. Therefore, non-governmental funds are not included in this document.

Governmental Funds

The District's fund structure consists of Governmental Funds, including Operating Funds, Debt Service Funds, and Capital Projects Funds. The Operating Budget consists of six funds: Educational, Operations & Maintenance, Transportation, Municipal Retirement, Social Security, and Working Cash.

The following table presents a summary of total projected revenues and other financing sources, and total proposed expenditures and other financing uses for all funds for the 2026-27 fiscal year.

Governmental Funds	Estimated Beginning Balance	Revenues	Expenditures	Surplus / (Deficit)	Other Sources (Uses)	Estimated Ending Balance
Educational	76,485,307	146,919,547	148,008,385	(1,088,838)	-	75,396,469
Operations & Maintenance	27,598,901	20,467,597	12,358,760	8,108,837	(14,000,000)	21,707,738
Transportation	6,872,655	6,379,051	5,760,532	618,519	-	7,491,174
IMRF	2,081,701	424,438	1,631,456	(1,207,018)	-	874,683
Social Security	1,227,204	2,397,363	2,927,236	(529,873)	-	697,331
Working Cash	5,529,307	98,373	-	98,373	-	5,627,680
Total Operating Funds	**119.795.075**	**176.686.369**	**170,686,369**	**6,000,000**	**(14,000,000)**	**111,795,075**
Debt Services	1,937,903	20,459,571	20,149,762	309,809	-	2,247,712
Capital Projects	3,187,380	150,000	16,360,000	(16,210,000)	14,000,000	977,380
Total Non-Operating Funds	**5,125,283**	**20,609,571**	**36,509,762**	**(15,00,191)**	**14,000,000**	**3,225,092**
Total Governmental Funds	**124,920,358**	**197,295,940**	**207,196,131**	**(9,900,191)**	**-**	**115,020,167**

The following is a brief explanation of how the District accounts for its funds:

- **Education Fund (10)** accounts for the majority of the instructional and administrative aspects of the District's operations;
- **Operations and Maintenance Fund (20)** accounts for repair and maintenance of District facilities, equipment, and property;
- **Transportation Fund (40)** accounts for activity relating to student transportation to and from schools and for extracurricular and co-curricular activities;
- **Municipal Retirement Fund (50)** accounts for the District's portion of personnel pension costs;
- **Social Security Fund (51)** accounts for the District's portion of Social Security and Medicare taxes
- **Working Cash Fund (70)** accounts for inter-fund borrowing;
- **Debt Service Fund (30)** accounts for the District's bond principal and interest payments; and
- **Capital Projects Fund (60)** accounts for the District's capital improvements

Agency Fund

The Agency Fund (99) is utilized to record revenue and expenditures resulting from student activities, programs, parent organizations, or other designated staff programs approved by the Board of Education. Agency funds are considered the property of students and/or groups, not the Board of Education.

Agency funds are recorded as individual liability accounts in the general ledger but recognized, in aggregate, as revenue and expenditures for annual financial reporting purposes.

Financial Assumptions

Budgets and financial projections are snapshots utilizing the latest available data. School finance is conducted in a dynamic environment with financial planning and management being affected by internal and external events. Some of these factors are listed below:

- Property tax variables;
- Future State legislation affecting state aid and actual revenues received;
- Enrollment growth and additional personnel need to accommodate student needs;
- Medical insurance claims;
- Number of staff going into retirement;
- Special education services required for educationally or physically challenged students; and
- Interest rates.

During the fall of 2017, the Business Services team partnered with Forecast5 Analytics to implement a financial forecast tool, 5Cast. This tool has been widely adopted by school districts and other municipal organizations throughout our region. A primary reason for the high adoption rate is the solution's overall toolset, comprehensive reporting suite, and ability to develop multiple 'what-if' scenarios to predict the impact of different local, state, and federal conditions. As part of Forecast5's commitment to projection integrity, their product 5Cast references several data sources to develop a projection, including:

- Audited, historical budget performance and fund balances from the Annual Financial Report;
- Current year budget as stated on the ISBE Budget Form;
- Current and future year tax extension as stated on the Cook County Levy Report;
- General ledger data including budgeted and actual account activity;
- Calculated revenue and salary/benefit expenditures based on District-defined values entered into 5Cast's calculators; and

- Revenue and expenditures projections based on District-defined values.

In an effort to develop a working 5Cast projection model for Board review, we used a set of assumptions. These assumptions are similar to those that have been historically utilized by the District, with some modifications due to actual budget performance and trend analysis. The assumptions utilized are outlined below.

Overview of Revenue Assumptions

The following assumptions were utilized for the 5-year financial forecast:

Assumption	2026-27 Model
Property Tax Revenue	55% of "Current Year" Levy 45% of "Prior Year" Levy 97.5% Collection Rate CPI of 2.5% for 2026 Tax Year CPI of 2.0% for 2027 Tax Year+ $60,000,000 New EAV Growth for 2026+ $1,500,000 for Recapture Levy (Public Act 102-0519)
Corporate Personal Property Replacement Tax (CPPRT)	Illinois Department of Revenue Actual Receipts for 2025-26
Interest Income	Actual Earnings for 2025-26
Student Fees	Actual Earnings for 2025-26 proportionate to enrollment projections
Evidence-Based Funding Formula	Budgeted Amounts for 2026-27
State Categorical Grants	Budgeted Amounts for 2026-27
Federal Categorical Grants	Budgeted Amounts for 2026-27
Debt Services	Debt Book
Capital Projects (Transfers from Operating Funds to the Capital Projects Fund)	$6,000,000 +/- for 2027-28+

Overview of Expenditures Assumptions

The following assumptions were utilized for the 5-year financial forecast:

Assumption	2026-27 Model
Staffing Projections	Implementation of Licensed Staffing Formula and GEA Contractual Commitments for the 2026-27 School Year+ Implementation of Approved Staffing Levels for Non-Licensed Personnel
Salaries and FICA / Medicare (increase w/ Lane and Step)	4.0% for Licensed Personnel for 2026-27 3.5% for Non-Licensed Personnel for 2026-27 (plus adjustments resulting from negotiations) for 2026-27 Actual for Administrators for 2026-27 3.0% for Extra Duty for 2026-27+ 3.0% for Licensed Substitutes for 2026-27+
Health Benefits	5.0% for 2026-27+
Life Insurance Benefits	0.0% for 2026-27+
Retirement Contributions and Lane Changes	$300,000 for 2026-27+
Purchased Services	2.0% for 2026-27+ Actuals based on service contracts
Supplies and Materials, Non-Capitalized Equipment	2.0% for 2026-27+
Other Objects (Tuition, Dues & Fees)	2.0% for 2026-27+
Capital Projects (Transfers from Operating Funds to the Capital Projects Fund)	$6,000,000 +/- for 2026-27+

Budget Outlook

The Board of Education adopts an annual budget each year, with the goal of matching estimated revenue and expenditures, resulting in a balanced budget. This year's budget also includes expenditures that draw on existing reserves for capital projects.

By definition, the budget represents the school district's best estimate of revenues and expenditures for the 12-month period from July 1st to June 30th. Throughout the school year, the Business Services leadership team provides updates regarding the financial condition through monthly expenditure reports, revenue trends, and financial projections.

Overview of Revenue for Governmental Funds

The following table summarizes the change in revenues for all of the District's funds. The prior year's unaudited actuals and the 2026-27 budget are both shown, along with the percent change. Governmental fund revenues are budgeted to increase 7.0% for the 2026-27 fiscal year.

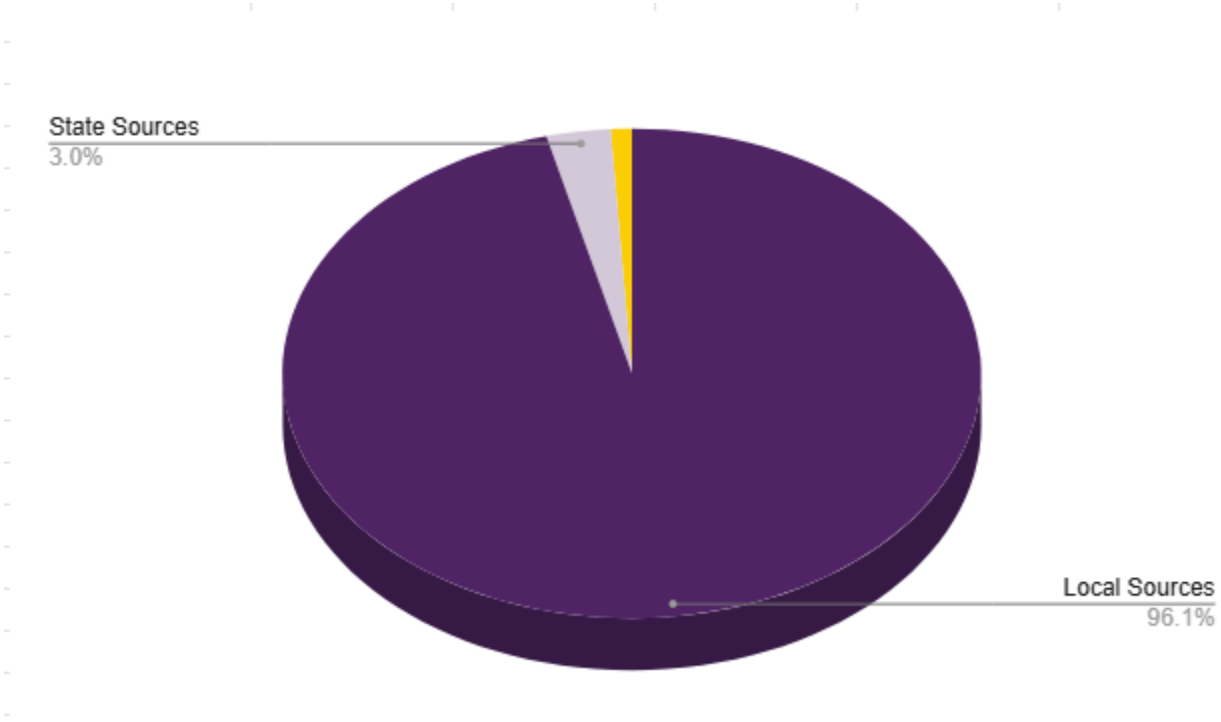
The Fiscal Year 2026-27 budget reflects a 7.0% increase in total revenues compared to the Fiscal Year 2025-26 unaudited actuals. This increase is primarily attributable to a planned transfer of funds to support upcoming capital improvement projects identified in the District's Master Facilities Plan.

The transfer represents a strategic allocation of resources to ensure funding is available for critical facility improvements, infrastructure upgrades, and long-term capital investments that will maintain and enhance District facilities. While this one-time transfer increases total budgeted revenues for Fiscal Year 2026–27, it does not represent an ongoing increase in operational revenue. Rather, it reflects the District's commitment to proactively funding planned capital projects in accordance with its long-range facilities planning efforts.

Excluding this planned transfer, operational revenues remain relatively consistent with prior-year levels and continue to reflect the District's underlying funding trends.

Governmental Funds	2025-26 Unaudited Actual	2026-27 Budget	% Change
Education	144,101,940	146,919,547	1.96%
Operations & Maintenance	20,855,257	20,467,597	1.86%
Transportation	9,735,446	6,379,051	-34.5%
Municipal Retirement	303,309	424,438	39.9%
Social Security	2,095,621	2,397,363	14.4%
Working Cash	96,874	98,373	1.6%
Total Operating Funds	177,188,447	176,686,369	-0.3%
Debt Services	15,009,488	20,459,571	36.3%
Capital Projects	5,187,683	14,150,000	172.8%
Total Non-Operating Funds	20,197,171	34,609,571	71.4%
Total Governmental Funds	197,385,618	211,295,940	7.0%

The District receives a majority of its funding from its property taxes, followed by state funding:



Glenbrook High School District derives the majority of its revenues from local sources, primarily property tax collections. As a property tax–funded school district, local property taxes provide a stable and predictable source of revenue that supports the District's educational programs and operations. The District benefits from a strong local tax base, which has historically generated consistent revenue growth and has provided a reliable foundation for long-term financial planning.

Although annual property tax revenues may fluctuate due to changes in the local real estate market, assessment appeals, or broader economic conditions, property taxes have remained a dependable source of funding over time. This revenue stability enables the District to develop multi-year financial projections with greater confidence and to strategically plan for both ongoing operational needs and long-term capital investments.

The District continues to monitor economic conditions and assessed valuation trends to ensure that revenue projections remain reasonable and to identify any potential changes that could affect future financial resources. Overall, the strength and reliability of the local property tax base remain a key factor in supporting the District's long-term fiscal stability.

Overview of Expenditures for Governmental Funds

The following table summarizes the change in revenues for all of the District's funds. The prior year's unaudited actuals and the 2026-27 budget are both shown, along with the percent change. Governmental fund expenditures are budgeted to increase 11.7% for the 2026-27 fiscal year.

The Fiscal Year 2026-27 budget reflects an increase in total expenditures compared to the Fiscal Year 2025-26 unaudited actual expenditures. The primary drivers of this increase are personnel-related costs and planned capital investments.

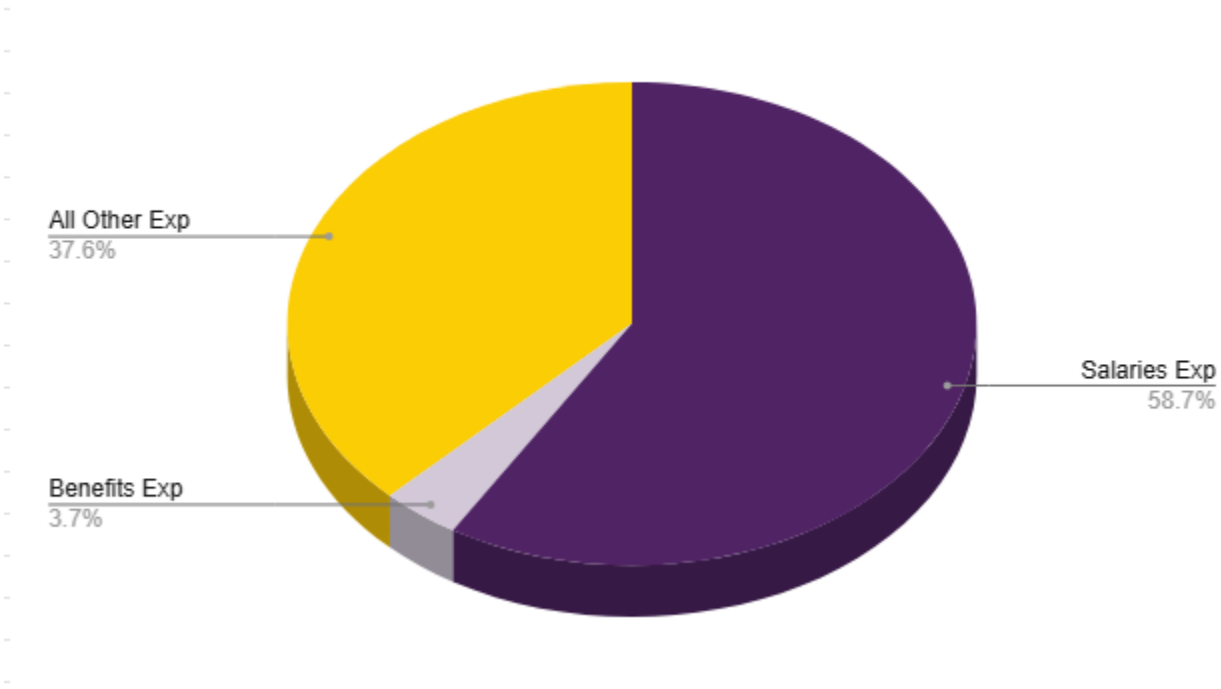
Personnel expenditures have increased to incorporate negotiated wage adjustments and to provide budgetary placeholders for positions that remain unfilled as the staffing plan for the upcoming school year is finalized. Including these placeholders ensures that the District has sufficient appropriations to support anticipated staffing needs while maintaining flexibility during the hiring process.

The budget also includes increased expenditures for capital improvement projects identified in the District's Master Facilities Plan. These planned investments reflect the District's continued commitment to maintaining safe, functional, and high-quality learning environments through the systematic improvement of its facilities and infrastructure.

As staffing decisions are finalized prior to adoption of the final budget, expenditures within the Education Fund, Municipal Retirement Fund, and Social Security Fund are expected to be reduced to align with actual staffing levels and associated salary and benefit costs. These adjustments will result in a more refined expenditure budget that accurately reflects the District's personnel commitments while continuing to support its long-term financial and operational priorities.

Governmental Funds	2025-26 Unaudited Actual	2026-27 Budget	% Change
Education	139,125,549	148,008,385	6.4%
Operations & Maintenance	17,285,034	26,358,760	52.5%
Transportation	5,518,522	5,760,532	4.4%
Municipal Retirement	1,305,079	1,631,456	25.0%
Social Security	2,762,194	2,927,236	6.0%
Working Cash	-	-	-
Total Operating Funds	165,996,378	184,686,369	11.3%
Debt Services	20,101,672	20,149,762	0.2%
Capital Projects	11,915,296	16,360,000	37.3%
Total Non-Operating Funds	32,016,968	36,509,762	14.0%
Total Governmental Funds	198,013,346	221,196,131	11.7%

As shown in the chart below, the District experiences its most significant share of expenditures dollars to salaries, followed by the benefits:



As with most public school districts, the largest share of Glenbrook High School District's expenditures is dedicated to personnel costs. In the Fiscal Year 2026-27 budget, salaries account for approximately 58.7% of total expenditures, while employee benefits account for approximately 3.7%. Combined, salaries and benefits represent roughly 62.4% of the District's total budget.

This expenditure pattern is both expected and consistent with the mission of a public school district, where the primary investment is in people. Teachers, administrators, counselors, support staff, and other employees provide the instructional programs, student services, extracurricular opportunities, and operational support that are central to the District's educational mission. As a result, personnel costs typically comprise the majority of expenditures in school district budgets across Illinois and nationwide.

The District's allocation of resources reflects its continued commitment to maintaining high-quality educational programs and supporting student achievement through a skilled and dedicated workforce. While personnel costs remain the largest component of the budget, the District continues to monitor staffing levels, compensation trends, and benefit costs as part of its long-term financial planning efforts.

Informational Section

Student Enrollment

Student enrollment is a primary driver of the District's staffing levels and overall budget planning. In recent years, the District has experienced a gradual decline in student enrollment, a trend that is expected to continue in the near term. Even modest decreases can have a compounding effect on available resources. This trend requires the District to carefully evaluate staffing allocations and operational expenditures to ensure long-term fiscal sustainability while continuing to meet student needs. Ongoing monitoring of enrollment patterns is essential to informing responsible budget decisions and maintaining alignment between resources and instructional priorities.

Every year, using October 1st fall housing enrollment data, the district updates its enrollment projections using a cohort survival method. Additionally, for the last few years, the district has hired Dr. Jerome McKibben to update his population forecast calculation. The results of the two methodologies are within one percent of each other for the first three years; after that, Dr. McKibben's forecast has proven more accurate.

The following chart compares the results of the two methodologies for calculating enrollment projections. District-wide, the two methodologies are within 0.5% of each other over the next three years.

	District			Glenbrook North			Glenbrook South		
	10/2025	10/2024	O/(U)	10/2025	10/2024	O/(U)	10/2025	10/2024	O/(U)
2025-26	4,958 actual	5,029 estimate	(71)	2,101 actual	2,111 estimate	(10)	2,857 actual	2,918 estimate	(61)
2026-27	4,947	4,966	(19)	2,090	2,076	14	2,857	2,890	(33)
2027-28	4,922	4,884	38	2,097	2,064	33	2,825	2,820	5
2028-29	4,853	n/a	n/a	2,131	n/a	n/a	2,722	n/a	n/a

Property Taxes

The largest source of revenue for Glenbrook High School District 225 is its local property taxes, which account for approximately 80% of the District's total annual revenues. Because property taxes comprise the primary funding source for educational programs, operations, staffing, transportation, facilities, and student services, the annual tax levy process is one of the Board of Education's most significant financial responsibilities. Under Illinois law, the Board of Education has the exclusive authority to annually adopt and certify the District's property tax levy with the Cook County Clerk. The levy represents the amount of property tax revenue the District is requesting to support both operational expenditures and debt service obligations for the upcoming fiscal year.

The property tax cycle in Illinois extends over a two-year period. The "tax year" refers to the year in which property is assessed and valued, based on the fair market value of property as of January 1 of that assessment year. Property taxes associated with that assessment are billed and collected during the following calendar year. For example, taxes levied for the 2025 tax year are collected from taxpayers during calendar year 2026.

Cook County distributes property tax collections to local taxing bodies, including school districts, primarily through two installment payments that are typically received in March and September. These distributions are based on actual tax collections received by the County and may vary slightly due to collection timing, appeals, refunds, and other adjustments.

The information presented below corresponds to the levy year associated with the District's Equalized Assessed Valuation (EAV). EAV represents the taxable value of all property within the District after the application of state equalization factors and is derived from the estimated fair market value of property as of January 1 of the assessment year. EAV serves as the foundation for determining the District's property tax rate, debt capacity, and overall local tax revenue generation. Changes in EAV may result from fluctuations in the real estate market, new property development, reassessment activity, property tax appeals, and equalization adjustments established by the Illinois Department of Revenue.

		EAV by Status	
Tax Year	**Total EAV**	**Existing Property**	**New Property**
2025*	9,009,872,039	8,953,765,781	56,106,258
2024	7,521,038,026	7,467,917,006	53,121,020
2023	7,467,917,006	7,410,514,285	57,402,721
2022*	7,188,064,329	7,124,395,571	63,668,758
2021	6,108,201,412	5,594,504,048	513,697,364
2020	6,047,073,464	5,995,105,565	51,967,899
2019*	6,100,548,661	6,035,167,626	65,381,035
2018	5,272,721,056	5,272,721,056	45,843,135
2017	5,436,852,518	5,368,343,040	68,509,478
2016*	5,264,632,513	5,228,661,177	35,971,336

* Denotes a triennial reassessment year in Cook County, Illinois

Property Tax Extension Limitation Law (PTELL)

In February 1995, the Illinois General Assembly passed tax cap legislation (P.A. 89-1) for Cook County, making it retroactive to the 1994 tax year. This legislation, known as the Property Tax Extension Limitation Law (PTELL), controls the district's ability to generate property tax revenues. PTELL permits school districts to increase their non-bond property tax extension by the change in the Consumer Price Index (CPI) or 5%, whichever is less. Additionally, school districts have the opportunity each year to increase their property tax extension by capturing new property that has come onto the tax rolls. This is accomplished by multiplying the limiting rate (non-bond property tax rate) by the amount of new property identified by the County in the extension preparation process.

In addition to P.A. 89-1, the Illinois General Assembly amended Article 20, which limits the amount of taxes for debt service that can be generated through the sale of non-referendum bonds, to the district's 1994 aggregate non-referendum debt service amount, increased annually by the change in the Consumer

Price Index (CPI). This amount is referred to as the Debt Service Extension Base (DSEB). For the 2025 tax year, the DSEB limit is $2,550,533.

In 2021, P.A. 102-0519 authorizes Illinois taxing districts under PTELL to automatically increase their annual levy to recapture property tax refunds paid out in the previous 12 months. This "prior year adjustment" covers refunds from tax objections, Certificate of Errors, and PTAB appeals.

The tax cap allows the District to increase its previous tax extension annually by the lesser of CPI or 5%. The following table reflects the District's annual taxes extended as allowed under the tax cap, plus increases for new property.

		Levy Type		
Tax Year	**Total Extension**	**Operating**	**Recapture**	**Bonds**
2025*	167,856,619	154,454,795	2,601,691	10,800,134
2024	162,263,215	149,167,156	2,331,099	10,764,960
2023	159,517,373	147,724,902	1,530,313	10,262,158
2022*	148,330,040	135,303,995	2,243,365	10,782,680
2021	141,043,883	127,680,154	2,611,278	10,752,451
2020	126,021,011	115,269,773		10,707,038
2019*	122,346,661	111,705,540		10,641,121
2018	117,810,666	108,457,374		9,353,292
2017	114,250,151	105,311,984		8,938,167
2016*	110,835,607	101,778,068		9,057,539

By Illinois law, property is assessed at one-third of market value. Tax rates are applied per $100 of EAV. The table below illustrates the District's tax rate for the Operating Fund (capped) and the Recapture and Debt Service (non-capped) tax rates. The table below reflects the District's actual property tax rate per $100 EAV for the levy years 2016 through 2025.

		Levy Rate		
Tax Year	**Total Rate**	**Operating**	**Recapture**	**Bonds**
2025*	1.863	1.7142	0.0288	0.1199
2024	2.176	2.0002	0.0313	0.1443
2023	2.076	1.9172	0.0205	0.1375
2022*	2.064	1.8830	0.0312	0.1500
2021	2.310	2.0910	0.0428	0.1760
2020	2.084	1.9070	0	0.1770
2019*	2.006	1.8320	0	0.1744
2018	2.216	2.0400	0	0.1759
2017	2.102	1.9370	0	0.1644
2016*	2.106	1.9340	0	0.1720

District Bond Issues

In November 2006, the voters of District 225 approved a $94 million building bond referendum, increasing the debt service tax rate by 8.5 cents. As outlined in the district's pre-referendum planning process, initial proceeds were used to restructure debt, with the remaining funds invested in future capital projects. As a result of these transactions, approximately $4 million was replenished to the district's operating funds that had previously been restricted for alternate revenue bond payments, building maintenance, and infrastructure.

In October 2016, the District approved the refunding of existing debt from the 2006 referendum, to maximize debt service funds given the historically low interest rates. The district saved approximately $6.6M in interest expenses through the refunding activities. With access to these savings and additional DSEB capacity, the district was able to raise approximately $15M through the sale of limited life safety bonds for the purposes of performing necessary facility and learning space projects.

In January 2018, the District approved the refunding of existing debt from the 2006 referendum (Series 2008 bonds), to maximize low interest rates. The district saved approximately $1.7M through a uniform debt restructuring. The savings of this debt issue were wholly passed on to the school district's taxpayers, through slightly lower debt service rates for tax years 2025, 2026, and 2027.

In June 2020, the District approved the refunding of existing debt from the 2006 referendum to maximize debt service funds given the historically low interest rates. The district is estimated to save approximately $800,000 in interest expense because of the refunding activities. The savings of this debt

issue will be wholly passed on to the school district's taxpayers, through slightly lower debt service rates for tax years 2024, 2025, 2026, and 2027.

As of June 30, 2026, the District is carrying the following debt:

Series	Debt Type	Principal Outstanding	Final Tax Year
2020	General Obligation Refunding School Bonds	5,120,000	2026
2018	General Obligation Refunding School Bonds	9,205,000	2026
2017	Limited Tax Life Safety Bonds	3,435,000	2026
2016B	Limited Tax Life Safety Bonds	1,625,000	2026

The District's outstanding debt service schedule is as follows:

Tax Year	Debt Service Payment	Projected Tax Rate
2025	10,285,852	0.159
2026	10,324,560	0.160

Personnel Resources

The salaries budget represents compensation paid to both licensed and non-licensed District employees for services provided throughout the fiscal year, including regular staff and substitute personnel. Licensed staff positions include administrators, teachers, counselors, social workers, psychologists, and other certified educational professionals who support the District's instructional and student service programs. Non-licensed staff positions include instructional assistants, clerical and specialist staff, custodial and maintenance personnel, technology support staff, security personnel, and other educational support employees essential to daily operations. Staffing levels are primarily driven by student enrollment, instructional programming needs, contractual obligations, class size considerations, and special education or specialized program allocations required to support student learning and compliance obligations.

The benefits budget is accounted for separately from salaries within the District's general ledger and represents the District's cost of providing employee-related benefits and statutory obligations. This category includes expenditures for health, dental, life, vision, and disability insurance coverage, as well as employer payroll taxes and pension contributions required under state and federal law. Additional expenditures within this category include tuition reimbursement programs that support employee professional development, employee assistance programs designed to promote staff well-being, and wellness initiatives that encourage healthy lifestyles and support employee retention and productivity. Because employee benefits are closely tied to staffing levels, healthcare trends, negotiated agreements, and pension contribution requirements, this expenditure category may experience fluctuations independent of salary increases.

Personnel expenditures, including both salaries and benefits, represent the District's largest operating expense and reflect the labor-intensive nature of educational services. As a result, changes in enrollment, staffing requirements, contractual compensation adjustments, healthcare costs, pension obligations, and programmatic needs significantly influence the District's overall financial plan.

The chart that follows provides historical and comparative context regarding the District's personnel expenditures over the past five fiscal years. Fiscal years 2021-22 through 2024-25 reflect actual expenditures incurred by the District, fiscal year 2025–26 reflects estimated expenditures based on current projections, and fiscal year 2026-27 reflects the proposed budgeted expenditures adopted for the upcoming fiscal year.

Fiscal Year	Salaries	% of Operating Funds	Benefits	% of Operating Funds	Total	% of Operating Funds	FTE
2021-22	83,745,989	61.3%	19,737,354	14.4%	103,483,343	75.7%	894.5
2022-23	86,778,475	60.5%	21.228.638	14.8%	108,007,113	75.3%	836.9
2023-24	92,735,029	59.5%	21,200,903	13.6%	113.935.932	73.1%	866.0
2024-25	97,482,439	61.3%	22,506,110	14.1%	119,988,549	75.4%	948.7
2025-26	99,342,478	62.9%	21,843,144	13.8%	121,185,622	76.7%	952.3
2026-27	104,306,567	61.1%	25,974,686	15.2%	130,281,253	76.3%	936.4

Organizational Section



District Profile

On April 12, 1947, the voters of Northfield Township approved the establishment of Northfield Township High School District 225 to meet the needs of students residing in the township. At the time the school district was approved, Northfield Township was the only township without a high school and was surrounded by New Trier, Maine, and Niles townships, all of which had established high schools of outstanding reputation. After residents of the villages of Northfield petitioned to annex their properties into New Trier Township High School District 203, the name of "Glenbrook" was endorsed through a postal survey of the residents. The school district has since operated using the name Glenbrook High School District 225.

Glenbrook High School District 225 serves students in grades 9-12 and also provides transition services for students ages 18-21 through its specialized transition program. The district includes two traditional comprehensive high schools, a therapeutic day school, and a transition services school designed to support students with diverse educational, behavioral, and post-secondary transition needs. Through this continuum of programs and services, the district is able to provide individualized educational opportunities and supports that address a wide range of student learning profiles and transition goals.

The Glenbrook High Schools have a historic reputation of excellence. Many families choose to live in the communities of Glenview and Northbrook specifically because they value the high quality and variety of academic programs, athletic/extracurricular activities that are provided to all students. Indeed, many former students of our high schools return to raise their own families in the community to ensure that their own children have the opportunity to benefit from a Glenbrook education. Both longtime and new residents of the community have come to expect a level of excellence from the school district. The Board has committed to a goal of "intergenerational equity" that ensures that current and future Glenbrook students will experience the same high-quality opportunities that have been provided to the community since 1953.

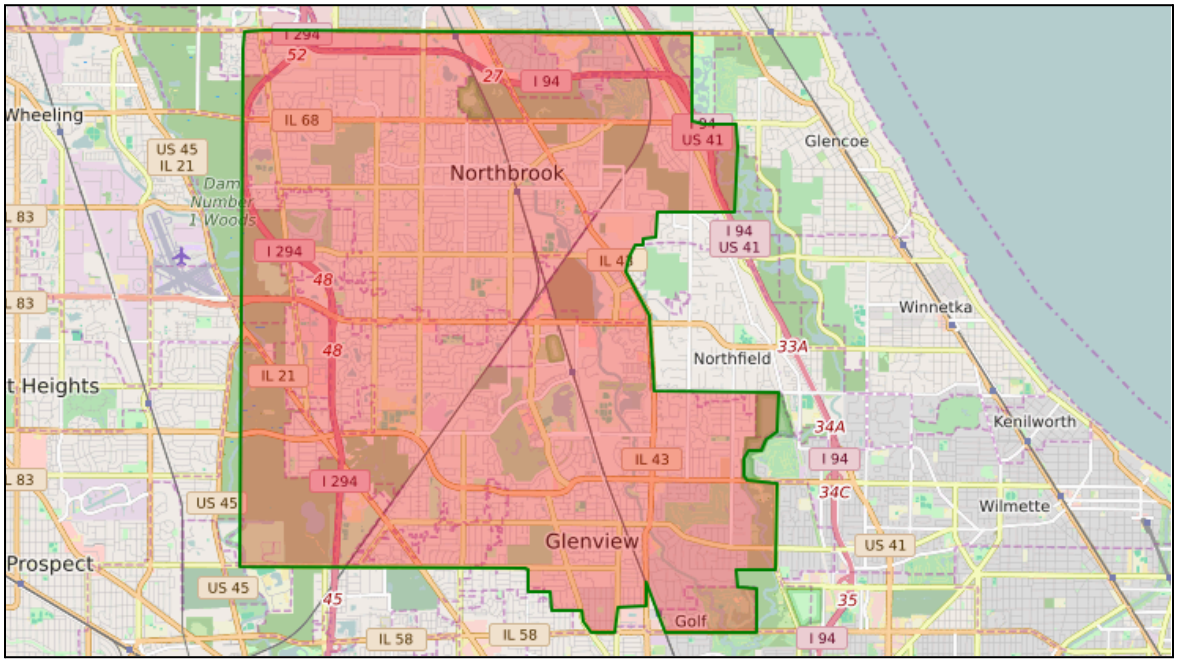
Legal Autonomy and Fiscal Independence

Glenbrook High School District 225 operates as an independent local governmental entity under Illinois law, which gives the district substantial legal autonomy over its governance, policies, and educational operations. The district is governed by its own elected seven-member Board of Education, which has the authority to adopt policies, hire and evaluate the superintendent, manage personnel, approve curriculum and programs, and oversee compliance with state and federal education laws. The Board also maintains its own policy manual and administrative structure, demonstrating that the district functions independently from municipal or county governments in matters of school governance and administration.

District 225 also demonstrates significant fiscal independence through its authority to develop and manage its own budget, levy property taxes within statutory limits, issue bonds, and oversee financial operations through its Business Services Department. The district independently manages budgeting, purchasing, payroll, transportation, facilities, and long-term financial planning, while maintaining separate financial reporting and bond ratings. Its funding structure relies heavily on locally generated property tax revenue, and the district sets its own tax levy rates that apply across the district. These characteristics are consistent with the fiscal independence granted to Illinois school districts as separate taxing bodies with independent financial authority.

Geographic Location

Located approximately twenty-five miles north of downtown Chicago, Illinois, Glenbrook is a high school district serving students in grades 9 – 12. During fiscal year 2025-26, the district served 5,029 students in two traditional high schools, Glenbrook North, located in Northbrook, and Glenbrook South, located in Glenview, as well as in a therapeutic day school (Glenbrook Off Campus) also located in Glenview.



District Enrollment

Student enrollment is a primary driver of the District's staffing levels and overall budget planning. In recent years, the District has experienced a gradual decline in student enrollment, a trend that is expected to continue in the near term. Even modest decreases can have a compounding effect on available resources. This trend requires the District to carefully evaluate staffing allocations and operational expenditures to ensure long-term fiscal sustainability while continuing to meet student needs. Ongoing monitoring of enrollment patterns is essential to informing responsible budget decisions and maintaining alignment between resources and instructional priorities.

Every year, using October 1st fall housing enrollment data the district updates its enrollment projections using a cohort survival method. Additionally, for the last few years, the district has hired Dr. Jerome McKibben to update his population forecast calculation. The results of the two methodologies are within one percent of each other for the first three years, after that, Dr. McKibben's forecast has proven more accurate.

Glenbrook Cohort Survival Forecast

The cohort survival forecast uses feeder enrollment figures and extrapolates the past and present into the future by following and tracking cohorts of students as they progress from one grade to the next. The following chart compares the recent projection using October 1, 2025, fall housing data with the projection calculated a year ago using October 1, 2024, fall housing data. Calculations using the cohort

survival method have been most accurate projecting three years out, as such the below table shows projections for the next three fiscal years.

	District			Glenbrook North			Glenbrook South		
	10/2025	10/2024	O/(U)	10/2025	10/2024	O/(U)	10/2025	10/2024	O/(U)
2025-26	4,958 actual	5,029 estimate	(71)	2,101 actual	2,111 estimate	(10)	2,857 actual	2,918 estimate	(61)
2026-27	4,947	4,966	(19)	2,090	2,076	14	2,857	2,890	(33)
2027-28	4,922	4,884	38	2,097	2,064	33	2,825	2,820	5
2028-29	4,853	n/a	n/a	2,131	n/a	n/a	2,722	n/a	n/a

Dr. Jerome Mckibben Population Forecast

The population forecast methodology differs from the district's cohort methodology in that it primarily assesses the impact of factors such as fertility rates, housing patterns, mortgage rate, mortality rates, census data, migration patterns, unemployment rates and the dynamics of local private schools while also taking feeder data into consideration. This comprehensive approach lends itself to increased accuracy in long-term forecasts.

	District			Glenbrook North			Glenbrook South		
	10/2025	10/2024	O/(U)	10/2025	10/2024	O/(U)	10/2025	10/2024	O/(U)
2025-26	4,958 actual	5,057 estimate	(99)	2,101 actual	2,137 estimate	(36)	2,857 actual	2,920 estimate	(63)
2026-27	4,906	5,076	(170)	2,084	2,161	(77)	2,822	2,915	(93)
2027-28	4,810	5,010	(200)	2,086	2,134	(48)	2,724	2,876	(152)
2028-29	4,911	4,949	(38)	2,117	2,153	(36)	2,794	2,796	(2)
2029-30	4,876	5,008	(132)	2,111	2,173	(62)	2,765	2,835	(70)
2030-31	4,922	4,997	(75)	2,150	2,177	(27)	2,772	2,820	(48)
2031-32	4,996	5,016	(20)	2,212	2,218	(6)	2,784	2,798	(14)
2032-33	4,953	5,076	(123)	2,197	2,283	(86)	2,756	2,793	(37)
2033-34	4,903	5,008	(105)	2,144	2,210	(66)	2,759	2,798	(39)
2034-35	4,870	4,972	(102)	2,125	2,125	0	2,745	2,847	(102)
2035-36	4,901	n/a	n/a	2,108	n/a	n/a	2,793	n/a	n/a

Comparison of Enrollment Methodologies

The following chart compares the results of the two methodologies for calculating enrollment projections. District-wide, the two methodologies are within 0.5% of each other over the next three years.

	District			Glenbrook North			Glenbrook South		
	Pop. Forecast	Cohort Survival	O/(U)	Pop. Forecast	Cohort Survival	O/(U)	Pop. Forecast	Cohort Survival	O/(U)
2026-27	4,906	4,947	(41)	2,084	2,090	(6)	2,822	2,857	(35)
2027-28	4,810	4,922	(112)	2,086	2,097	(11)	2,724	2,825	(101)
2028-29	4,911	4,853	58	2,117	2,131	(14)	2,794	2,722	72



Glenbrook High School District 225 Schools

During fiscal year 2025-26, the district served 5,029 students in two traditional high schools, Glenbrook North, located in Northbrook, and Glenbrook South, located in Glenview, as well two therapeutic day schools, Glenbrook Off Campus located in Glenview, and Glenbrook Transition Services located in Northbrook.

Glenbrook North



Dear Spartan Community,

Welcome to Glenbrook North High School! GBN has a long tradition of excellence in academics, activities, athletics, and the arts that is grounded in an environment that prioritizes student well-being and belonging. Our highly-qualified team of teachers, student services, instructional assistants, and support staff is focused on creating a strong learning community through a rigorous curriculum that prepares students for a wide range of experiences after high school. Through it all, we are committed to providing a full system of supports to meet our students' needs.

Our school emphasizes the concept of Class Act, leading by example and upholding shared values with integrity in all circumstances. GBN leads the way in helping others feel Respected, Accepted, and Inspired-one Class Act at a time.

We are proud of our students for who they are and the good that they bring to our community and world. Thank you for partnering with us for their high school experience. It is the relationships that we create together between students, families, staff, community members, and our alumni that exemplify our legacy of excellence and future of innovation.

We'd love to hear from you, so please do not hesitate to reach out!

Sincerely,

Mandy Hughes
Principal
Glenbrook North HIgh School

Glenbrook Off Campus



Dear Students, Parents, Alumni, and Community Members,

Welcome to Glenbrook Off-Campus (GBO). We are pleased to introduce you to our program and share what makes GBO a unique and supportive place to learn and grow.

GBO provides meaningful opportunities for students who may be experiencing challenges within a larger educational setting. As a small and specialized environment, our team is committed to engaging each individual in their journey toward personal success through academic instruction, social-emotional skill building and transition planning.

Students at GBO experience a strong sense of belonging and pride in their school community. Their voices are valued and consistently incorporated into decision-making by the school team. They are actively engaged not only in their academics and school activities but also in extracurriculars and district-wide events, supported every step of the way with individualized resources designed to help them prepare for life after high school.

At GBO, relationships matter. Students are supported in developing strong social-emotional skills and building trusting connections that help them navigate challenges and thrive both in and out of the classroom.

Just as students are active participants in their growth, families are an essential part of the GBO community. Families engage positively with school staff, maintaining open and supportive communication. Their involvement and encouragement play a critical role in supporting students' goals and overall success.

We are excited to welcome you to our website and look forward to partnering with you on this journey. Together, we can foster a positive, connected and empowering educational experience.

In partnership,

Douglas Schiller
Assistant Director of Special Education
Glenbrook Off Campus

Glenbrook South



Welcome to Glenbrook South!

It is my great pleasure to welcome you to Glenbrook South High School. Our school is a vibrant and diverse school community where our Titan values of respect, inclusion, curiosity, and pride guide everything we do. As principal, I'm proud to serve a school that not only celebrates excellence in academics, athletics, activities and the arts, but also places a deep emphasis on student well-being, belonging, and growth.

At Glenbrook South, our mission is to ensure that every student feels a profound sense of belonging to our school community. We believe that fostering an environment where everyone is valued, heard and respected is fundamental to both personal and academic growth. We work collectively to achieve this goal by embracing our Titan Values as we engage with each other. We ask all stakeholders to be respectful in their interactions, be inclusive in their approach to others, stay curious in their quest for knowledge, and take pride in their contributions to our school. By living through our values, all Titans can be safe and belong at GBS.

Our students inspire us daily with their curiosity, creativity, and resilience. Whether they're performing on stage, competing on the field, serving others in the community or simply showing kindness in the hallway, they remind us of the power and promise of public education. We know that their success is a result of strong partnerships between students, staff, families and the broader community, and we are deeply grateful for your continued support.

As you explore our website, I encourage you to learn more about our programs, opportunities, and the many ways we celebrate and support student life at GBS. If you have any questions or ideas, please don't hesitate to reach out. We are here to listen and work together in support of our students.

Sincerely,

Dr. Barbara Georges
Principal
Glenbrook South High School

Glenbrook Transition Services



It is my pleasure to welcome you to Glenbrook Transition Services, where we proudly support young adults with disabilities (ages 18–22) as they prepare for meaningful, independent lives after high school. At GBT, our focus is on developing skills in education, employment, and daily living through community-based experiences, not traditional school settings, because we believe in learning that reflects the real world.

We currently serve over 65 students who bring many abilities, interests, and goals. Many of our students are already involved in volunteering, vocational training, and competitive employment throughout Glenview and Northbrook.
Our dedicated team-comprised of teachers, specialists, therapists, and instructional assistants-works collaboratively to support each student's unique path to success.
Our downtown Northbrook location offers convenient access to public transportation, businesses, and essential services, providing a rich environment for community integration and independence.
GBT aligns with the District 225 Strategic Plan by:

Developing and empowering students through personalized, strength-based programming
Improving culture and climate with inclusive, respectful relationships
Reimagining the Glenbrook learning experience by prioritizing community engagement and life skills
Developing leaders-our students, families, and staff-who are equipped for lifelong learning and advocacy
We are proud of our program, our students, and the strong community partnerships that make our work possible. Welcome to GBT!

Sincerely,

Stacey Wolfe
Assistant Director of Special Education
Glenbrook Transition Services

District Governance

The District is a municipal corporation. It is governed by a Board of Education elected by the public who has sole responsibility and accountability for the decisions related to the District. The District has the statutory authority to adopt a budget, levy taxes, and issue bonded debt without the approval of another government. It can sue and be sued. It has the right to buy, sell, or mortgage property. The District is considered a primary government entity. No other organizations or agency's budgets are combined and presented with this budget.

Board of Education

The Board of Education includes four officers: president, vice president, secretary, and treasurer. The president and vice president are elected annually by the Board membership; the secretary role is typically filled by the Executive Director of Communications, and the treasurer role is typically filled by the Director of Business Services/CSBO.

Current Board of Education members are as follows:



Top Row, from Right to Left: Jack Downing, Member; Peter Glowacki, Member; Beth Hope, Member
Bottom Row, from Right to Left: Sandra Muhlenbeck, President; Matt O'Hara. Member: Skip Shein, Member: Marcelo Sztainberg. Vice President

Major Powers and Duties

As stated in Board Policy 2:10, School Board Legal Status Authority, the major powers and duties of the Board include, but are not limited to:

1. Formulating, adopting, and modifying Board policies, at its sole discretion, subject only to mandatory collective bargaining agreements, other agreements entered into by the Board, and State and federal law.
2. Employing a Superintendent and other personnel, making employment decisions, disciplining and dismissing personnel, and establishing an equal employment opportunity policy that prohibits unlawful discrimination.
3. Through policies or directives issued by the Board, direct the Superintendent, in his or her charge of the district, as the chief executive of the District.
4. Approving the annual budget, tax levies, major expenditures, payment of obligations, annual audit, and other aspects of the district's financial operation; and making available a statement of financial affairs as provided in State law.
5. Entering into contracts, including using the public bidding procedure when required.
6. Indemnifying, protecting, and insuring against any loss or liability of the District, Board members, employees, and agents as provided or authorized by State law.
7. Providing, constructing, controlling, and maintaining adequate physical facilities; making school buildings available for use as civil defense shelters; and establishing a resource conservation policy.
8. Establishing an equal educational opportunities policy that prohibits unlawful discrimination.
9. Approving the curriculum, textbooks, and educational services.
10. Evaluating the educational program and approving School Improvement and District Improvement Plans.
11. Presenting the District report card and School report card(s) to parents/guardians and the community; these documents report District, School, and student performance as required by state statute.
12. Establishing and supporting student discipline policies designed to maintain an environment conducive to learning, including deciding on individual student discipline brought before it.
13. Establishing attendance units (schools) within the district and assigning students to the schools.
14. Establishing the school year and calendar.
15. Requiring a moment of silence to recognize veterans during any type of school event held at a District school on November 11.
16. Entering into joint agreements with other boards and other governmental agencies to establish cooperative educational programs or to provide educational facilities.
17. Complying with requirements in the Abused and Neglected Child Reporting Act. Specifically, each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in the Act, bring to the attention of the Board to direct the Superintendent or other equivalent school administrator to comply with the Act's requirements concerning the reporting of child abuse.
18. Communicating the schools' activities and operations to the community and representing the needs and desires of the community in matters pertaining to the district.

Meetings and Committee Structure

The Glenbrook High School District 225 Board of Education typically meets once a month, generally on the second Monday, to set the District's direction, goals, and priorities through its review of policies, budgets, and personnel matters.

The Board will meet on the second and fourth Mondays (e.g., twice a month) in the following months:

- March, when two meetings are needed to approve the staffing plan;
- April, when two meetings are needed to address any reductions in force and to hold the annual organizational meeting; and
- May, when two meetings are needed to approve capital projects and meet timelines for the annual budget.

Meetings begin at 7 p.m. unless otherwise specifically advertised. Primarily, board meetings will be held in the board room of the District Office, located at 3801 West Lake Avenue in Glenview.

All meetings of the Board of Education are open to the public and are organized in accordance with the Illinois Open Meetings Act (5 ILCS 120). During each meeting, members of the public are invited to address the Board in accordance with Board Policy 2:220, Meetings of the Board of Education. As a result of the coronavirus pandemic, the Board of Education expanded access to its meetings through the implementation of live streaming via the Zoom Webinar platform. Information regarding how to access the live streaming event is included with each Board agenda.

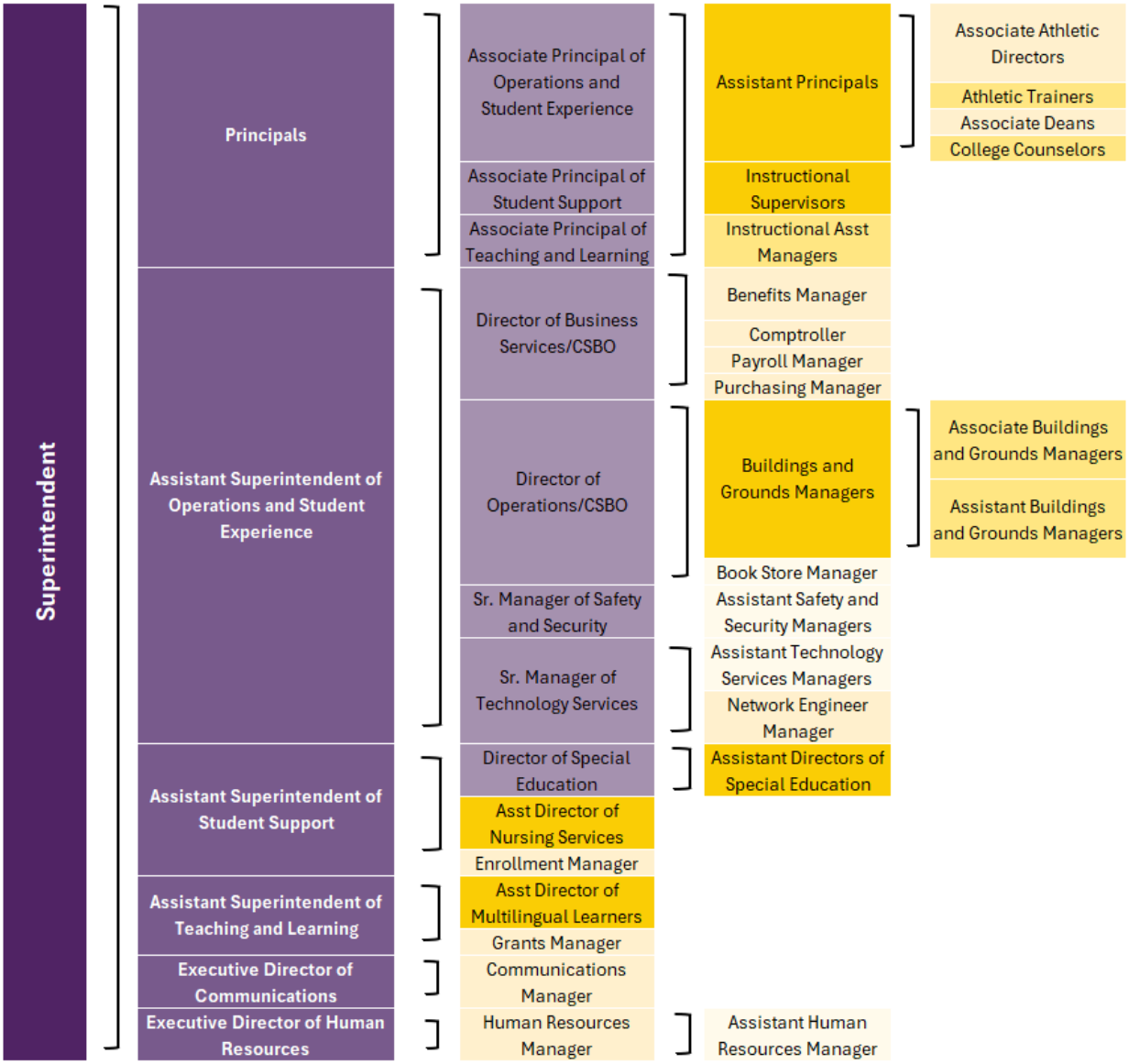
In addition to the regular meetings, the Board of Education has established four standing committees to facilitate the review of topics relevant to the operation of the school district. These committees include:

- Communications;
- Facilities;
- Finance; and
- Policy

Each committee includes up to three (3) members of the Board of Education, as well as members of the District and School leadership teams (e.g., Superintendent, Associate Superintendent, Principals, Assistant Superintendents, Executive Directors, Directors, Associate Principals, and Managers). Board committees meet periodically throughout the school year and provide an opportunity to review draft proposals and recommendations from the Administration in a working group setting. Proposals and recommendations are then revised as needed, and typically presented to the full Board at the next regular meeting.

District Leadership Team

The Board of Education is responsible for employing a Superintendent and other personnel, including the district's leadership team. An organizational chart outlining the district's leadership team is presented as follows:



Senior Leadership Team

Current senior leadership team members include:

District Office Positions	
Superintendent	Dr. R.J. Gravel
Assistant Superintendent for Operations and Student Experiences	Lauren Bonner
Assistant Superintendent for Student Support	Dr. Lara Cummings
Assistant Superintendent for Teaching and Learning	Ryan Bretag
Executive Director of Communications and Board Secretary	Carol Smith
Executive Director of Human Resources	Dr. Angelica Romano
Director of Business Services/CSBO and Treasurer	Vicki Tarver
Director of Operations/CSBO	Dr. Kim Ptak
Director of Special Education	Dr. Skip Kumm
Senior Manager of Safety and Security	Joel Reyes

School Positions	
Principal - Glenbrook North High School	Mandy Hughes
Principal - Glenbrook South High School	Dr. Barbara Georges
Associate Principal - GBN - Operations and Student Experience	Matt Bowser
Associate Principal - GBN - Student Support	Jennifer Korbar
Associate Principal - GBN - Teaching and Learning	Dr. Maria Vasilopoulos
Associate Principal - GBS - Operations and Student Experience	Casey Wright
Associate Principal - GBS - Student Support	Dr. Aracely Canchola
Associate Principal - GBS - Teaching and Learning	Dr. Joyce Kim

District Priorities and Strategic Plan

"A Legacy of Excellence, A Future of Innovation"
Glenbrook High School District 225 is dedicated to providing every student with the highest-quality educational experience. This commitment is reflected in this Strategic Plan, which will guide the District over the next five years.

As the Board of Education recognizes, student success depends on high-quality educational experiences, opportunities for students to explore their interests, and meaningful support. Our plan builds on the progress we've already made, while also introducing new strategies designed to help all students succeed academically and personally.

The District's strategic planning process was a collaborative effort designed to shape its future direction. Guided by CESO Communications, the initiative began with research and the development of a project road map. Engaging the community was a key priority, with students, staff, parents, and residents contributing insights through discussions. A Core Planning Team and Design Team used this feedback and District data to create a strategic framework. The public then had the opportunity to review and define the draft plan, ensuring it aligned with our shared values, a renewed mission, and a clear vision. The process culminated with the Board's adoption of the five-year Strategic Plan on August 12, 2024.

This plan focuses on enhancing academic programs and creating supportive environments for students, staff, and families. It allows us to remain flexible and ready to respond to new challenges, ensuring that every decision we make reflects our dedication to continuous improvement and student success. Glenbrook High School District 225's strategic plan does not require additional or measurable costs beyond the district's existing operational resources. Rather, the strategic plan serves as a framework to guide the prioritization and allocation of current resources in alignment with the district's identified goals and student needs. Through ongoing evaluation of programs, staffing, services, and instructional supports, the district strategically directs existing resources toward initiatives and priorities that support the successful implementation of the strategic plan and continuous improvement across the organization.



Goal 1: Student Empowerment

Develop and Empower Students within the District & Beyond

Create opportunities that allow students to build essential skills and explore paths toward well-being and future success.

Outcomes

A. Each student will develop a dynamic plan to navigate their experience in Glenbrook High School District 225. Students will engage with these plans throughout high school in partnership with school counselors and parents/guardians.
B. Students will be provided opportunities to explore post-secondary options and career paths while building connections with professionals, both inside and outside the school, who will support them in their journey.
C. Students will have experiences that develop job readiness and social-emotional skills throughout their time in the District.
D. Staff will be given professional supports and systems that allow them to innovate and implement creative strategies to help students explore their passions and interests within high school and beyond.
E. Each student will have access to staff, resources, and support that meet their unique needs.

Goal 2: Culture & Climate

Improve the Culture and Climate in the District through Meaningful Relationships

Strengthen a sense of belonging for each member of the District to ensure all are valued and welcomed.

Outcomes

A. A culture of meaningful relationships will be created that respects, understands and values diverse perspectives, abilities and experiences as they impact district schools.
B. Core values will be integrated into the daily work of and exemplified by all members of the District.
C. Equity and access barriers to student and parent engagement in the 4As (academics, athletics, activities, and the arts) will be identified and addressed.
D. A strong, district-wide relationship between Glenbrook District Office, Glenbrook North, Glenbrook Off Campus, and Glenbrook South will be developed to foster collaboration, partnership and coordination of experiences.
E. Glenbrook High School District 225 will recruit and retain a high-quality, diverse, and inclusive staff reflective of students and families in the District.

Goal 3: Learning Reinmagined

Reimagine the District Learning Experience

Advance a positive learning experience in which each student is able to grow and thrive.

Outcomes

A. The District will assist students in developing flexible educational and post-high school plans that encourage the exploration of goals and interests.
B. Dedicated time with support systems will be created that foster the education of the whole student.
C. Professional development for teachers and staff on effective strategies to increase student engagement will continue to be implemented, resulting in:
    a. Classroom conversations that allow for multiple perspectives,
    b. Promotion of critical thinking and collaboration,
    c. Emotional intelligence growth, and
    d. Development of resiliency skills, allowing students to work through and learn from setbacks.
D. Common expectations for the use of tools and resources will be developed that balance concerns about safety and appropriate use.
E. District technology and communication platforms will be simplified and improved in order to enhance their understanding and navigation and maximize effectiveness.

Goal 4: Leadership Development

Develop Leaders throughout the District

Build and support leaders throughout the organizations to better serve students, staff, and families.

Outcomes

A. Professional development and other growth opportunities will be provided for all staff to help them gain experiences that allow them to expand into new roles.
B. Standards for timely communications between leadership, staff, students, and community members will be evaluated and updated.
C. Feedback strategies and data will be consistently utilized to provide transparency and engage staff in decision-making processes.
D. A culture of trust that values all input and perspectives will be enhanced and nurtured.

OUR CORE VALUES



Excellence in Learning

Through innovative teaching methods and immersive experiences in academics, arts, activities, and athletics, we cultivate excellence that transcends traditional boundaries, embracing curiosity as a driving force for exploration and discovery. We champion self-expression, recognizing that every voice matters and every perspective enriches our collective experience.



Belonging

"We are the Glenbrooks" is more than a slogan—we are an educational community where differences are embraced, connections are meaningful, and students, staff members, and families feel valued.



Respect

Members of the Glenbrook community are treated with dignity, civility, compassion, and honesty. They are valued for their ideas, thoughts, perspectives, and contributions.



Responsibility

We instill in our students and staff a sense of responsibility to contribute meaningfully to their world and to be accountable for their words and actions.



Well-Being

We prioritize the holistic well-being of our students, recognizing that their success extends beyond academic achievement. We are committed to cultivating environments that nurture resilience, foster confidence, and instill grit in our students. We believe setbacks are growth opportunities, and we empower our students to persevere through adversity.



MISSION STATEMENT

The Glenbrooks nurture a student-centered community with engaging, authentic learning experiences that empower individuals to grow, develop their voice, and contribute meaningfully to society.



VISION STATEMENT

We inspire each learner to apply their abilities, knowledge, and skills, which promotes collaboration, adaptability, and a broader understanding of success to positively impact our community and the world.

Board of Education Financial Policies and Procedures

The following Board of Education financial policies and administrative procedures guide the development, implementation, and oversight of the District's budget. These policies and procedures have been established in accordance with applicable State statutes and regulatory requirements to support sound financial management, accountability, and fiscal stewardship throughout the budget process.

Financial and Business Management (4:10)

Board Policy 4:10 – Financial and Business Management establishes the District's budget development and implementation process in accordance with 35 ILCS 200/18-55, 105 ILCS 5/10, 105 ILCS 5/17, 105 ILCS 5/20, and 23 Illinois Administrative Code Part 100. The policy defines the procedures for budget planning, preliminary adoption, public review, final adoption, budget amendments, and ongoing implementation and monitoring. Oversight of the District's financial and business management policies and procedures is provided by the Board Finance Committee in collaboration with the Chief School Business Official (CSBO).

Fund Balance (4:20)

Board Policy 4:20 – Fund Balance establishes annual fund balance requirements intended to promote the District's long-term financial stability and fiscal responsibility. The policy establishes a goal of maintaining a minimum fund balance equal to 33% of annual operating expenditures within the District's operating funds. For purposes of this policy, operating funds include the Education Fund, Operations and Maintenance Fund, Transportation Fund, IMRF, Social Security Fund, and Working Cash Fund.

While there are no State statutes establishing minimum school district fund balance requirements, the District recognizes the importance of maintaining adequate reserves to support cash flow needs, financial flexibility, emergency expenditures, and overall fiscal sustainability. As part of the annual budget adoption process, the Board of Education, Board Finance Committee, and Chief School Business Official (CSBO) provide oversight of District fund balances and monitor compliance with the Fund Balance Policy.

Revenue and Investments (4:30)

Board Policy 4:30 – Revenue and Investments establishes the framework for the oversight and management of District revenues and investments in accordance with 30 ILCS 235/1, 105 ILCS 5/8-7, and 105 ILCS 5/17. The policy defines the procedures governing revenue collection, investment of funds, selection of authorized depositories, collateralization requirements, internal control systems, and investment reporting. These procedures are designed to ensure the safekeeping of District assets, maintain liquidity, and support prudent fiscal management in compliance with applicable State law.

Debt (4:40)

Board Policy 4:40 – Incurring Debt establishes the District's guidelines for issuing debt in accordance with 105 ILCS 5/2-3, 105 ILCS 5/5, 105 ILCS 5/10, 105 ILCS 5/17, and 23 Illinois Administrative Code Parts 110 and 125. The policy outlines the procedures for authorizing and issuing debt, including compliance with statutory debt limitations and all applicable legal requirements governing school district borrowing. Under this policy, the Superintendent or Chief School Business Official is responsible for notifying the Board of Education regarding any anticipated borrowing needs. All debt issuance requires prior review

and formal approval by the Board, ensuring that borrowing decisions are made in alignment with the District's financial objectives and long-term fiscal responsibility.

Purchasing and Contracts (4:60)

Board Policy 4:80 – Purchasing and Contracts establishes the framework for the procurement of goods and services and the execution of District contracts in accordance with 105 ILCS 5/10, 105 ILCS 5/19, and 820 ILCS 130/ et seq. The policy requires that all purchases and contracts be made in compliance with applicable Illinois law, including competitive bidding requirements where applicable, and establishes standards to prevent conflicts of interest in vendor relationships.
The policy further provides that all contracts and bids are subject to review and recommendation by District administration and require approval by the Board of Education prior to execution, ensuring appropriate oversight, fiscal accountability, and adherence to legal and ethical procurement standards.

Accounting and Audits (4:80)

Board Policy 4:80 – Accounting and Audits establishes the District's requirements for annual financial reporting and independent audits in accordance with 105 ILCS 305/2, 105 ILCS 352/1, 50 ILCS 420/ et seq., 105 ILCS 5/17-17, 105 ILCS 5/18-18, and 105 ILCS 5/19-1. The policy requires that the District's financial reporting be prepared in compliance with the Illinois State Board of Education's "Requirements for Accounting, Budgeting, Financial Reporting, and Auditing," applicable federal laws and regulations, and generally accepted accounting principles (GAAP).

The District maintains formal accounting systems to ensure accurate tracking of financial activity, including inventories, dispositions of District property, and program-level accounting. On an annual basis, the Board Finance Committee meets with the independent external auditors to review the District's annual financial statements, audit results, and any related findings. The Executive Director of Finance and Chief School Business Official are responsible for the preparation of the District's annual financial statements and for addressing and resolving any audit findings.

Insurance Management (4:100)

Board Policy 4:100 – Insurance Management establishes the District's requirements for insurance coverage and supports the overall risk management program in accordance with 105 ILCS 5/10, 215 ILCS 5/ et seq., 750 ILCS 75/ et seq., and 820 ILCS 305/ et seq. The policy requires the District to maintain appropriate insurance coverage in the areas of general liability, property, workers' compensation, employee health benefits, vehicle coverage, and employee bonding, as applicable.

Oversight of the District's risk management and insurance programs is provided through collaboration between the Chief Legal Counsel and the Chief School Business Official, ensuring that adequate protections are in place to safeguard District assets, employees, and operations while maintaining compliance with applicable State laws and regulations.

District Account Structure

An effective account structure is a critical component of building and managing a school district budget because it provides the organizational framework necessary to accurately plan, monitor, and report financial activity. A well-designed account structure allows the district to categorize revenues and expenditures by fund, function, program, object, school, and funding source, ensuring that financial information is consistent, transparent, and aligned with legal and reporting requirements.

By establishing a clear and standardized account structure, the district can better track how resources are allocated and utilized across departments, schools, and initiatives. This structure supports informed decision-making by allowing administrators and stakeholders to analyze spending patterns, identify trends, monitor compliance with grant and regulatory requirements, and evaluate whether resources are aligned with district priorities and strategic goals.

Additionally, a strong account structure improves budget development and long-term financial planning by creating consistency in financial reporting and enabling more accurate forecasting. It also enhances accountability and internal controls by clearly defining where expenditures are recorded and how funds are managed. Ultimately, the account structure serves as the foundation for maintaining fiscal responsibility, operational efficiency, and transparency throughout the budgeting process.

Overview of the General Ledger

Illinois School Code and Illinois Administrative Code outlines a series of requirements for developing and managing school district financial records. Each account within the district's general ledger follows a prescribed format composed of state and locally defined components:

10	E	200	1130	4100	00	001040
Fund	**Type**	**Location**	**Source / Function**	**Object**	**Subject**	**Program+**

+ Programs are defined by the district and are not a required accounting element by the state.

The Illinois State Board of Education as prescribed by the Illinois Program Accounting Manual requires the use of specific account dimensions. Asset, Liability, Fund Balance, and Revenue accounts must include, at minimum, the Fund and Function account dimensions. Expenditure accounts must include, at minimum, the Fund, Function, and Object account dimensions.

The district's financial software program has the functionality to further define the Chart of Accounts with additional account dimensions: Type, Location, Subject, and Program.

Fund

A "fund" is an independent fiscal and accounting entity requiring its own set of self-balancing accounts, which are created in accordance with special regulations, restrictions, and limitations that earmark each fund for a specific activity or for attaining certain objectives. Each fund must be accounted for so that the identity of its resources and obligations and its revenues and expenditures is continually maintained.

Type
The type account dimension identifies balance sheet accounts: Asset (A), Liabilities (L), or Fund Balance (Q); and operating statement accounts: Expenditures (E) and Revenue (R).

Location
The location account dimension allows the district to identify activity related to a specific building and/or entity: District (100), Glenbrook Aquatics (150), Glenbrook North (200), Glenbrook South (300), Glenbrook Off Campus (500), Glenbrook Transition (600).

Function
An account's function (for expenditure accounts) or source (for revenue accounts) represents the purpose for the account, and the types of activities that are recorded within the account's ledger.

- Revenue sources are classified into four broad categories: Local (1000s), State (3000s), Federal (4000s), and Other Sources (7000s).
- Expenditure functions are classified into seven broad categories: Instruction, Support Services, Community Services, Payments to other Districts/Government Units, Debt Service, Contingencies, and Other Financing Uses. Examples of functions include Property Tax Collections, Regular High School Programs, and Technology Services.

Object
An expenditure account's object represents a specific expenditure category within a function. Examples of expenditure objects include Teacher Salaries, Equipment Purchases, and Non-Consumable Supplies.

Subject
The subject account dimension identifies budgetary responsibility for an account: (10) District Office, (20) Glenbrook North, (30) Glenbrook South, (50) Glenbrook Off Campus, and (60) Transition Services.

Program
A program is an accounting element used by the district to classify and group accounts together for an individual program or purpose. It also provides the capability of exercising budgetary control and the preparation of special reports.

Fund Structure

The District operates on a fund accounting basis to ensure financial resources are managed and reported in accordance with legal requirements, grant restrictions, and the specific purposes for which funds are intended. Under this method, the district maintains multiple separate funds, each established to account for a distinct category of financial activity, such as the Operating Funds, Debt Service Funds, Capital Projects Funds, and Agency Funds.

Each fund functions as an independent fiscal and accounting entity with its own self-balancing set of accounts, including assets, liabilities, fund balance, revenues, and expenditures. This means that every fund maintains separate balance sheet accounts and operating statement accounts, allowing the district to track financial position and operating results independently for each funding source or activity. Fund accounting promotes accountability, transparency, and compliance by ensuring that revenues are used only for their intended purposes and that financial reporting clearly reflects the district's stewardship of public resources.

Explanation of Funds

The District finances its functions through its governmental funds. The District accounts for the acquisition, use and balances of the District's financial resources and the related liabilities through Governmental Funds, which include the Operating Fund, Debt Service Fund, and Capital Projects Fund.

For audit purposes, the general operating fund of the District is the General Fund, which consists of the Educational Fund and the Operations and Maintenance Fund. It is used to account for all financial resources except those required to be accounted for in another fund. For fund balance policy purposes, the District combines its Educational, Operations & Maintenance, Transportation, IMRF, Social Security, and Working Cash Funds called its Operating Funds. A detailed explanation of the individual funds is as follows:

Operating Fund

The Operating Fund is composed of the Education (10), Glenbrook Aquatics (15), Operations & Maintenance (20), Transportation (40), Illinois Municipal Retirement Fund (50), Social Security (51), and Working Cash funds (70). The Operating Fund provides for the day-to-day services necessary to operate the school district.

The Board of Education has established a budget policy that requires unassigned reserves in the operating funds be maintained at a level equal to approximately 33% of the next year's projected operating expense budget. For the 2026-27 fiscal year, this amount equals $56.3M (note: direct expenditures).

Debt Services Fund

The Debt Services Fund is composed solely of Debt Service (30). This fund is required when taxes are levied to retire bond principal or to pay bond interest, or if other revenue is pledged to pay principal, interest, or service charges on other long-term debt instruments.

Capital Projects Fund

The Capital Projects Fund is composed solely of Capital Projects (60) and Life Safety (90) funds. This fund is utilized to record capital improvements to facilities.

This fund is also utilized to record improvements to facilities as outlined by an approved life safety plan filed with the Regional Office of Education and the Illinois State Board of Education.

The Agency Fund

The Agency Fund is utilized to record revenue and expenditures resulting from student activities, programs, parent organizations, or other designated staff programs approved by the Board of Education. Agency funds are considered the property of students and/or groups, not the Board of Education.

Agency funds are recorded as individual liability accounts in the general ledger but recognized, in aggregate, as revenue and expenditures for annual financial reporting purposes.

Balance Sheet Accounts

Balance sheet accounts are used to provide a snapshot of an organization's financial position at a specific point in time. These accounts are generally categorized into three primary types: Assets, Liabilities, and Fund Balance. Together, they help demonstrate what the organization owns, what it owes, and the financial resources available to support ongoing operations and future obligations.

Assets

Represent resources owned or controlled by the organization that have financial value and can be used to support operations. Examples of assets include cash and investments, accounts receivable, property taxes receivable, prepaid expenses, equipment, buildings, and other capital assets. Assets may be classified as current assets, which are expected to be used or converted to cash within one year, or long-term assets, which provide value over an extended period.

Liabilities

Represent obligations or amounts owed to external parties. These obligations result from past transactions or events and require the use of financial resources to settle them in the future. Common liabilities include accounts payable, accrued salaries and benefits, payroll withholdings, bonds payable, leases, and other outstanding debts. Liabilities may also be categorized as current liabilities, due within one year, or long-term liabilities, which extend beyond one fiscal year.

Fund Balance

Represents the difference between assets and liabilities and reflects the net financial resources available within a governmental fund. In school district accounting, fund balance is an important indicator of financial stability and fiscal health. Fund balance may be classified into categories such as nonspendable, restricted, committed, assigned, and unassigned, depending on the level of constraint placed on how the resources may be used. Maintaining an appropriate fund balance helps ensure the district can manage cash flow needs, respond to unforeseen expenses, support long-term planning, and maintain financial stability during periods of economic uncertainty.

Revenues and Other Financing Sources

Transactions recorded as revenues represent the receipt of financial resources that do not create a liability or reduce an existing asset. For example, tax collections are recognized as revenues because they increase available financial resources without requiring future repayment. In contrast, proceeds from the sale of bonds are classified as Other Financing Sources, since the District incurs a corresponding long-term obligation that must be repaid at a future date. Revenues and Other Financing Sources increase the fund balance, which represents the equity of the fund.

The District's accounting records and budget are maintained on a modified accrual basis of accounting. Revenues are recognized when earned or measurable and available, and accrued when appropriate. Throughout this document, the term "revenue" generally includes both revenues and Other Financing Sources, except within the detailed line-item budget schedules where they are presented separately. School district revenues are derived from four primary sources:

1. **Local Sources** – Revenues generated within the boundaries of the Local Education Agency (LEA) and available for District operations. These sources primarily include property taxes, investment income, fees, and other locally generated revenues.

2. **State Sources** – Revenues collected and distributed by the State to LEAs, including Evidence-Based Funding (EBF), state grants, and categorical reimbursements or payments.
3. **Federal Sources** – Revenues received from federal programs and grants funded by the federal government and allocated either directly to the District or through intermediary agencies such as the State Board of Education.
4. **Other Financing Sources** – Resources received through financing activities or non-operating transactions, including bond proceeds, lease financings, transfers, or proceeds from the sale of assets. While not considered operating revenues, these sources provide financial resources to support District activities and capital needs.

The District does not receive revenues from alternative tax collections or similar supplemental tax-based funding sources.

Expenditures and Other Financing Uses

School district expenditures are classified by fund, function, and object in accordance with the requirements of the Illinois Administrative Code. Expenditures represent payments for employee salaries and benefits, contracted services, materials and supplies, equipment, capital assets, and other operational or financing activities. Expenditures also include financing uses and transfers between funds when applicable. The expenditure classifications are described below:

1. **Fund** – This dimension identifies the fiscal and accounting entity to which a transaction is assigned. Each fund is established to account for specific activities or purposes and is described in detail in the "Explanation of Funds" section that follows.
2. **Function** – This dimension identifies the purpose or activity for which an expenditure is incurred. Functions classify transactions according to the operational objectives they support and summarize activities performed to accomplish the educational mission of the District. School district activities are generally grouped into six broad functional areas: instruction, support services, community services, payments to other districts and governmental units, debt service, and provisions for contingencies. Functions and sub-functions are organized to ensure activities are comparable, measurable, and mutually exclusive.
3. **Object** – This dimension identifies the type of service or commodity acquired as a result of a specific expenditure. Object classifications include the following categories:
    a. **Salaries (100)** – Amounts paid to employees, before payroll deductions, for services rendered while on the payroll of the Local Education Agency (LEA).
    b. **Employee Benefits and Insurance (200)** – Costs associated with employee benefits provided in addition to regular compensation, including health insurance, life insurance, retirement contributions, Social Security, paid leave, and similar benefits.
    c. **Purchased Services (300)** – Payments for services performed by individuals or organizations not employed by the LEA, including professional, technical, repair, maintenance, transportation, and contracted services.
    d. **Supplies and Materials (400)** – Expendable items consumed in the course of operations, including instructional materials, office supplies, maintenance supplies, and other items that are used, worn out, or deteriorated through normal use.
    e. **Capital Outlay (500)** – Expenditures for equipment, machinery, vehicles, furniture, or other tangible assets that retain their original form and have a useful life extending beyond one year. These items are generally repairable rather than consumable in nature.

f. **Other Objects (600)** – Expenditures for goods and services that cannot be appropriately classified within the 300, 400, or 500 object series.
g. **Non-Capitalized Equipment (700)** – Equipment purchases that do not meet the District's capitalization threshold but exceed the established minimum value of $500. These items are tracked for control and inventory purposes even though they are not capitalized as assets.
h. **Post-Employment Benefits (800)** - Expenditures related to benefits provided to employees after they retire from the District. These costs primarily include retiree health, dental, and life insurance benefits that eligible former employees receive under employment contracts, Board policy, or collective bargaining agreements.

4. **Other Financing Uses** – Transactions that represent the use of current financial resources for non-operating purposes, including transfers between funds or repayments associated with financing arrangements. An example includes reimbursements from the General Fund for capital lease payments made through the Debt Service Fund. Other Financing Uses are reported separately from operating expenditures but represent additional uses of District financial resources.

Explanation of Programs

The District maintains a structured list of program numbers within the general ledger to support the development, tracking, and reporting of its program-based budget. Each program number is assigned to a specific service area, initiative, or operational activity, allowing expenditures to be accurately categorized and monitored throughout the fiscal year.

By aligning budget accounts with designated program numbers, management can evaluate financial performance at the program level, ensure resources are allocated in accordance with organizational priorities, and improve transparency and accountability in financial reporting. This structure also supports budget planning, variance analysis, grant and funding compliance, and informed decision-making by providing a clear connection between financial activity and the programs or services being delivered.

Instructional Programs							
1000	Instruction	1001	Financial Aid	1002	Substitution	1005	Visual Arts
1010	Drama Instruction	1015	Driver Education	1020	English	1030	World Language
1035	Health Education	1040	Mathematics	1045	Music/Performing Arts	1050	Physical Education
1055	Science	1057	STEM	1060	Social Studies	1152	Academic Resources Center
1055	Titan Learning Center	1160	Summer School	1162	Summer Service Learning	1170	Extended School Year
1180	Multilingual Learners	1250	Intervention	1300	Special Education Administration	1305	District Special EdPlacements
1315	Special Education Instruction	1330	Job Coaching	1360	Off Campus Instruction	1370	Home/Hospital Instruction
1380	Glenbrook United	1400	Vocational Ed	1405	Technical Ed	1410	Broadcasting
1415	Business Ed	1425	Family/Consumer	1435	PreSchool	1440	VEX Robotics

			Science				Summer Camp
1650	Academy	1900	Alternative Programs				

Support Services							
2110	Dean's Office	2114	Residency	2116	GEA	2120	Student Services
2121	Student Success	2122	Student Support	2123	Guided Studies	2125	College/Career Resource Center
2126	Peer Group	2130	Health Services	2131	School Health Cntr	2135	SLP Services
2140	Social Work Services	2150	Psychological Svcs	2160	Section 504	2190	Safety and Security
2210	Improvement of Instruction	2215	Teaching and Learning	2220	Library Services	2230	Assessment and Testing
2235	Assessment and Testing STAMP	2310	Board of Education	2311	Tort	2320	Superintendent's Office
2410	Principal's Office	2510	Business Services	2520	Fiscal Services	2525	Payroll Services
2530	Debt Services	2550	Transportation	2560	Food Services	2573	Book Store
2574	Printing/ Duplicating	2630	Communications	2640	Human Resources	2645	Employee Benefits
2649	Employee Wellness	2660	Technology Svcs				

Community Programs							
5505	Glenbrook Aquatics	5510	Swim America	5515	Glenbrook Aquatics - Diving	5520	Glenbrook Aquatics - Water Polo
5530	Glenbrook Swim Club 10U	5540	Glenbrook Swim Club 12U	5550	Glenbrook Swim Club 12-14U	5560	Glenbrook Swim Club Senior

Athletic Programs							
5100	Athletics	5110	Training Room	5200	Athletics - Boys	5210	Baseball
5215	Basketball	5216	Bowling	5220	Cross Country	5225	Football
5230	Golf	5235	Gymnastics	5240	Lacrosse	5245	Soccer
5260	Swimming	5270	Tennis	5280	Track	5285	Volleyball
5290	Water Polo	5295	Wrestling	5296	Jr. Titans Wrestling	5300	Athletics - Girls
5305	Badminton	5315	Basketball	5316	Bowling	5318	Cheerleading
5320	Cross Country	5323	Field Hockey	5325	Flag Football	5330	Golf
5335	Gymnastics	5340	Lacrosse	5345	Soccer	5350	Softball
5355	Poms	5360	Swimming	5370	Tennis	5380	Track
5385	Volleyball	5390	Water Polo	5395	Wrestling	5400	Summer Athletic Camp

Student Activity Programs							
5800	Student Activities	5805	Auditorium	5810	Chess Team	5815	Poms/Cheerleading Club
5820	Debate	5825	Drama Productions	5830	DECA	5835	Speech
5840	FCCLA	5850	Mathletes	5870	Scholastic Bowl	5890	SA Discretionary

State/Federal Funding and Grants							
3000	State Sources	3001	General State Aid	3100	Special Education Private Facility	3120	Special Education Orphanage
3130	Special Education Orphanage Summer	3220	CTEI Grant	3298	CTEI STEM Mini Grant	3370	Driver Education
3510	Special Education Transportation	3295	School Infrastructure Grant	3995	Library Per Capita Grant	3999	Other Restricted Revenue from State Sources
4000	Federal Sources	4300	Title I	4400	Title IV	4620	IDEA - PA-142 Flow-Through
4620	IDEA - PA-142 CEIS	4625	IDEA Room & Board	4745	CTE-Perkins Grant	4905	Title III - IEP
4909	Title III - LIPLEPS	4932	Title II	4951	DHS Step Program	4990	Medicaid - Adm Outreach
4991	Medicaid - Fee for Service	4999	Other Restricted Revenue from Federal Sources				

Buildings and Grounds							
9000	Buildings and Grounds Management	9005	Utilities	9010	Custodial Services	9050	Building Maintenance
9080	Grounds Maintenance	9823	Construction Projects	9827	Life Safety Projects	9830	Special Building Projects
9911	Rental of Facilities						

Accounting Basis

The District's accounting principles conform to generally accepted accounting principles (GAAP) applicable to governmental entities and are consistent with standards established by the Governmental Accounting Standards Board (GASB) and the National Council on Governmental Accounting (NCGA). The District prepares its governmental fund financial statements using the modified accrual basis of accounting. As defined in GASB Interpretation No. 6, the purpose of the modified accrual basis is to adapt accrual-based recognition and measurement principles to focus on the flow of current financial resources, which is the measurement focus of governmental fund financial statements.

Under the modified accrual basis, revenues are recognized in the accounting period in which they become both measurable and available. “Measurable” means the amount of the transaction can be reasonably determined, while “available” means the revenues are collectible within the current period or soon enough thereafter to be used to pay current liabilities. Expenditures are generally recognized when a liability is incurred. Beginning in fiscal year 2017–2018, the District implemented a practice of accruing expenditures occurring within 60 days after fiscal year-end when appropriate for financial reporting purposes.

For budgeting purposes, the District presents only its governmental funds within this document, as other special or non-governmental funds are maintained primarily for reporting purposes and are included as supplementary information within the District’s annual audit. Governmental fund types include the General Fund, Special Revenue Funds, Debt Service Fund, and Capital Projects Fund.

Budget Development

The annual budget development process is a critical component of the District's overall financial planning and operational management. The budget serves as the District's financial plan for the fiscal year and is designed to align available resources with the educational goals, strategic priorities, and operational needs of the District. Through a collaborative process involving administration, department leadership, and the Board of Education, the District evaluates projected revenues, enrollment trends, staffing requirements, contractual obligations, program needs, and capital expenditures to develop a balanced and responsible budget. The budget process also provides a framework for fiscal accountability, transparency, and long-term financial sustainability while ensuring compliance with applicable state laws, regulations, and financial reporting requirements.

Board of Education Budget Policy

The following District Board's financial policies and procedures guide the development, implementation, and oversight of the District budget. They have been developed in alignment with State statute.

Fiscal and Business Management (4:10)

Board Policy 4:10 - Financial and Business Management establishes the District's budget development and implementation process in accordance with applicable provisions of the Illinois School Code, including 35 ILCS 200/18-55, 105 ILCS 5/10, 105 ILCS 5/17, 105 ILCS 5/20, and 23 Illinois Administrative Code Part 100. The policy outlines the procedures governing budget planning, preparation, preliminary adoption, public review, final adoption, budget amendments, and ongoing implementation and monitoring. Oversight of the District's financial and business management practices is provided by the Board Finance Committee in collaboration with the Director of Business Services/Chief School Business Official (CSBO).

The Director of Business Services/CSBO is responsible for the overall financial management of the District, including the preparation and presentation of the District's annual Statement of Affairs to the Board of Education and its publication prior to December 1, as required by state law. In addition, the Director of Business Services/CSBO is responsible for ensuring the efficient and effective administration of the District's financial operations through the use of financial management systems, data management technologies, communication networks, and appropriate internal controls and security measures.

Throughout the budget development process, the District strives to maintain an appropriate balance between meeting the educational needs of students and recognizing the community's capacity to financially support District operations. This process is designed to promote responsible fiscal stewardship while supporting the District's instructional mission and long-term strategic goals.

Budget Calendar

Developing a budget is a year-long process that dynamically adjusts in response to local and external changes. At the core of the budget development process are a series of action items driven by state and federal guidelines, as well as a rich history of consistent, timely planning practices in our District. These action items are outlined in the annual budget development calendar that follows:

July

- Fiscal Year Begins
- BOE Action: Approval to Make Available the Tentative Budget and to Schedule a Public Hearing on the Budget (105 ILCS 5/17-1)

August

- Conduct an Independent Audit of Financial Statements from Prior Fiscal Year (105 ILCS 5/3-7)

September

- BOE Action: Hold Public Hearing on the Tentative Budget (105 ILCS 5/17-1)
- BOE Action: Adoption of the Final Budget (105 ILCS 5/17-1)

October

- BOE Informational Item: Annual Audit Update
- BOE Informational Item: Master Facilities Plan Update
- BOE Action: Approval of the Annual Financial Report
- BOE Action: Approval of Capital Projects; Authorize Architectural Services and Bid

November

- BOE Informational Item: Enrollment Forecast Update
- BOE Action: Approval to Publish the Estimated Tax Levy (105 ILCS 5/17-1, et. seq.) and to Schedule a Public Hearing on the Estimated Tax Levy (35 ILCS 200/18-55)

December

- BOE Action: Hold Public Hearing on the Estimated Tax Levy (35 ILCS 200/18-55)
- BOE Action: Approval of the Tax Levy (105 ILCS 5/17-1, et. seq.)
- BOE Informational Item: Updated 5-Year Financial Projection

January

- Mid-Year Budget Review

February

- BOE Action: Approval of the School Operating Budgets
- BOE Action: Approval of Student Fees

March

- BOE Action: Approval of Staffing FTE
- BOE Action: Approval of Contracted Services Contracts (if any)
- Building-Based Budget Meetings take place

April

- BOE Action: Approval of Administrative and Non-Union Salaries
- BOE Action: Approval of Capital Projects and Life Safety Bids
- BOE Action: Approval of Health Insurance Renewal
- An Amended Budget is developed

May

- BOE Action: Approval to Make Available the Amended Budget and to Schedule a Public Hearing on the Budget (105 ILCS 5/17-1)
- BOE Informational Item: Updated 5-Year Financial Projections
- District-Based Budget Meetings take place

June

- BOE Action: Hold Public Hearing on the Amended Budget (105 ILCS 5/17-1)
- BOE Action: Adoption of the Amended Budget (105 ILCS 5/17-1)
- Fiscal Year Ends

The items listed as BOE Action represent topics that the Administration will present to the Board of Education for consideration. These items will always include an administrative recommendation for action and any applicable statutory timelines.

Items listed as BOE Informational Item represent topics that will be discussed at a Finance Committee meeting, as well as a regular Board of Education meeting. These items do not require formal action by the Board, but are often presented to receive feedback and direction from its members.

Budget Approach

There are many ways to define a budget. Merriam-Webster defines a budget as “A statement of the financial position [of an organization] for a definite period of time based on estimates of expenditures during the period and proposals for financing them”. In an effort to provide the best estimate of expenditures and revenues, the district utilizes a variety of resources and tools, including line-item trend analysis, estimates of the financial impact of pending legislation, and consistent calculation methods over time. While a budget is only an estimate of expenditures and revenues, it serves as the district's annual financial plan, developed and consistently managed throughout the school year to ensure financial stability.

Many parts of the district’s expenditures are formula-driven and reviewed by the Board of Education on a consistent schedule (as illustrated in the budget development calendar). Examples of formula-driven components of the budget include:

- School Operating Budget (Basic Allocation; Per Student Allocation);
- Licensed Personnel Allocation; and
- Non-Licensed Personnel Allocation.

Using formula-driven budget allocations, the district is able to make consistent, responsible, and fair financial decisions that ensure generational equity, and reflect its commitment to long-term, strategic planning. Budget components that are not formula-driven are developed using a modified, zero-based budgeting approach. Using this approach, budget managers start the budget development process by considering:

- Historical data presented within the general ledger (e.g., trends in purchasing activities within certain expenditure objects);
- Review of current and future year individual program and school initiatives;
- Review of District-wide strategic plan initiatives; and
- Requests from department staff and students.

Budget managers are cognizant that each line in their budget starts at $0. Using the information available to them and a team-based decision-making process within each program, budget managers submit a budget request to their school leadership team or, in the case of a District program, to the Director of Business Services/CSBO. Budget requests are subsequently reviewed by the leadership teams, compared with previous-year expenditures (to prevent incremental budgeting), and prioritized within the larger school or District scope of needs, wants, and limited resources.

As illustrated in the budget development calendar, the majority of the district’s budget is reviewed by the Board of Education between February and April, prior to the start of the new fiscal year on July 1st. Taking this into consideration, most budget managers schedule their budget development processes around these milestone dates, with most first drafts created in December and January.

Collective Bargaining Agreements

Although not specified in the budget development calendar, the district has two collective bargaining units with regular contract cycles. During the 2025-26 fiscal year, the Board of Education entered into a new agreement with the Glenbrook Educational Support Staff Association (GESSA). The current terms for the agreements are as follows:

Association	Current Contract	Negotiation Topics
Glenbrook Education Association (GEA)	July 1, 2023 - June 30, 2028	2027-28 School Year All Contract Language
Glenbrook Educational Support Staff Association (GESSA)	July 1, 2026 - June 30, 2031	2030-31 School Year All Contract Language

Traditionally, the Board of Education and Associations enter into new agreements during the summer months, applicable to the first day of the fiscal year in which a new contract is approved.

Sustainable Local Revenue Source

Glenbrook High School District 225's Guaranteed Energy Project represents a strategic long-term investment designed to both reduce operational costs and create a sustainable additional revenue stream for the district. Following the issuance of a Request for Proposal (RFP) in December 2023 for a Guaranteed Energy Savings Contract, the district selected a proposal from Convergence Energy that combines solar energy generation and energy storage systems (ESS) at both Glenbrook North and Glenbrook South High Schools.

The project includes the installation of solar arrays and battery storage technology intended to significantly reduce the district's electricity expenses while simultaneously generating recurring revenue through participation in PJM's Fast Response Frequency Regulation Program. Through this program, the district's ESS infrastructure will help stabilize the regional power grid by storing energy during periods of low demand and returning energy during peak demand periods, creating an ongoing revenue source for the district.

The total project investment of approximately $9.6 million is expected to be fully recouped within approximately five to six years through a combination of state and federal incentives, grants, rebates, reduced utility costs, and energy-related revenue generation. Once the initial capital investment and associated foregone investment earnings are recovered, the district anticipates an estimated average annual positive revenue stream of approximately $675,000, including interest earnings, for an additional ten years.

In addition to the financial benefits, the project supports the district's broader operational and sustainability goals by decreasing long-term utility costs, maximizing available external funding opportunities, and identifying alternative revenue sources to help support future capital projects without placing additional burden on taxpayers. The solar installations also provide long-term reliability through a 25-year power production guarantee, while the energy storage systems include 15-year warranties. Throughout the evaluation process, the district conducted extensive due diligence, including site visits to existing installations, financial and legal review of incentive programs and contracts, and consultation with external auditors, legal counsel, and construction management professionals. The Guaranteed Energy Project reflects the district's commitment to fiscally responsible innovation by leveraging

renewable energy infrastructure to create both immediate cost savings and long-term financial sustainability.

Glenbrook Aquatics Community-Based Program

Glenbrook High School District 225's Glenbrook Aquatics program operates as a self-supporting program designed to provide high-quality aquatic opportunities for students, families, and community members while minimizing financial impact on the district's operating budget. Program revenues generated through user fees, memberships, facility rentals, instructional programming, and community partnerships are intended to offset the operational costs associated with staffing, pool maintenance, utilities, equipment, and program administration.

By operating as a self-sustaining enterprise program, Glenbrook Aquatics is able to maintain quality facilities and programming while promoting fiscal responsibility and efficient use of district resources. The program supports a wide range of activities including student athletics, swim instruction, community fitness, and recreational programming, allowing the district to maximize community access to its aquatic facilities while ensuring the program remains financially stable over time.

Summer Programs

Glenbrook High School District 225's General Education Summer School Program and Summer Athletics Camps are designed to operate as self-sufficient programs that provide valuable academic enrichment, credit recovery, skill development, and athletic opportunities for students while minimizing financial impact on the district's operating budget. Program costs associated with staffing, instructional materials, facility operations, equipment, and program administration are primarily supported through participant fees and program-generated revenues.

By structuring these programs to be financially self-supporting, the district is able to offer a broad range of summer learning and athletic experiences that respond to student interests and needs while maintaining fiscal responsibility. The General Education Summer School Program provides students with opportunities for academic advancement, enrichment, and credit attainment, while the Summer Athletics Camps support student skill development, conditioning, and engagement in extracurricular activities. Together, these programs maximize the use of district facilities and staff expertise during the summer months while ensuring that operational costs are substantially offset through program revenues.

Financial Section



Financial Overview

District Financial Structure

The Financial section of this document provides an overview of the District's funds, including historical data from the past three audited fiscal years, the FY2027 budget, and projections for the next three fiscal years. The information is organized in a layered format-starting with broad, high-level summaries and gradually moving to more detailed, specific reports. It begins by consolidating revenue and expenditure budgets across all budgeted funds. The focus then narrows to highlight the operating funds, providing insight into how the year's financial obligations will be met. Finally, the section presents detailed budgets for each individual fund.

Level 1: Summary of All Funds
Reviews the total revenue and expenditures for the entirety of the District
Level 2: Summary of All Operating Funds
Reviews the total operating revenue and expenditures, as approved in the operating budget
Level 3: Summary of Individual Funds
Reviews the revenues and expenditures included in each of the non-operating funds

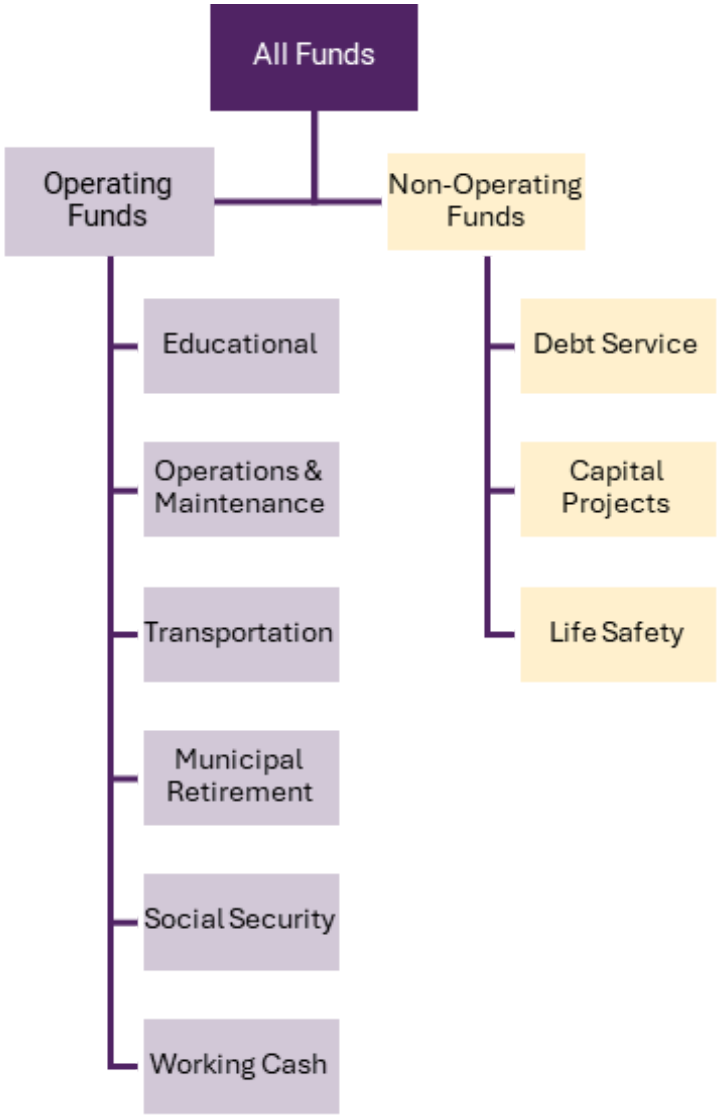
Illinois school districts are required to adhere to the 23 Illinois Administrative Code 100, Subtitle A. This document dictates the classification system for all revenue and expenditure accounts from which selections can be made for reporting comparable transactions on a uniform basis.

Summary of Funds

Glenbrook High School District 225 uses nine (9) types of funds; Educational, Operations & Maintenance, Debt Service, Transportation, Municipal Retirement, Social Security, Capital Projects, Working Cash, and Life Safety.

The Operating Budget consists of six (6) funds; Educational, Operations & Maintenance, Transportation, Municipal Retirement, Social Security, and Working Cash.

The Non-Operating Funds are Debt Service, Capital Projects, and Life Safety.

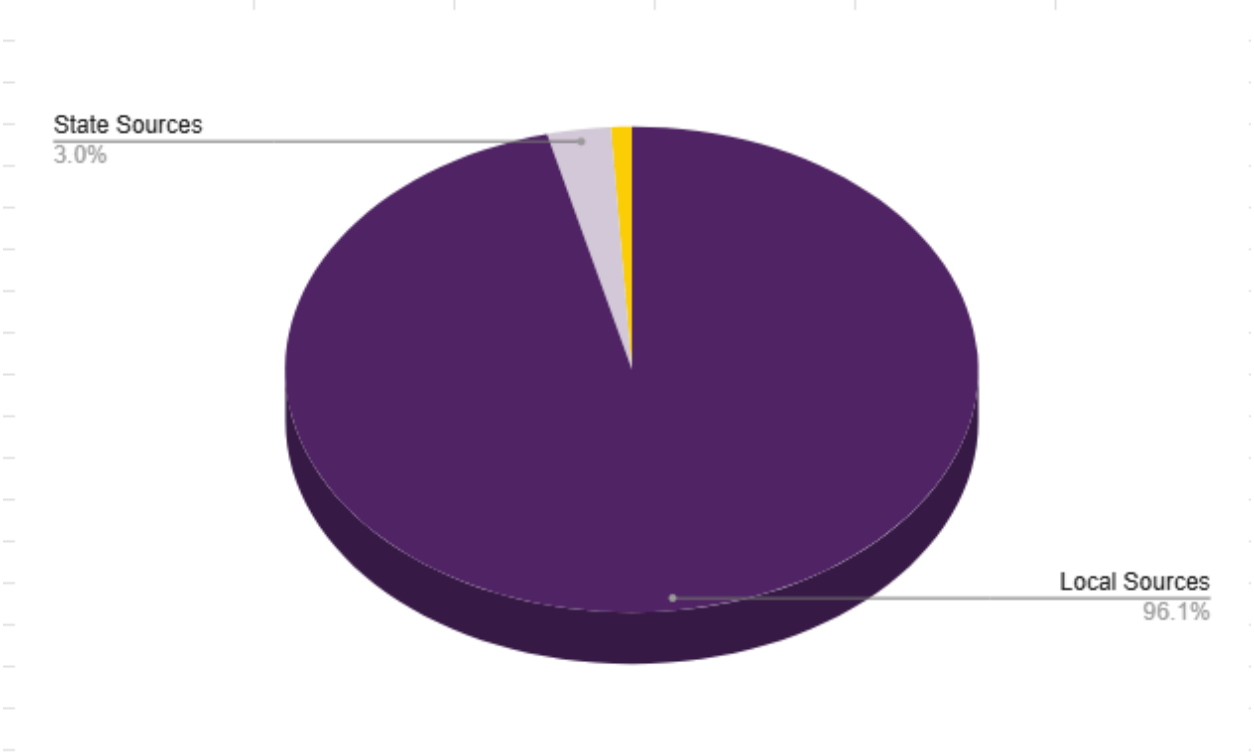


In this section, the summaries of all funds are combined for reporting purposes, including all operating, capital and debt service funds. This is to provide an overview of all revenue sources and expenditures for the entire district. In the following sections of this report, a breakdown of each of the major fund types will be provided.

Comparative Summary - All Governmental Funds

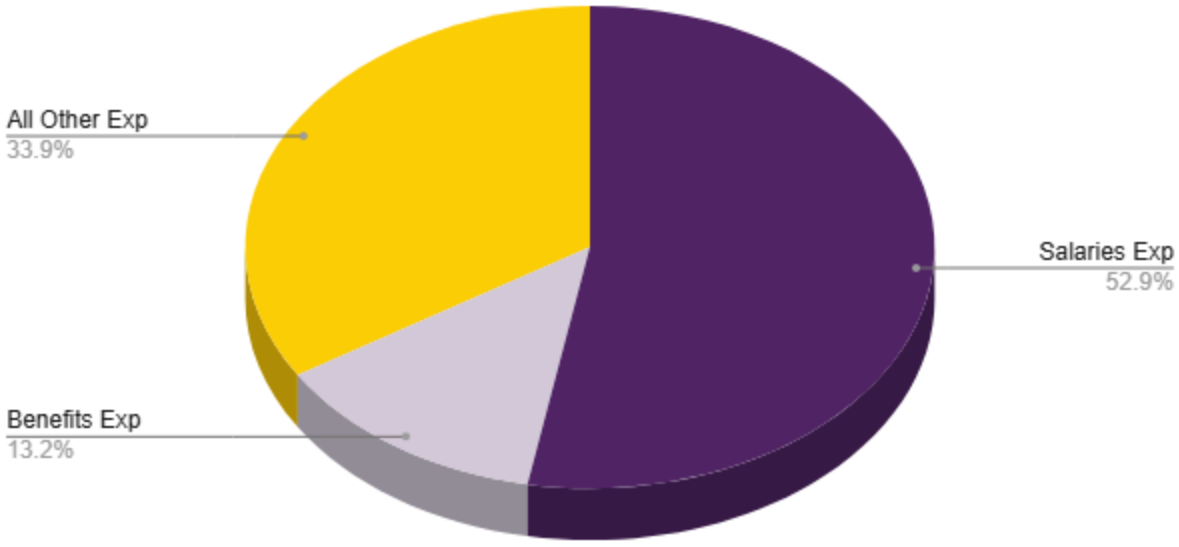
The Governmental Funds analysis combines all District funds into a single presentation. This consolidation is provided for discussion purposes only and is intended to offer an overall view of the District's total revenues and expenditures across all funds.

As reflected in the 2026-27 budget, the primary source of direct revenue for the district is property taxes at 87.5%, followed by other local revenue at 8.5%, state revenue at 3.0%, and federal revenue at 1.0%



Property tax receipts for Glenbrook High School District 225 have continued to demonstrate steady and reliable growth, driven primarily by increases in the District's Equalized Assessed Valuation (EAV) and the addition of new property to the tax base. Growth in EAV reflects the strength and stability of the local property market, while new residential, commercial, and redevelopment projects have expanded the District's overall tax base. Together, these factors have contributed to consistent increases in property tax revenues, providing a stable source of funding that supports the District's educational programs, operations, and long-term financial planning. This sustained growth underscores the District's strong economic foundation and its ability to maintain fiscal stability while meeting the needs of students and the community.

As reflected in the 2026-27 budget, the primary direct expenditures are salaries and benefits. Salaries account for 52.9% of direct expenditures, followed by Benefits at 13.2%, Dues & Fees at 10.5% (5.1% of which is Debt Service), and Capital Outlay at 9.3%.



As with most public school districts, the majority of Glenbrook High School District 225's expenditures are dedicated to salaries and employee benefits. Education is inherently a people-centered enterprise, relying on highly qualified teachers, administrators, instructional support staff, custodians, maintenance personnel, and other employees to provide students with a high-quality educational experience. Investing in a skilled and dedicated workforce is essential to maintaining academic excellence, delivering comprehensive student services, ensuring safe and efficient operations, and supporting the District's mission. Employee compensation and benefits therefore represent the District's largest investment, reflecting its commitment to attracting, retaining, and supporting exceptional staff who directly contribute to student success.

The District's next largest area of expenditure is capital improvements and facility-related projects. Glenbrook High School District 225 is committed to maintaining school buildings and campus infrastructure that provide a safe, secure, and modern learning environment for students, staff, and the community. Capital investments include the ongoing repair, replacement, and modernization of building systems, safety and security enhancements, accessibility improvements, and other facility upgrades designed to extend the useful life of District assets. By proactively investing in the maintenance and improvement of its facilities, the District protects taxpayer investments, reduces the likelihood of more costly future repairs, and ensures that school environments remain conducive to teaching, learning, and student well-being.

The District's long-range financial projections incorporate anticipated debt issuances and expenditures associated with the Master Facility Plan to provide a comprehensive and realistic assessment of future financial conditions. Planned debt issuances are reflected in the projections to account for the financing of significant capital improvements while maintaining the District's commitment to responsible fiscal management. Correspondingly, projected expenditures include the anticipated costs of implementing the Master Facility Plan, which encompasses the renovation, modernization, replacement, and maintenance of District facilities to support evolving educational needs and preserve the long-term value of District assets.

Including both the financing and associated capital expenditures in the projections provides a transparent representation of the District's financial outlook and demonstrates its commitment to balancing strategic facility investments with long-term financial sustainability.

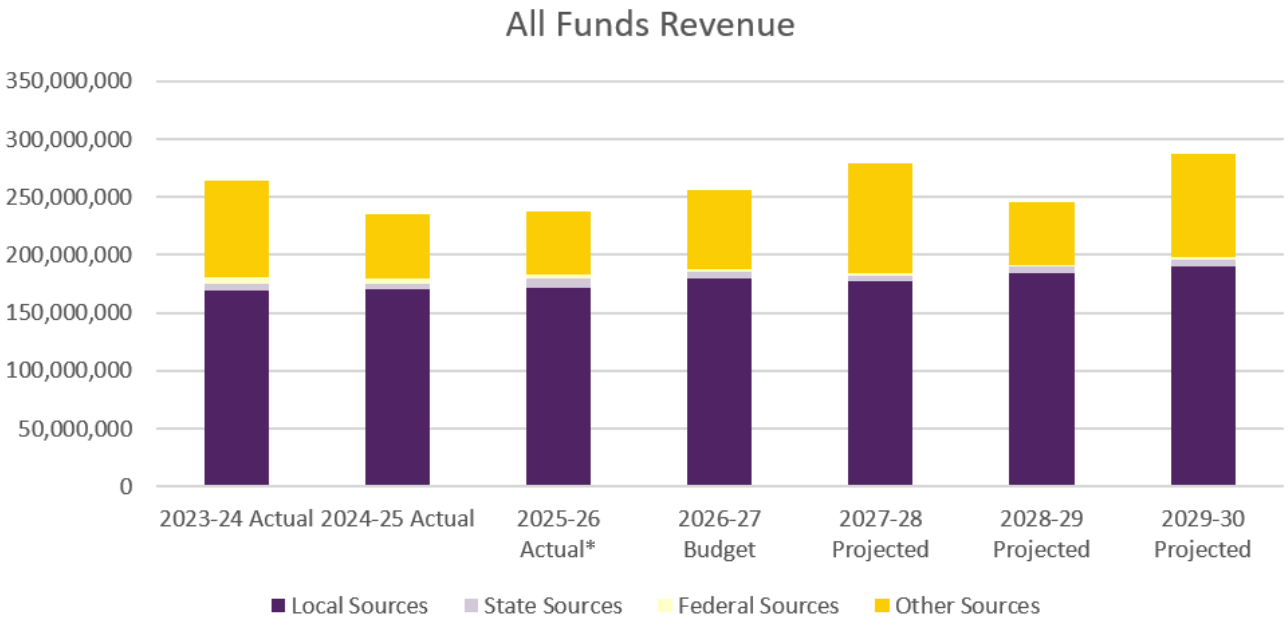
The District's long-range financial projections indicate that total fund balance is expected to decrease from approximately $119.9M at the close of the 2026-27 fiscal year to approximately $88.7M by the end of the 2029-30 fiscal year. This projected decline reflects the combined impact of planned investments in the District's educational programs and facilities, including expenditures associated with the Master Facility Plan, as well as expenditure growth that is anticipated to outpace revenue growth over the projection period. While the District is in a strong financial position, these projections underscore the importance of proactively aligning ongoing expenditures with recurring revenues to preserve long-term fiscal stability.

To address this projected trend, the District will need to develop and implement a strategic budget reduction plan that balances revenues and expenditures while continuing to support its commitment to educational excellence. A key factor influencing future expenditures is the anticipated decline in student enrollment. As enrollment decreases, staffing levels are expected to be adjusted over time through normal attrition and thoughtful workforce planning, resulting in corresponding reductions in salary and employee benefit expenditures. Because personnel costs represent the largest component of the District's operating budget, aligning staffing with enrollment will be a critical element of maintaining financial sustainability. Through careful financial planning, ongoing monitoring of enrollment trends, and prudent management of resources, the District can preserve its strong financial foundation while continuing to provide high-quality educational opportunities for its students.

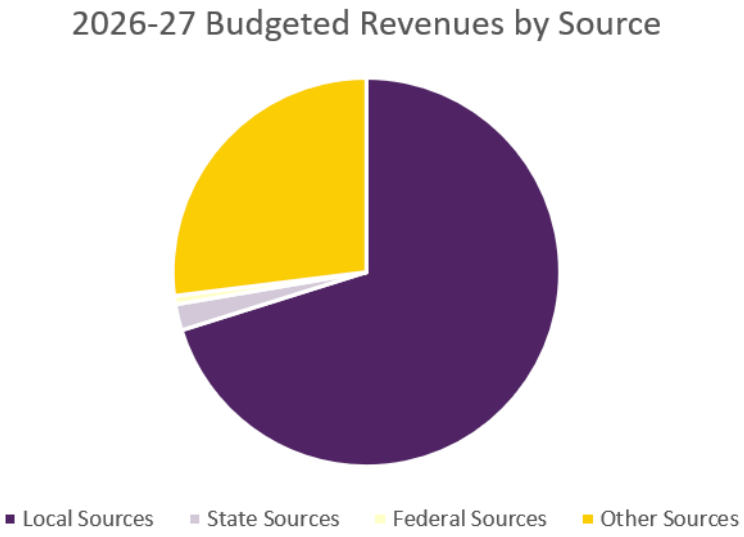
All Funds Year-Over-Year Comparison

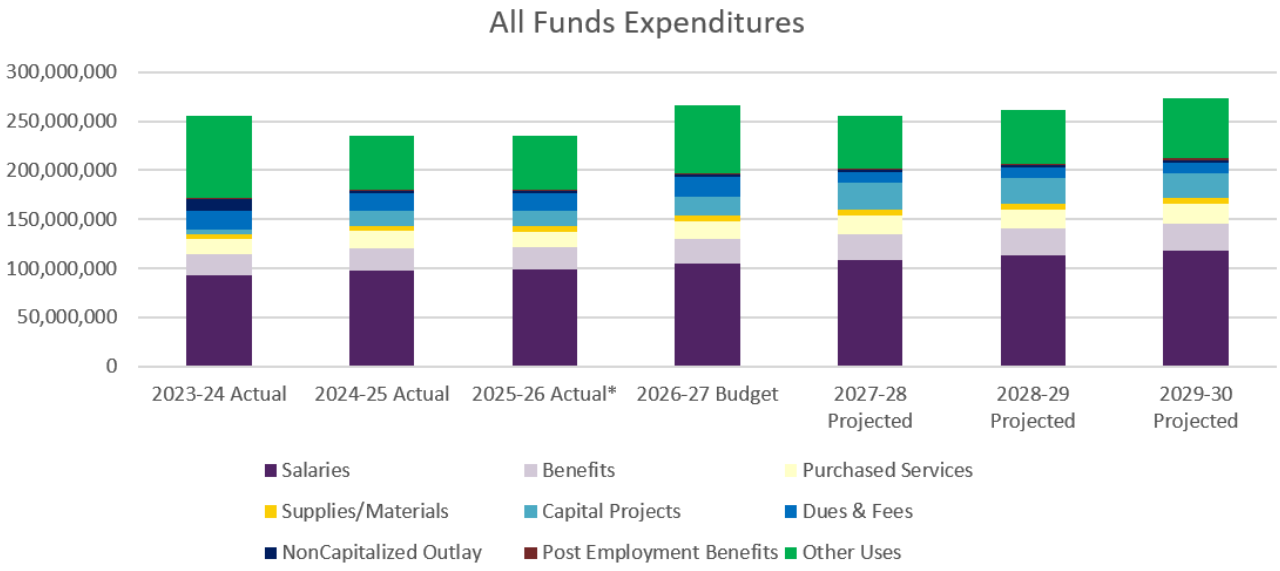
All Funds	2023-24 Actual	2024-25 Actual	2025-26 Actual*	2026-27 Budget	2027-28 Projected	2028-29 Projected	2029-30 Projected
Beginning Fund Balance	**117,639,287**	**127,016,152**	**125,548,086**	**128,201,546**	**118,301,498**	**140,722,621**	**124,203,013**
Local Sources	169,117,909	170,634,301	171,288,481	179,836,229	187,329,723	194,609,842	201,054,111
State Sources	6,319,087	4,599,199	8,676,775	5,558,024	5,558,024	5,558,024	5,558,024
Federal Sources	5,948,604	4,288,619	2,612,492	1,826,806	1,826,806	1,826,806	1,826,806
Other Sources	83,313,324	55,342,518	55,049,888	69,074,881	105,327,350	63,821,508	101,199,425
Total Revenue	**264,697,924**	**234,864,639**	**237,627,637**	**256,295,940**	**300,041,903**	**265,816,180**	**309,638,366**
Salaries	92,730,029	97,615,168	99,342,478	104,296,567	108,138,011	113,158,934	117,884,628
Benefits	21,200,902	22,519,863	21,843,144	25,974,543	26,623,907	27,289,504	27,971,742
Purchased Services	15,982,625	17,880,697	16,024,228	17,713,503	18,762,424	19,204,783	19,659,463
Supplies/Materials	5,134,583	5,439,485	5,827,459	6,237,491	6,362,241	6,489,486	6,619,275
Capital Projects	4,164,468	14,787,504	15,753,283	18,234,971	27,304,870	25,477,640	24,463,517
Dues & Fees	19,560,009	17,727,843	17,495,241	20,722,426	21,185,714	21,399,302	21,683,818
NonCapitalized Outlay	11,642,432	2,596,106	2,406,115	2,335,106	2,279,808	2,325,404	2,371,912
Post Employment Benefits	1,612,673	1,787,302	1,233,132	1,606,500	1,638,630	1,671,403	1,704,831
Other Uses	83,293,338	55,283,858	55,049,097	69,074,881	63,327,350	65,321,508	73,384,425
Total Expenditures	**255,321,059**	**235,637,818**	**234,974,176**	**266,195,988**	**277,622,955**	**282,337,963**	**295,743,612**
Auditor Adjustment		(694,896)					
Ending Fund Balance	**127,016,152**	**125,548,086**	**128,201,546**	**118,301,498**	**140,720,446**	**124,198,663**	**138,093,417**

* Unaudited; will be adjusted after the external audit has been completed and accruals have been posted in the general ledger.

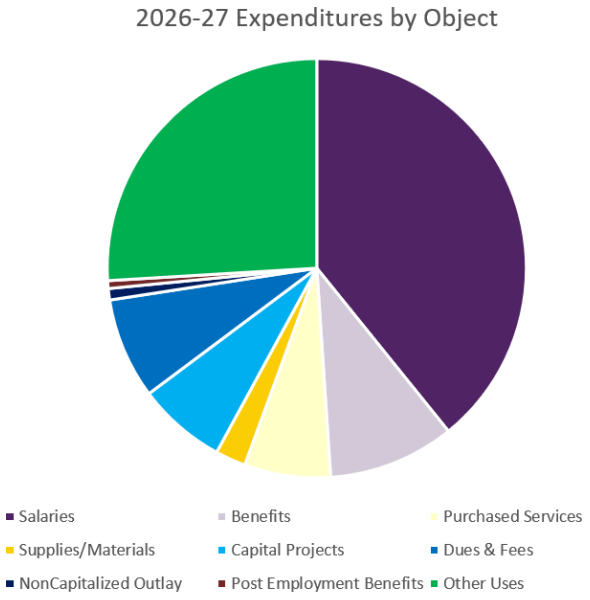


Total revenues are projected to increase from **$256.3M** in the 2026-27 Fiscal Year to **$307.6M** by the 2029-30 Fiscal Year. The District's financial outlook continues to be supported by a strong and reliable local property tax base, with local revenues increasing from **$179.8M** in the 2026-27 Fiscal Year to **$201.0** by the 2029-30 Fiscal Year. State and Federal revenues are expected to remain relatively stable throughout the projection period. Other financing sources fluctuate from year to year and primarily reflect planned transfers between funds and financing associated with the District's long-range capital improvement program.





Total expenditures are projected to increase from **$266.2M** in the 2026-27 Fiscal Year to **$293.7M** in the 2029-30 Fiscal Year. Consistent with public school districts, personnel costs remain the largest component of the District's expenditures. Salary and benefit costs are projected to increase gradually over the forecast period as a result of negotiated compensation adjustments, employee step and lane movement, benefit cost inflation, and staffing assumptions. The projections also include significant capital investments associated with the District's Master Facilities Plan, resulting in fluctuations in annual capital project expenditures throughout the forecast period.



Comparative Summary - Operating Funds

The District's operating funds include the Educational, Operations & Maintenance, Transportation, Illinois Municipal Retirement (IMRF)/Social Security, Working Cash, Tort Immunity, and Life Safety Funds. These funds support the District's instructional programs, operations, employee benefits, transportation services, facility maintenance, and other essential services.

For the 2026-27 Fiscal Year, operating fund revenues are budgeted to increase compared to the 2025-26 Fiscal Year unaudited actual revenues. This increase is primarily related to planned transfers and allocations supporting capital improvement projects identified in the District's Master Facilities Plan. Operating fund expenditures are also budgeted to increase, primarily due to personnel-related costs and capital investments. Personnel cost increases reflect negotiated wage adjustments and budgeted placeholders for unfilled positions. As staffing is finalized, the Education Fund, IMRF Fund, and Social Security Fund budgets will be adjusted to align with actual staffing levels and associated costs.

Local revenue sources continue to provide the majority of the District's operating revenue, accounting for approximately 95% of total operating revenues. Property taxes represent the primary source of local funding and provide a stable and reliable revenue base that supports long-term financial planning. State and federal revenues represent a smaller portion of operating revenues and are projected to remain relatively stable, with no reliance on one-time ESSER funding for ongoing operations.

Personnel costs remain the largest component of the District's budget, with salaries representing approximately 52.9% of total expenditures and benefits representing an additional 13.2%. This allocation is consistent with public school districts, where the majority of resources are dedicated to supporting the employees who deliver educational programs and services to students.

The 2026-27 Fiscal Year budget also includes increased capital project expenditures as part of the District's Master Facilities Plan. These investments reflect the District's commitment to maintaining high-quality facilities while supporting long-term operational and financial stability.

Operating Funds Year-Over-Year Comparison

Operating Funds	2023-24 Actual	2024-25 Actual	2025-26 Actual*	2026-27 Budget	2027-28 Projected	2028-29 Projected	2029-30 Projected
Beginning Fund Balance	**107,676,306**	**104,509,637**	**108,603,006**	**122,901,209**	**114,901,352**	**114,462,875**	**114,026,147**
Local Sources	158,516,701	160,313,825	166,015,352	169,351,539	176,906,723	183,500,509	190,341,861
State Sources	6,269,087	4,599,199	8,626,775	5,508,024	5,508,024	5,508,024	5,508,024
Federal Sources	5,948,604	4,288,619	2,612,492	1,826,806	1,826,806	1,826,806	1,826,806
Other Sources	55,081,511	40,752,106	40,000,791	45,000,000	45,000,000	47,000,000	47,000,000
Total Revenue	**225,815,903**	**209,953,751**	**217,255,411**	**221,686,369**	**229,241,553**	**237,835,339**	**244,676,691**
Salaries	92,730,029	97,615,168	99,342,478	104,296,567	108,138,011	113,158,934	117,884,628
Benefits	21,200,902	22,519,863	21,843,144	25,974,543	26,623,907	27,289,504	27,971,742
Purchased Services	15,979,975	17,880,222	16,020,749	17,411,328	18,454,249	18,890,488	19,338,926
Supplies/Materials	5,134,583	5,439,485	5,827,459	6,237,491	6,362,241	6,489,486	6,619,275
Capital Projects	4,164,468	3,528,813	3,837,987	2,274,971	2,320,470	2,366,880	2,414,217
Dues & Fees	9,330,846	8,137,431	7,446,144	10,649,720	10,862,714	11,079,969	11,301,568
NonCapitalized Outlay	5,766,571	2,563,774	2,406,115	2,235,106	2,279,808	2,325,404	2,371,912
Post Employment Benefits	1,612,673	1,787,302	1,233,132	1,606,500	1,638,630	1,671,403	1,704,831
Other Uses	73,061,525	45,693,446	45,000,000	59,000,000	53,000,000	55,000,000	63,000,000
Total Expenditures	**228,981,572**	**205,165,496**	**202,957,208**	**229,686,226**	**229,680,030**	**238,272,067**	**252,607,100**
Auditor Adjustment		(694,896)					
Ending Fund Balance	**104,509,637**	**108,603,006**	**122,901,209**	**114,901,352**	**114,462,875**	**114,026,147**	**106,095,738**

Comparative Summary - Education Fund

The Educational Fund is the primary operating fund of Glenbrook High School District and accounts for the majority of the District's day-to-day educational activities. This fund supports instructional programs, student services, administrative functions, and other expenditures directly related to providing a high-quality educational experience for students.

For the 2026-27 Fiscal Year, Educational Fund revenues and expenditures reflect the District's continued commitment to maintaining educational programs while responsibly managing available resources. Budgeted expenditures have increased compared to the 2025-26 Fiscal Year unaudited actual expenditures, primarily due to personnel-related costs, including negotiated wage adjustments and budgeted placeholders for positions that remain unfilled as staffing plans are finalized. As staffing decisions are completed, the Educational Fund budget will be adjusted to reflect actual staffing levels and associated salary and benefit costs.

Local revenue sources, primarily property taxes, continue to provide the foundation of the Educational Fund. The reliability of the District's local tax base supports long-term financial planning and provides stability for sustaining instructional programs, staffing commitments, and student services. State and federal revenues provide additional support for specific programs and services but represent a smaller portion of the District's overall funding.

Personnel costs remain the largest component of the Educational Fund budget, which is consistent with the structure of public school district budgets. The District's investment in teachers, administrators, and support staff reflects the importance of maintaining a highly qualified workforce to support student achievement and deliver the educational programs valued by the community.

The District continues to monitor enrollment trends, staffing needs, revenue projections, and expenditure patterns to ensure that Educational Fund resources are aligned with instructional priorities and long-term financial sustainability.

Education Fund Year-Over-Year Comparison

Education Fund	2023-24 Actual	2024-25 Actual	2025-26 Actual*	2026-27 Budget	2027-28 Projected	2028-29 Projected	2029-30 Projected
Beginning Fund Balance	**61,642,481**	**70,685,413**	**71,508,916**	**78,375,559**	**77,286,864**	**77.286.864**	**77.286.864**
Local Sources	130,685,056	130,360,421	136,189,580	140,860,149	146,142,405	151,622,745	157,308,598
State Sources	4,165,529	4,587,839	4,223,307	4,232,592	4,232,592	4,232,592	4,232,592
Federal Sources	5,948,604	4,288,619	2,612,492	1,826,806	1,826,806	1,826,806	1,826,806
Other Sources	40,081,511	38,752,106	40,000,792	45,000,000	45,000,000	45,000,000	45,000,000
Total Revenue	**180,880,700**	**177,988,986**	**183,026,171**	**191,919,547**	**197,201,803**	**202,682,143**	**208,367,996**
Salaries	88,015,980	92,576,689	94,271,960	98,832,498	101.943.647	106.317.457	110.872.113
Benefits	16,396,233	17,344,445	16,364,082	19,779,204	20,273,684	20,780,526	21,300,039
Purchased Services	7,939,112	8,912,007	8,902,765	9,645,929	9,838,848	10,035,625	10,236,337
Supplies/Materials	4,569,293	4,793,976	5,073,422	5,505,841	5,615,958	5,728,277	5,842,843
Capital Projects	1,127,465	1,994,394	802,044	302,194	308,238	314,403	320,691
Dues & Fees	9,330,296	8,136,599	7,445,472	10,648,970	,10,861,949	11,079,188	11,300,772
NonCapitalized Outlay	2,785,191	2,231,748	2,066,651	1,687,106	1,720,848	1,755,265	1,790,370
Post Employment Benefits	1,612,673	1,787,302	1,233,132	1,606,500	1,638,630	1,671,403	1,704,831
Other Uses	40,061,525	38,693,446	40,000,000	45,000,000	45,000,000	45,000,000	45,000,000
Total Expenditures	**171,837,768**	**176,470,606**	**176,159,528**	**193,008,242**	**197.201.802**	**202.682.143**	**208.367.996**
Auditor Adjustment		(694,877)					
Ending Fund Balance	**70,685,413**	**71,508,916**	**78,375,559**	**77,286,864**	**77.286.864**	**77.286.864**	**77.286.864**

Significant Changes – Educational Fund Budget

The 2026-27 Fiscal Year Educational Fund budget reflects several significant changes from prior-year actual activity, primarily related to anticipated revenue growth, staffing assumptions, and increased costs associated with student services.

Educational Fund revenues are projected to increase, primarily due to anticipated growth in local property tax revenues. This increase reflects additional revenue expected from new property development within the District's boundaries, as well as the impact of the District's recapture levy. These additional local revenues provide continued stability and support the District's ability to maintain educational programs and services while addressing rising operational costs.

The increase in salaries and benefits within the Educational Fund budget is based on approved full-time equivalent (FTE) positions and includes staffing assumptions necessary to support anticipated instructional and operational needs. At the time the budget was developed, staffing levels were not yet finalized; therefore, the budget includes placeholders for positions that may remain unfilled. As staffing decisions are completed, the District anticipates adjustments to reduce salary and related benefit expenditures to reflect actual staffing commitments.

The increase in Dues & Fees expenditures is primarily attributable to anticipated increases in tuition costs associated with private placement programs. These costs reflect the District's obligation to provide appropriate educational services and placements for eligible students when services outside of the District's programs are required.

The budget reflects an increase in "on-behalf" revenue and expenditures. On-behalf payments represent expenditures paid by one governmental entity on behalf of another entity. For Illinois public school districts, the most common example is the State of Illinois making employer retirement contributions to the Teachers' Retirement System (TRS) on behalf of school districts. Although the District does not directly make these payments, accounting standards require that the value of these contributions be recognized as both revenue and an expenditure in the District's financial statements and budget documents.

These transactions are reflected in the budget to provide a complete representation of the total resources supporting District employees and the full cost of educational services provided. Including on-behalf payments ensures transparency by recognizing the benefit received by the District, even though the associated payment is made directly by another governmental entity.
Because on-behalf payments are recorded as both a revenue source and an expenditure, they have no impact on the District's fund balance or available operating resources. They are presented for accounting and reporting purposes only and do not represent additional funds available for the District to allocate toward programs, staffing, or other operational priorities.

The District will continue to monitor revenue collections, staffing levels, enrollment trends, and expenditure commitments throughout the budget year. Adjustments will be made as necessary to ensure that Educational Fund resources remain aligned with actual needs while supporting the District's commitment to providing high-quality educational opportunities for students.

Comparative Summary - Operations & Maintenance Fund

The Operations & Maintenance Fund supports the District's commitment to providing safe, functional, and well-maintained learning environments for students, staff, and the community. This fund provides resources for the operation, maintenance, repair, and improvement of District facilities, including utilities, custodial services, building maintenance, grounds, and facility-related projects.

For the 2026-27 Fiscal Year, the Operations & Maintenance Fund budget reflects the District's continued investment in maintaining its facilities and addressing long-term infrastructure needs. Budgeted expenditures include ongoing operational costs as well as planned capital improvements identified through the District's Master Facilities Plan. These investments support the preservation of District assets, enhance the learning environment, and ensure facilities remain aligned with the District's educational goals and long-term needs.

Local revenue sources, primarily property taxes, provide the foundation of the Operations & Maintenance Fund and offer a stable and predictable funding source to support facility operations and maintenance activities. The reliability of the District's local tax base allows for responsible planning of both routine maintenance needs and long-term capital improvements.

Expenditures within the Operations & Maintenance Fund are influenced by several factors, including utility costs, contracted services, maintenance needs, and construction-related expenses. The District continues to evaluate facility priorities, manage resources strategically, and coordinate projects through its long-range facilities planning process to ensure investments are made in a fiscally responsible manner.

Through careful planning and ongoing monitoring of facility needs, the District remains committed to maintaining safe, efficient, and high-quality facilities that support student learning and the delivery of educational programs.

Operations & Maintenance Fund Year-Over-Year Comparison

Operations and Maintenance Fund	2023-24 Actual	2024-25 Actual	2025-26 Actual*	2026-27 Budget	2027-28 Projected	2028-29 Projected	2029-30 Projected
Beginning Fund Balance	**15,526,459**	**19,033,703**	**24,028,678**	**28,238,040**	**22,346,877**	**22,346,877**	**22,346,877**
Local Sources	19,466,083	20,455,640	21,432,789	20,467,597	21,235,132	22,031,449	22,857,629
State Sources	0	0	0	0	0	0	0
Federal Sources	0	0	0	0	0	0	0
Other Sources	15,000,000	0	0	0	0	0	0
Total Revenue	**34,466,083**	**20,455,640**	**21,432,789**	**20,467,597**	**21,235,132**	**22,031,449**	**22,857,629**
Salaries	4,693,994	5,012,483	5,057,336	5,464,069	6,194,364	6,841,478	7,012,515
Benefits	1,254,878	1,327,984	1,423,299	1,636,647	1,677,563	1,719,502	1,762,490
Purchased Services	1,417,140	1,619,932	1,818,491	2,020,667	2,061,080	2,102,302	2,144,348
Supplies/Materials	555,047	633,589	743,727	720,600	735,012	749,712	764,706
Capital Projects	2,056,040	1,534,419	2,841,110	1,968,777	2,008,153	2,048,316	2,089,282
Dues & Fees	0	232	0	0	0	0	0
NonCapitalized Outlay	2,981,380	332,026	339,464	548,000	558,960	570,139	581,542
Post Employment Benefits	0	0	0	0	0	0	0
Other Uses	18,000,000	5,000,000	5,000,000	14,000,000	8,000,000	8,000,000	16,000,000
Total Expenditures	**30,958,839**	**15,460,665**	**17,223,427**	**26,358,760**	**21,235,132**	**22,031,449**	**30,354,883**
Auditor Adjustment							
Ending Fund Balance	**19,033,703**	**24,028,678**	**28,238,040**	**22,346,877**	**22,346,877**	**22,346,877**	**14,849,623**

Significant Changes – Operations & Maintenance Budget

The 2026-27 Fiscal Year Operations & Maintenance (O&M) Fund budget reflects primarily stable revenue and expenditure activity, with the exception of planned transfers associated with the District's long-term capital improvement program.

The most significant change within the O&M Fund relates to an increase in **Other Uses**, which reflects a planned transfer of resources to the Capital Projects Fund. Prior to the anticipated bond issuances for capital projects and life safety improvements, certain projects identified within the District's Master Facilities Plan will need to be funded through available resources currently held within the O&M Fund. These transfers will provide the necessary funding to begin priority capital projects prior to the availability of bond proceeds.

A similar transfer from the O&M Fund to the Capital Projects Fund is anticipated in Fiscal Year 2029–30 to support the continued implementation of planned facility improvements. These transfers represent a strategic use of existing District resources and are part of the District's long-term capital funding strategy.

Excluding the impact of these planned transfers, revenues and expenditures within the O&M Fund remain relatively stable. Local property tax revenues continue to provide the primary funding source for ongoing facility operations and maintenance activities, while expenditures continue to support routine building operations, custodial services, utilities, maintenance, and facility-related needs.

The District will continue to monitor facility priorities, project timelines, and funding sources to ensure that capital investments are completed in a fiscally responsible manner while maintaining the financial stability of the O&M Fund.

Comparative Summary - Debt Service Fund

The Debt Service Fund is used to account for the payment of principal and interest obligations associated with the District's outstanding debt. This fund ensures that the District meets its contractual debt commitments in accordance with established repayment schedules while maintaining responsible financial stewardship.

For the 2026-27 Fiscal Year, the Debt Service Fund budget reflects the District's planned payments on outstanding debt obligations. Expenditures within this fund are primarily determined by scheduled principal and interest payments and may fluctuate from year to year based on the timing of debt maturities and repayment requirements.

Local revenue sources, primarily property taxes, provide the primary funding source for the Debt Service Fund. The stability and reliability of the District's local tax base support the District's ability to meet its debt obligations and maintain a strong financial position. The District continues to monitor debt levels, repayment schedules, and long-term financial capacity to ensure that borrowing decisions remain aligned with responsible fiscal management practices.

The District's approach to debt management supports long-term financial sustainability while providing the resources necessary to address capital needs and maintain high-quality facilities. Through careful planning and monitoring, the District remains committed to balancing current financial obligations with future investment priorities.

Debt Service Fund Year-Over-Year Comparison

Debt Service Fund	2023-24 Actual	2024-25 Actual	2025-26 Actual*	2026-27 Budget	2027-28 Projected	2028-29 Projected	2029-30 Projected
Beginning Fund Balance	**6,145,257**	**6,417,304**	**7,030,087**	**2,112,957**	**2,422,766**	**2,420,591**	**2,418,416**
Local Sources	10,503,860	10,203,670	5,135,446	10,384,690	10,323,000	10,319,333	10,382,250
State Sources	0	0	0	0	0	0	0
Federal Sources	0	0	0	0	0	0	0
Other Sources	10,231,813	9,590,412	10,049,097	10,074,881	10,327,350	10,321,508	10,384,425
Total Revenue	**20,735,673**	**19,794,082**	**15,184,543**	**20,459,571**	**20,650,350**	**20,640,841**	**20,766,675**
Salaries	0	0	0	0	0	0	0
Benefits	0	0	0	0	0	0	0
Purchased Services	2,650	475	3,479	2,175	2,175	2,175	2,175
Supplies/Materials	0	0	0	0	0	0	0
Capital Projects	0	0	0	0	0	0	0
Dues & Fees	10,229,163	9,590,412	10,049,097	10,072,706	10,323,000	10,319,333	10,382,250
NonCapitalized Outlay	0	0	0	0	0	0	0
Post Employment Benefits	0	0	0	0	0	0	0
Other Uses	10,231,813	9,590,412	10,049,097	10,074,881	10,327,350	10,321,508	10,384,425
Total Expenditures	**20,463,626**	**19,181,299**	**20,101,672**	**20,149,762**	**20,652,525**	**20,643,016**	**20,768,850**
Auditor Adjustment							
Ending Fund Balance	**6,417,304**	**7,030,087**	**2,112,957**	**2,422,766**	**2,420,591**	**2,418,416**	**2,416,241**

Significant Changes – Debt Service Fund Budget

The 2026-27 Fiscal Year Debt Service Fund budget reflects the final scheduled payments associated with the District's existing outstanding debt obligations. All current outstanding debt is scheduled to retire on **December 1, 2027**, with the final principal and interest payments reflected within the 2026-27 Fiscal Year budget.

Future-year projections within the Debt Service Fund reflect the anticipated issuance of bonds to support planned capital projects and life safety improvements identified through the District's Master Facilities Plan. These projected budgets include estimated principal and interest payments based on anticipated bond issuance schedules and are intended to provide a long-term view of the District's future debt obligations.

The projected debt service amounts are preliminary and subject to change based on the actual proceeds received from the sale of bonds, final interest rates, market conditions, and the structure of the issued debt. Once bonds are issued, the Debt Service Fund budget and long-term projections will be updated to reflect the final debt terms and repayment schedules.

The District continues to carefully manage its debt obligations to support long-term capital needs while maintaining responsible financial stewardship. By aligning future debt issuance with the retirement of existing obligations, the District intends to address critical facility and life safety needs while minimizing the impact on taxpayers.

Comparative Summary - Transportation Fund

The Transportation Fund supports the District's commitment to providing safe, reliable, and efficient transportation services for eligible students. This fund accounts for the costs associated with operating and maintaining the District's transportation program, including contracted transportation services, vehicle maintenance, fuel, and other transportation-related expenditures.

For the 2026-27 Fiscal Year, the Transportation Fund budget reflects the resources necessary to continue providing transportation services that support student access to educational programs and activities. Expenditures within this fund are influenced by several factors, including contracted service costs, fuel prices, vehicle maintenance requirements, regulatory requirements, and changes in student transportation needs.

Local revenue sources, primarily property taxes, provide the primary funding source for the Transportation Fund and contribute to the stability of the District's transportation operations. The District also receives state reimbursement revenue to support eligible transportation expenditures. While state funding provides additional resources, the District continues to rely primarily on local revenues to sustain a dependable transportation program.

The District continues to monitor transportation costs, service levels, and operational efficiencies to ensure resources are used effectively while maintaining a safe and reliable transportation system. Through ongoing evaluation and responsible financial planning, the District remains committed to providing transportation services that support student learning and the overall educational mission of Glenbrook High School District.

Transportation Fund Year-Over-Year Comparison

Transportation Fund	2023-24 Actual	2024-25 Actual	2025-26 Actual*	2026-27 Budget	2027-28 Projected	2028-29 Projected	2029-30 Projected
Beginning Fund Balance	**3,656,026**	**2,78,719**	**2,655,731**	**7,344,855**	**7,963,374**	**7,963,374**	**7,963,374**
Local Sources	4,647,929	5,285,699	5,804,177	5,103,619	5,295,005	5,493,567	5,699,576
State Sources	2,102,558	11,360	4,403,468	1,2745,432	1,275,432	1,275,432	1,275,432
Federal Sources	0	0	0	0	0	0	0
Other Sources	0	2,000,000	0	0	0	0	0
Total Revenue	**6,750,487**	**7,297,060**	**10,207,645**	**6,379,051**	**6,570,437**	**6,768,999**	**6,975,008**
Salaries	20,055	25,996	13,182	0	0	0	0
Benefits	12,620	13,249	31	0	0	0	0
Purchased Services	6,623,723	7,348,283	5,299,493	5,744,732	6,554,321	6,752,561	6,958,241
Supplies/Materials	9,883	11,920	10,310	11,050	11,271	11,496	11,726
Capital Projects	980,963	0	194,833	4,000	4,080	4,162	4,245
Dues & Fees	550	600	672	750	765	780	796
NonCapitalized Outlay	0	0	0	0	0	0	0
Post Employment Benefits	0	0	0	0	0	0	0
Other Uses	0	0	0	0	0	0	0
Total Expenditures	**7,647,794**	**7,400,048**	**5,518,521**	**5,760,532**	**6,570,437**	**6,768,999**	**6,975,008**
Auditor Adjustment							
Ending Fund Balance	**2,758,719**	**2,655,731**	**7,344,855**	**7,963,374**	**7,963,374**	**7,963,374**	**7,963,374**

Significant Changes – Transportation Fund Budget

The Fiscal Year 2026–27 Transportation Fund budget reflects relatively stable revenues and expenditures. Fluctuations in revenue are primarily related to the timing of state transportation reimbursements, while variations in expenditures are largely attributable to one-time capital purchases of passenger buses during Fiscal Years 2023–24 and 2025–26, as well as anticipated expenditure activity. Excluding these timing differences and one-time capital investments, the Transportation Fund has remained financially stable, with revenues and expenditures reflecting the ongoing costs of providing safe and reliable transportation services.

The apparent decrease in Transportation Fund revenues from the 2025-26 Fiscal Year to the 2026-27 Fiscal Year is primarily the result of timing differences associated with state transportation reimbursement payments. No state transportation reimbursement payment was received during Fiscal Year 2025, while two payments were received during Fiscal Year 2026, resulting in an unusually high level of recorded revenue in that fiscal year. The 2026-27 Fiscal Year budget reflects a return to a more typical reimbursement pattern. When viewed over multiple years, transportation revenues have remained stable and are projected to continue at consistent levels.

The increase in Transportation Fund expenditures budgeted for the 2026-27 Fiscal Year is primarily related to anticipated late billing from the 2025-26 fiscal year. Due to the timing of invoice receipt, certain transportation-related costs are expected to be received after the District's year-end accrual period and will be reflected in the subsequent fiscal year's expenditures. This adjustment provides a more accurate representation of the expected costs associated with transportation services.

Multi-year projections indicate a slight annual increase in the Transportation Fund balance, reflecting the stability of revenues relative to projected expenditures. As a result, the District may evaluate future Transportation Fund levy adjustments to ensure resources remain appropriately aligned with anticipated needs. Any future adjustments may provide an opportunity to reallocate available levy capacity to other District funds where additional revenue support may be needed, including the Municipal Retirement (IMRF) and Social Security Funds.

The District will continue to monitor transportation costs, state reimbursement trends, fund balance levels, and long-term financial requirements as part of its annual budget and levy planning processes. Through proactive financial management, the District remains committed to maintaining a stable transportation program while ensuring resources are allocated where they are most needed.

Comparative Summary - Municipal Retirement Fund

The Illinois Municipal Retirement (IMRF) Fund is established to account for the District's employer contributions to the Illinois Municipal Retirement System for eligible non-teaching employees. This fund ensures the District meets its statutory retirement obligations and provides retirement benefits for qualifying employees who support the District's educational programs and operations.

For Fiscal Year 2026–27, the IMRF Fund budget reflects the District's required contributions based on projected eligible employee wages and the employer contribution rate established by IMRF. Expenditures within this fund are primarily influenced by staffing levels, salary adjustments, employee eligibility, and changes in the required employer contribution rate. As staffing levels are finalized, the IMRF Fund budget will be adjusted, if necessary, to align with actual personnel costs.

Local revenue sources, primarily property taxes, provide the primary funding source for the IMRF Fund. The reliability of the District's local tax base supports the District's ability to meet its long-term retirement obligations while maintaining financial stability and responsible stewardship of public resources.

The District continues to monitor staffing trends, compensation changes, and IMRF contribution requirements as part of its annual budget development process. Through careful forecasting and proactive financial planning, the District remains committed to fulfilling its retirement obligations while supporting a sustainable financial plan.

Municipal Retirement Fund Year-Over-Year Comparison

Municipal Retirement Fund	2023-24 Actual	2024-25 Actual	2025-26 Actual*	2026-27 Budget	2027-28 Projected	2028-29 Projected	2029-30 Projected
Beginning Fund Balance	**3,870,841**	**3,823,529**	**3,083,471**	**2,209,119**	**1,002,101**	**570,475**	**113,866**
Local Sources	1,011,162	455,640	423,125	424,438	1,240,616	1,257,440	1,274,938
State Sources	0	0	0	0	0	0	0
Federal Sources	0	0	0	0	0	0	0
Other Sources	0	0	0	0	0	0	2,00,0000
Total Revenue	**1,011,162**	**455,640**	**423,125**	**424,438**	**1,240,616**	**1,257,440**	**3,274,938**
Salaries	0	0	0	0	0	0	0
Benefits	1,058,474	1,195,698	1,297,477	1,631,456	1,672,242	1,714,048	1,756,900
Purchased Services	0	0	0	0	0	0	0
Supplies/Materials	0	0	0	0	0	0	0
Capital Projects	0	0	0	0	0	0	0
Dues & Fees	0	0	0	0	0	0	0
NonCapitalized Outlay	0	0	0	0	0	0	0
Post Employment Benefits	0	0	0	0	0	0	0
Other Uses	0	0	0	0	0	0	0
Total Expenditures	**1,058,474**	**1,195,690**	**1,297,477**	**1,631,456**	**1,672,242**	**1,714,048**	**1,756,900**
Auditor Adjustment							
Ending Fund Balance	**3,823,529**	**3,083,471**	**2,209,119**	**1,002,101**	**570,475**	**113,866**	**1,631,904**

Significant Changes – Illinois Municipal Retirement (IMRF) Fund Budget

The 2026-27 Fiscal Year Illinois Municipal Retirement (IMRF) Fund budget reflects relatively stable revenues and expenditures, with costs primarily influenced by employee staffing levels, salary adjustments, and the District's required employer contribution to the Illinois Municipal Retirement System (IMRF).

While personnel levels and compensation adjustments are key factors affecting IMRF expenditures, the District's annual contribution requirement is also dependent on the employer contribution rate established by IMRF. This rate is calculated by IMRF based on actuarial assumptions, investment performance, payroll trends, and the funding requirements necessary to meet the District's ongoing post-employment benefit obligations. As a result, IMRF expenditures may fluctuate from year to year independent of changes in staffing or salaries.

The District anticipates adjusting the IMRF Fund levy as part of the 2026 property tax levy, with the impact of this adjustment reflected beginning in the 2027-28 Fiscal Year budget. This planned adjustment will provide additional revenue support to align the fund's resources with projected employer contribution requirements and maintain long-term financial sustainability.

Based on current projections, an additional adjustment to the IMRF levy may be necessary as part of the 2029 property tax levy, with the impact anticipated to begin in the 2030-31 Fiscal Year budget. These future adjustments will continue to be evaluated based on staffing trends, salary projections, IMRF employer contribution rates, and projected fund balance levels.

The District will continue to monitor IMRF requirements and long-term funding needs as part of its annual budget development and financial forecasting process. Through proactive levy planning and ongoing evaluation of retirement obligations, the District remains committed to maintaining sufficient resources to meet its statutory obligations while supporting responsible financial stewardship.

Comparative Summary - Social Security Fund

The Social Security Fund accounts for the District's employer contributions for Social Security and Medicare taxes related to eligible employees. This fund ensures the District meets its statutory obligations associated with payroll-related taxes and provides funding for the required employer contributions that support employee benefits.

For the 2026-27 Fiscal Year, the Social Security Fund budget reflects projected employer contributions based on anticipated payroll expenditures and staffing levels. Expenditures within this fund are primarily influenced by changes in salaries, staffing levels, negotiated wage adjustments, and the number of eligible employees. As staffing decisions are finalized, the Social Security Fund budget will be adjusted, if necessary, to align with actual payroll costs.

Local revenue sources, primarily property taxes, provide the primary funding source for the Social Security Fund. The stability of the District's local tax base supports the District's ability to meet its ongoing payroll-related obligations and maintain a consistent approach to financial planning.

The District continues to monitor staffing trends, compensation adjustments, and payroll-related costs as part of its annual budget development process. Through responsible forecasting and resource management, the District remains committed to meeting its statutory obligations while maintaining financial stability and supporting its employees.

Social Security Fund Year-Over-Year Comparison

Social Security Fund	2023-24 Actual	2024-25 Actual	2025-26 Actual*	2026-27 Budget	2027-28 Projected	2028-29 Projected	2029-30 Projected
Beginning Fund Balance	**1,878,066**	**1,448,788**	**1,893,777**	**1,200,423**	**670,550**	**561,391**	**2,474,872**
Local Sources	2,049,419	3,083,477	2,064,901	2,397,363	2,891,258	2,988,908	3,090,464
State Sources	0	0	0	0	0	0	0
Federal Sources	0	0	0	0	0	0	0
Other Sources	0	0	0	0	0	2,000,000	0
Total Revenue	**2,049,419**	**3,083,477**	**2,064,901**	**2,397,363**	**2,891,258**	**4,988,908**	**3,090,464**
Salaries	0	0	0	0	0	0	0
Benefits	2,478,697	2,638,487	2,758,255	2,927,236	3,000,417	3,075,427	3,152,313
Purchased Services	0	0	0	0	0	0	0
Supplies/Materials	0	0	0	0	0	0	0
Capital Projects	0	0	0	0	0	0	0
Dues & Fees	0	0	0	0	0	0	0
NonCapitalized Outlay	0	0	0	0	0	0	0
Post Employment Benefits	0	0	0	0	0	0	0
Other Uses	0	0	0	0	0	0	0
Total Expenditures	**2,478,697**	**2,638,487**	**2,758,255**	**2,927,236**	**3,000,417**	**3,075,427**	**3,152,313**
Auditor Adjustment							
Ending Fund Balance	**1,448,788**	**1,893,777**	**1,200,423**	**670,550**	**561,391**	**2,474,872**	**2,413,023**

Significant Changes – Social Security Fund Budget

The 2026-27 Fiscal Year Social Security Fund budget reflects relatively stable revenues and expenditures, with changes primarily driven by anticipated staffing levels, salary adjustments, and related payroll costs. As the District's staffing plan is finalized, budgeted expenditures may be adjusted to align with actual payroll obligations.

Local revenue sources, primarily property taxes, provide the primary funding source for the Social Security Fund and support the District's ability to meet its employer obligations for Social Security and Medicare contributions. While annual revenues and expenditures are projected to remain relatively consistent, the District's long-term financial projections identify a potential shortfall in fund balance beginning in Fiscal Year 2028-29.

To address this anticipated decline in fund balance, the District has incorporated a planned one-time transfer from the Working Cash Fund during the 2028-29 Fiscal Year to maintain the financial stability of the Social Security Fund. In addition, the District anticipates adjusting the Social Security tax levy during the 2029 levy year to provide additional ongoing revenue support. The impact of this levy adjustment is expected to be reflected beginning with the 2030-31 Fiscal Year budget.

The District will continue to monitor Social Security Fund activity, staffing trends, payroll costs, and projected fund balance levels as part of its long-term financial planning process. Through proactive planning and timely adjustments, the District remains committed to maintaining sufficient resources to meet its statutory obligations while supporting overall financial stability.

Comparative Summary - Capital Projects Fund

The Capital Projects Fund supports the District's ongoing investment in facility improvements, infrastructure needs, and long-term capital priorities. This fund provides resources for projects identified through the District's Master Facilities Plan, including facility renovations, building improvements, technology infrastructure, and other capital investments necessary to maintain safe, modern, and effective learning environments.

Historically, Glenbrook High School District has primarily utilized a "pay-as-you-go" funding model to finance capital projects. This approach allows the District to complete facility improvements using available resources rather than seeking voter approval for additional debt through a referendum. By strategically planning and setting aside funds for capital needs, the District has been able to address priority projects while minimizing long-term financial obligations and maintaining flexibility for future investments.

The District's Master Facilities Plan provides a comprehensive, long-range framework for identifying and prioritizing facility needs. The plan ensures that capital investments are made strategically, based on the condition of District facilities, operational needs, safety requirements, and the long-term educational goals of the District.

Beginning in the 2027-28 Fiscal Year, the District anticipates transitioning to the use of debt financing for future capital projects, including major facility improvements and life safety projects, following the retirement of all current outstanding debt obligations. This approach will allow the District to continue addressing significant capital needs while maintaining a responsible financial position.

The anticipated debt issuance is structured to have minimal, if any, impact on taxpayers. By timing future borrowing to coincide with the retirement of existing debt, the District expects to leverage existing debt capacity without creating a significant increase in the overall tax burden. This strategy will allow the District to continue making necessary investments in its facilities while preserving financial stability and demonstrating responsible stewardship of taxpayer resources.

Through careful long-term planning, responsible funding strategies, and continued evaluation of facility priorities, the District remains committed to maintaining high-quality learning environments while balancing the financial interests of its community.

Capital Projects Fund Year-Over-Year Comparison

Capital Projects Fund	2023-24 Actual	2024-25 Actual	2025-26 Actual*	2026-27 Budget	2027-28 Projected	2028-29 Projected	2029-30 Projected
Beginning Fund Balance	**3,817,724**	**16,089,211**	**9,914,993**	**3,187,380**	**977,380**	**11,441,580**	**331,000**
Local Sources	97,348	116,806	137,683	100,000	100,000	440,000	110,000
State Sources	50,000	0	50,000	50,000	50,000	50,000	50,000
Federal Sources	0	0	0	0	0	0	0
Other Sources	18,000,000	5,000,000	5,000,000	14,000,000	38,000,000	8,000,000	16,000,000
Total Revenue	**18,147,348**	**5,116,806**	**5,187,683**	**14,150,000**	**38,150,000**	**8,490,000**	**16,160,000**
Salaries	0	0	0	0	0	0	0
Benefits	0	0	0	0	0	0	0
Purchased Services	0	0	0	300,000	306,000	312,120	318,362
Supplies/Materials	0	0	0	0	0	0	0
Capital Projects	0	11,258,691	11,915,296	15,960,000	23,379,800	17,788,460	15,469,700
Dues & Fees	0	0	0	0	0	0	0
NonCapitalized Outlay	5,875,861	32,332	0	100,000	0	0	0
Post Employment Benefits	0	0	0	0	0	0	0
Other Uses	0	0	0	0	0	0	0
Total Expenditures	**5,875,861**	**11,291,023**	**11,915,296**	**16,360,000**	**25,685,800**	**18,100,580**	**15,788,062**
Auditor Adjustment							
Ending Fund Balance	**16,089,211**	**9,914,993**	**3,187,380**	**977,380**	**15,441,580**	**1,831,000**	**702,938**

Comparative Summary - Working Cash Fund

The Working Cash Fund provides the District with a financial resource to support cash flow needs and maintain financial flexibility throughout the fiscal year. This fund serves as a financial safeguard by allowing the District to manage the timing differences between revenue collections and expenditures, ensuring that resources are available to meet operational obligations when needed.

For the 2026-27 Fiscal Year, the Working Cash Fund continues to serve as an important component of the District's overall financial management strategy. While this fund does not directly support instructional programs or daily operating activities, it provides the District with the ability to maintain adequate liquidity and respond to unforeseen financial circumstances without relying on short-term borrowing or other external financing options.

The Working Cash Fund is primarily supported through local revenue sources and reflects the District's commitment to maintaining prudent financial reserves and sound fiscal practices. The availability of working cash provides additional flexibility as the District manages fluctuations in revenue timing, economic conditions, and long-term financial priorities.

As part of its ongoing financial planning process, the District regularly evaluates fund balances, cash flow requirements, and reserve levels to ensure resources are appropriately maintained. Through responsible management of the Working Cash Fund, the District continues to strengthen its financial stability and support the long-term sustainability of its educational and operational commitments.

Working Cash Fund Year-Over-Year Comparison

Working Cash Fund	2023-24 Actual	2024-25 Actual	2025-26 Actual*	2026-27 Budget	2027-28 Projected	2028-29 Projected	2029-30 Projected
Beginning Fund Balance	**21,102,433**	**6,759,485**	**5,432,433**	**5,533,213**	**5,631,586**	**5,733,894**	**3,840,294**
Local Sources	657,052	672,048	100,780	98,373	102,308	106,400	110,656
State Sources	0	0	0	0	0	0	0
Federal Sources	0	0	0	0	0	0	0
Other Sources	0	0	0	0	0	0	0
Total Revenue	**657,052**	**672,048**	**100,780**	**98,373**	**102,308**	**106,400**	**110,656**
Salaries	0	0	0	0	0	0	0
Benefits	0	0	0	0	0	0	0
Purchased Services	0	0	0	0	0	0	0
Supplies/Materials	0	0	0	0	0	0	0
Capital Projects	0	0	0	0	0	0	0
Dues & Fees	0	0	0	0	0	0	0
NonCapitalized Outlay	0	0	0	0	0	0	0
Post Employment Benefits	0	0	0	0	0	0	0
Other Uses	15,000,000	2,000,000	0	0	0	2,000,000	2,000,000
Total Expenditures	**15,000,000**	**2,000,000**	**0**	**0**	**0**	**2,000,000**	**2,000,000**
Auditor Adjustment							
Ending Fund Balance	**6,759,485**	**5,432,433**	**5,533,213**	**5,631,586**	**5,733,894**	**3,840,294**	**1,950,950**

Comparative Summary - Fire Prevention & Life Safety Fund

The Fire Prevention and Life Safety Fund is established to account for expenditures related to life safety improvements and projects that address identified facility needs in accordance with applicable regulations and requirements. These projects may include improvements related to fire prevention systems, building safety, and other facility enhancements necessary to maintain safe learning environments for students and staff.

The Fire Prevention and Life Safety Fund has remained inactive since the 2013-14 Fiscal Year, as the District has not had active financial activity requiring the use of this fund. Beginning with the 2026-27 Fiscal Year budget, the District will include the Fire Prevention and Life Safety Fund in all financial reports to provide greater transparency and to reflect the District's anticipated future use of the fund in connection with planned life safety projects.

As part of the District's long-term capital planning efforts and Master Facilities Plan, the District anticipates issuing bonds for future capital improvements and life safety projects beginning in the 2027-28 Fiscal Year, following the retirement of existing debt obligations. The Fire Prevention and Life Safety Fund will provide a dedicated accounting mechanism to track and report resources associated with these future investments.

The anticipated debt financing strategy is designed to minimize the impact on taxpayers by aligning future debt service with the retirement of current obligations. This approach allows the District to address critical facility and life safety needs while maintaining a responsible financial position and avoiding a significant increase in the overall tax burden.

Through proactive planning, transparent financial reporting, and responsible management of capital resources, the District remains committed to maintaining safe, secure, and well-functioning facilities that support the educational needs of students and the community.

Fire Prevention & Life Safety Fund Year-Over-Year Comparison

Fire Prevention and Life Safety Fund	2023-24 Actual	2024-25 Actual	2025-26 Actual*	2026-27 Budget	2027-28 Projected	2028-29 Projected	2029-30 Projected
Beginning Fund Balance	**0**	**0**	**0**	**0**	**0**	**12,395,400**	**7,423,100**
Local Sources	0	0	0	0	0	350,000	220,000
State Sources	0	0	0	0	0	0	0
Federal Sources	0	0	0	0	0	0	0
Other Sources	0	0	0	0	14,000,000	0	27,815,000
Total Revenue	**0**	**0**	**0**	**0**	**14,000,000**	**350,000**	**28,035,000**
Salaries	0	0	0	0	0	0	0
Benefits	0	0	0	0	0	0	0
Purchased Services	0	0	0	0	0	0	0
Supplies/Materials	0	0	0	0	0	0	0
Capital Projects	0	0	0	0	1,604,600	5,322,300	6,579,600
Dues & Fees	0	0	0	0	0	0	0
NonCapitalized Outlay	0	0	0	0	0	0	0
Post Employment Benefits	0	0	0	0	0	0	0
Other Uses	0	0	0	0	0	0	0
Total Expenditures	**0**	**0**	**0**	**0**	**1,604,600**	**5,322,300**	**6,579,600**
Auditor Adjustment							
Ending Fund Balance	**0**	**0**	**0**	**0**	**12,395,400**	**7,423,100**	**28,878,500**

Significant Changes - Fire Prevention & Life Safety Fund

Although no budgeted activity is anticipated within the Fire Prevention & Life Safety Fund for the 2026-27 Fiscal Year, this fund has been included in the financial projections to provide transparency regarding anticipated future activity. The accompanying chart reflects projected revenues and expenditures for the three-year forecast period from the 2027-28 Fiscal Year through the 2029-30 Fiscal Year .

The projected activity within this fund is associated with the District's long-term capital planning efforts, including anticipated life safety projects identified through the Master Facilities Plan. Beginning in the 2027-28 Fiscal Year, the District anticipates utilizing this fund to account for resources and expenditures related to planned life safety improvements and associated financing activities. Including these projections provides the Board of Education and community with a comprehensive view of the District's future capital commitments and financial planning strategy.

Disclosures

Budget Basis and Accounting Information

The District's annual budget is prepared in accordance with applicable state statutes and established budgeting practices. Budgetary basis reporting may differ from financial statement reporting due to differences in accounting requirements and timing of recognition of revenues and expenditures.

Significant Budget Assumptions

The 2026-27 Fiscal Year budget was developed using assumptions regarding property tax growth, staffing levels, negotiated salary increases, benefit costs, enrollment trends, and anticipated economic conditions. These assumptions will continue to be evaluated and adjusted as additional information becomes available.

Revenue Recognition and Property Tax Disclosure

Property taxes represent the District's primary source of revenue. Because the District's fiscal year differs from the property tax cycle, revenues collected during a fiscal year may include portions of multiple levy years.

On-Behalf Payments Disclosure

The State of Illinois makes certain retirement contributions on behalf of the District. These on-behalf payments are recorded as both revenue and expenditures and do not represent additional resources available for District operations.

Fund Balance and Reserve Policy Disclosure

Fund balance levels are monitored to ensure adequate resources are available to address cash flow needs, economic uncertainties, and planned strategic investments while maintaining long-term financial stability.

Multi-Year Financial Forecast Assumptions

Multi-year projections are intended to provide a planning framework and are based on assumptions considered reasonable at the time of preparation. Actual results may vary based on changes in economic conditions, legislation, enrollment, staffing, and other factors.

Budget Amendment Process Disclosure

The Board of Education may amend the budget during the fiscal year as necessary to reflect changes in revenues, expenditures, and District priorities. Amendments are completed in accordance with applicable statutory requirements.

Staffing and FTE Disclosure

Staffing expenditures included in the adopted budget reflect approved FTE positions and may include placeholders for positions that had not been finalized at the time of budget preparation. Adjustments will be made as staffing plans are completed.

Capital Improvement and Debt Planning Disclosure

The District utilizes a strategic capital planning approach that incorporates both pay-as-you-go funding and future debt financing strategies. Planned debt issuances will be structured to align with the retirement of existing debt obligations to minimize the impact on taxpayers.

Pension and Other Post-Employment Benefit Disclosure

Glenbrook High School District 225 provides post-employment benefits other than pensions to employees who meet certain criteria. Other Post-Employment Benefits (OPEB) require third party actuarial valuations. The valuations involve estimates for the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Amounts determined regarding funded status of the plan and annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. As a result, the District is required to report the value of such benefits and the associated costs according to the accounting requirements of the Governmental Accounting Standards Board Statement 75 (GASB 75). The District's Total OPEB Liability for the year ending June 30, 2025 was $10,099,919. At this time, the June 30, 2026 report has not been released.

Informational Section



Property Taxes

The Illinois Constitution establishes that "the State shall provide for an efficient system of high-quality public educational institutions and services," and that the State bears the primary responsibility for funding public education. This responsibility is carried out through state laws and regulations that define the policies and procedures governing school finance. These legal frameworks directly shape the types and sources of revenue that support the District.

The primary source of revenue for Glenbrook High School District 225 is local property taxes, which represent 86% of the District's Direct Revenue/Receipts. The Board of Education has the responsibility for annually certifying a tax levy to the county clerk of the county in which the District is located. The property tax cycle extends over two fiscal years. The tax year is the year of the assessment and reflects the value of property as of January 1st. The tax bills are distributed, and the taxes are paid in the following year.

Equalized Assessed Value (EAV)

Equalized Assessed Value (EAV) in Cook County is the adjusted assessed value of a property after applying the state's equalization factor. It ensures fair property taxation and is the basis on which local governments, including school districts, levy property taxes.

Northfield Township is in Cook County, Illinois, and comprises the Villages of Glenview and Northbrook, as well as unincorporated areas of northern Cook County. The equalized assessed valuation of all real property located within the boundaries of Northfield Township is as follows:

		EAV by Status	
Tax Year	**Total EAV**	**Existing Property**	**New Property**
2028 Projected	7,776,038,026	7,716,038,026	60,000,000
2027 Projected	7,716,038,026	7,656,038,026	60,000,000
2026 Projected	7,656,038,026	7,596,038,026	60,000,000
2025* Projected	7,596,038,026	7,521,038,026	75,000,000
2024	7,521,038,026	7,467,917,006	53,121,020
2023	7,467,917,006	7,410,514,285	57,402,721
2022*	7,188,064,329	7,124,395,571	63,668,758
2021	6,108,201,412	5,594,504,048	513,697,364

* Denotes a triennial reassessment year in Cook County, Illinois

The continued growth of new property within Northfield Township signifies a thriving economy and a growing residential community. According to information available from the Cook County Clerk, the composition of the district's tax base is as follows:

		EAV by Property Class				
Tax Year	**Total Valuation**	**Residential**	**Farm**	**Commercial**	**Industrial**	**Railroad**
2025	TBD					
2024	7,521,038,026					
2023	7,467,917,006	5,314,436,091	0	1,659,367,069	490,115,161	3,998,085
		71.2%	0%	22.2%	6.6%	0.05%
2022	7,188,064,329	5,151,329,887	0	1,561,354,215	471,737,803	3,642,424
		71.7%	0%	21.7%	6.6%	0.05%
2021	6,108,201,412	4,167,099,575	0	1,513,313,437	424,708,382	3,080,018
		68.2%	0%	24.8%	6.9%	0.05%
2020	6,047,073,464	4,174,393,547	969	1,436,197,510	433,201,420	3,080,018
		69.0%	0%	23.7%	7.2%	0.1%
2019	6,100,548,661	4,160,636,254	91,111	1,524,886,339	411,948,123	2,986,834
		68.2%	0%	25.0%	6.7%	0.1%
2018	5,318,564,191	3,764,062,458	81,013	1,210,715,846	340,951,511	2,753,363
		70.7%	0%	22.7%	6.4%	0.1%

Acknowledging the presence of several large corporations in the district's tax base, the following is a list of the District's largest taxpayers:

Taxpayer	Description	2023 Equalized Assessed Value	Percent of District's Total EAV
Allstate Insurance Tax	Commercial	63,073,697	0.84%
Westcoast Estates	Property Development	47,089,319	0.63%
Jones Lang LaSalle	Commercial, Retail	38,581,080	0.52%
Willow Festival Regency	Commercial, Retail	35,441,357	0.47%
Gateway Fairview Inc.	Commercial	30,808,837	0.41%
Allstate Insurance Co.	Commercial	30,483,108	0.41%
UL LLC	Commercial	28,788,569	0.39%
TGM Northshore LLC	General Hospital	28,704,182	0.38%
CP5 Tapestry LLC	Property Development	28,487,741	0.38%
Taxpayer of (Residences)	Property Development	23,156,680	0.31%
	Total	**354,614,570**	**4.74%**

Tax Increment Financing District (TIF)

Tax Increment Financing (TIF) districts are created by municipalities to improve areas of a community that are "blighted, decaying, and underperforming . . . in need of development or redevelopment" Prior to the creation of a TIF, the municipality must prove that the proposed property meets certain criteria established by the State. Once established, the existing value of the property is frozen, and all new value and property "go to the project fund controlled by the TIF district, not to the . . . schools, or any other taxing body" for a 23-year period. (Note: Taxing bodies continue to receive tax revenue based on the original assessed value of the property.)

The following TIF districts are active within the district's boundaries:

Municipality	TIF Name	Start	End	Frozen EAV	Total 2015 EAV
Northbrook	Dundee Rd / Skokie Blvd	2005	2028	3,115,141	11,537,899
Northbrook	Northbrook Court	2019	2042	TBD	TBD

Property Tax Extension Limitation Law (PTELL)

In February 1995, the Illinois General Assembly passed tax cap legislation (P.A. 89-1) for Cook County, making it retroactive to the 1994 tax year. This legislation, known as the Property Tax Extension Limitation Law (PTELL), controls the district's ability to generate property tax revenues. PTELL permits school districts to increase their non-bond property tax extension by the change in the Consumer Price Index (CPI) or 5%, whichever is less. Additionally, school districts have the opportunity each year to increase their property tax extension by capturing new property that has come onto the tax rolls. This is accomplished by multiplying the limiting rate (non-bond property tax rate) by the amount of new property identified by the County in the extension preparation process.

In addition to P.A. 89-1, the Illinois General Assembly amended Article 20, which limits the amount of taxes for debt service that can be generated through the sale of non-referendum bonds, to the district's 1994 aggregate non-referendum debt service amount, increased annually by the change in the Consumer Price Index (CPI). This amount is referred to as the Debt Service Extension Base (DSEB). For the 2025 tax year, the DSEB limit is $2,550,533.

Tax Rates

In Illinois, a property tax rate represents the amount levied for every $100 of equalized assessed valuation (EAV) of taxable real property. The tax rate is calculated by dividing the total tax levy by the taxing district's total EAV and multiplying the result by 100. An individual property tax bill is then determined by multiplying the property's EAV by the applicable tax rate.

The county treasurer is responsible for issuing tax bills, collecting property taxes, and distributing the revenues to the respective taxing districts.

The accompanying chart presents both actual and projected property tax rates. Projected rates are based on assumptions of 1% annual EAV growth and approximately $60 million in new construction each year. Actual tax rates may vary depending on realized EAV growth and new construction activity.

Property Tax Rates								
	2021	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**
	Actual	Actual	Actual	Actual	Estimated	Projected	Projected	Projected
Capped	2.0910	1.8830	1.9172	2.0002	2.1013	2.1745	2.2349	2.2968
Non-Capped	0.2188	0.1812	0.1580	0.1756	0.1764	0.1622	0.0263	0.0263
Total Tax Rate	**2.310**	**2.064**	**2.076**	**2.176**	**2.278**	**2.337**	**2.261**	**2.323**

Property tax rates in Illinois are driven by the relationship between the amount of money a taxing district needs to raise (the levy) and the total equalized assessed valuation (EAV) within the district. Because the tax rate is calculated by dividing the levy by the total EAV, the relationship between EAV and the tax rate is inverse:

Tax Rate=Tax LevyTotal EAV×100\text{Tax Rate} = \frac{\text{Tax Levy}}{\text{Total EAV}} \times 100Tax Rate=Total EAVTax Levy×100

This means:

- If the tax levy remains relatively stable and total EAV increases, the tax rate will generally decrease because the levy is spread across a larger tax base.
- Conversely, if total EAV declines, the tax rate will generally increase because the same levy must be generated from a smaller tax base.

For example, assume a taxing district has a $10 million levy:

- If total EAV is $1 billion, the tax rate would be 1.00%.
- If EAV declines to $900 million while the levy remains unchanged, the tax rate would increase to approximately 1.11%.

The opposite effect can also occur. When EAV grows through reassessment, market appreciation, or new construction, the tax base expands and the tax rate may decline, assuming levy growth does not outpace EAV growth.

Tax Rate Extension

The district's tax rate is determined annually through the Cook County tax extension preparation process, during which the County calculates the rate necessary to generate the property tax revenues authorized for the District. The overall tax rate is composed of two primary components: the operating funds extension and the debt service extension.

The operating funds extension supports the District's day-to-day educational and operational expenses, including instructional programs, staffing, transportation, maintenance, and other operational costs.

The debt service extension is levied separately and is used exclusively to repay principal and interest obligations associated with voter-approved bonds and other long-term debt issued by the District. Each component is calculated independently in accordance with applicable tax laws and financial obligations, and together they comprise the total property tax rate assessed to taxpayers within the District.

Each part is explained in detail.

Operating Fund Extension Calculation

The operating funds extension starts with the assumption that the district is entitled to receive the prior tax year's extension, increased by the change in CPI or 5%, whichever is less. This amount is subsequently divided by the equalized assessed value (EAV) for the current tax year, minus any new growth that has come onto the tax roll. This amount yields a limiting rate, which, when multiplied by 100, yields the operating funds tax rate.

The "Limiting Rate" is the tax rate that is assessed for every $100 in EAV; this cannot be calculated until the County announces the EAV in late Spring. Below is an illustration of this calculation for the 2024 tax year:

Operating Funds Extension for Existing Property	Last Year's OFs Extension		Factor (Extension 1 + CPI)		This Year's OFs Extension		This Year's EAV (Minus New Growth)		Limiting Rate x 100
	$143,234,648	x	1.034	=	$148,104,626	/	$7,404,628,990	=	2.000163

Operating Funds Extension for New Growth Recognized by County Clerk in Tax Year 2024	Limiting Rate		This Year's EAV from New Growth		
	0.02000163	x	$53,121,020	=	$1,062,530
					$149,167,156

Recognizing new growth through the tax levy process allows the District to increase its extension beyond what is limited to CPI. If a District does not capture new growth in a given year, the extension will not increase as much as it could. Overtime, the impact of not maximizing an extension in a given year compounds, resulting in a substantial loss in revenue to support educational programs.

Debt Services Extension

The debt service extension is calculated by taking the total amount of debt service to be paid, along with any Loss and Cost Factor that has been requested, divided by the total EAV for the current tax year. This amount, when multiplied by 100, results in the debt service tax rate.

Below is an illustration of this calculation for the 2024 tax yar:

Debt Service Extension	Debt Service Rate		This Year's Total EAV (Including New Growth)		This Year's DS Extension
	0.175603	x	$7,521,038,026	=	$13,096,033
					$13,096,033

Unlike the operating funds extension, the debt service extension is not limited by PTELL. This is because debt can only be issued by a voter-approved referendum or through the use of the debt service extension base (DSEB), which has been excluded from PTELL consideration.

Recent Illinois legislation expanded the authority of school districts to issue certain types of debt for facility-related projects without requiring voter approval through a referendum and without being subject to the Debt Service Extension Base (DSEB) limitations established under the Property Tax Extension Limitation Law (PTELL). Specifically, the legislation permits school districts to issue bonds for qualifying capital improvement projects, including construction, renovation, and life safety work, through an alternative bonding mechanism authorized by statute.

Under this authority, districts may address critical infrastructure and safety needs more efficiently, particularly for aging facilities or urgent health and safety improvements, without the time and uncertainty associated with a public referendum process. In addition, because these bonds may be issued outside of

the DSEB calculation, the associated debt service levy is not constrained by the district's existing PTELL debt extension limitations, allowing the district to levy taxes necessary to repay the bonds regardless of prior debt extension levels.

While voter approval is not required, districts must still comply with statutory procedures, including public notice requirements, hearing processes, debt issuance limitations, and applicable legal and financial oversight. The legislation is intended to provide school districts with greater flexibility to maintain safe and functional educational facilities while continuing to operate within established financial and legal parameters.

Tax Collections

The District receives distributions from two separate tax levies during each fiscal year. The current budget reflects property tax collections associated with the 2025 and 2026 levies. Although approximately one-half of each levy is typically collected within a given fiscal year, the actual percentage varies annually based on the timing of tax bill issuance and collection schedules.

The District recognizes property tax revenue in the fiscal year in which the taxes are collected. Accordingly, delays in billing or collections may shift a portion of revenue into the subsequent fiscal year. Historically, the District has collected, on average, 97.5% of its total tax extension.

Fiscal Year	Tax Levy Year	Taxes Levied for the Fiscal Year	Collected within the Fiscal Year of the Levy		Collections in Subsequent Years	Total Collections to Date	
			Amount	% of Levy		Amount	% of Levy
2025	2024	155,111,147	80,096,918	51.64%	-	80,096,918	51.64%
2024	2023	154,961,944	77,372,398	49.93%	72,758,231	150,130,629	96.88%
2023	2022	148,330,040	75,968,575	51.22%	70,977,484	146,946,059	99.07%
2022	2021	143,267,277	74,498,984	52.00%	64,314,458	138,813,442	96.89%
2021	2020	125,976,811	65,507,942	52.00%	57,551,239	123,059,181	97.68%
2020	2019	122,346,661	63,620,264	52.00%	54,882,871	118,503,135	96.86%

Tax Rates' Effect on the Average Taxpayer

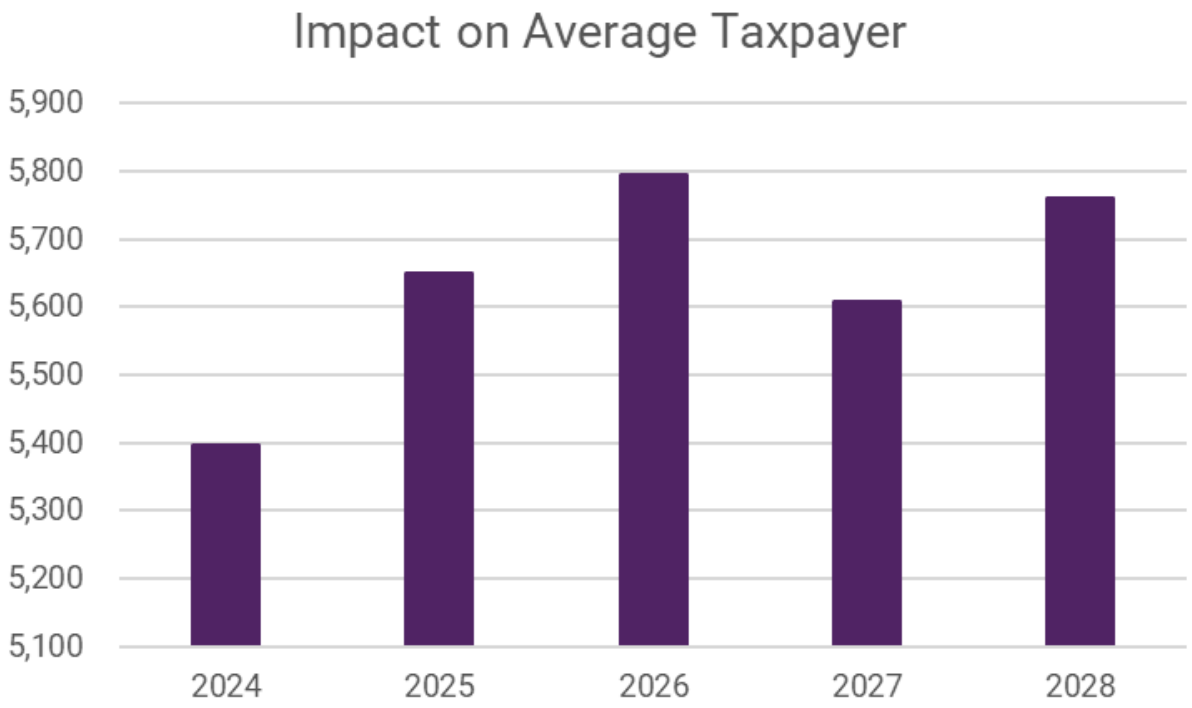
The following two charts illustrate the estimated impact on the owner of an average $850,000 home. Because property taxes are levied on a calendar-year basis, the 2025 levy, for example, is collected during calendar year 2026 and supports the District's fiscal year 2026 and 2027 budgets. Accordingly, the charts are presented by levy year. For homeowners in Cook County, the estimates assume an assessment level of 10% and an equalization factor of approximately 3.0355.

A significant portion of the variation in an individual property tax bill is driven by changes in a property's assessed value, over which the District has no control. Assessed values may change as a result of annual or periodic reassessments, such as triennial reassessment cycles, and these changes can produce larger fluctuations in tax bills than annual changes in the District's levy. As a result, an increase in the District's

levy does not necessarily translate into a proportional increase in an individual homeowner's property taxes. Depending on changes in assessed value and other factors, a property tax bill may increase by more than the levy increase, by less than the levy increase, or potentially decrease.

Changes in property tax exemptions may also affect individual tax bills. For example, if a homeowner fails to complete the required recertification for a senior exemption, the exemption may no longer apply to the property, resulting in a higher tax bill.

Impact on Average Taxpayer					
	2024 Actual	**2025 Projected**	**2026 Projected**	**2027 Projected**	**2028 Projected**
Estimated Market Value	850,000	850,000	850,000	850,000	850,000
Assessment Level	10%	10%	10%	10%	10%
Assessed Valuation	85,000	85,000	85,000	85,000	85,000
State Equalizer	3.0355	3.0355	3.0355	3.0355	3.0355
Equalized Assessed Value	258,018	258,018	258,018	258,018	258,018
Homeowner Exemption	10,000	10,000	10,000	10,000	10,000
Equalized Assessed Value	248,018	248,018	248,018	248,018	248,018
Tax Rate	2.176	2.278	2.337	2.261	2.323
Estimated Tax Bill	**5,397**	**5,650**	**5,796**	**5,608**	**5,761**

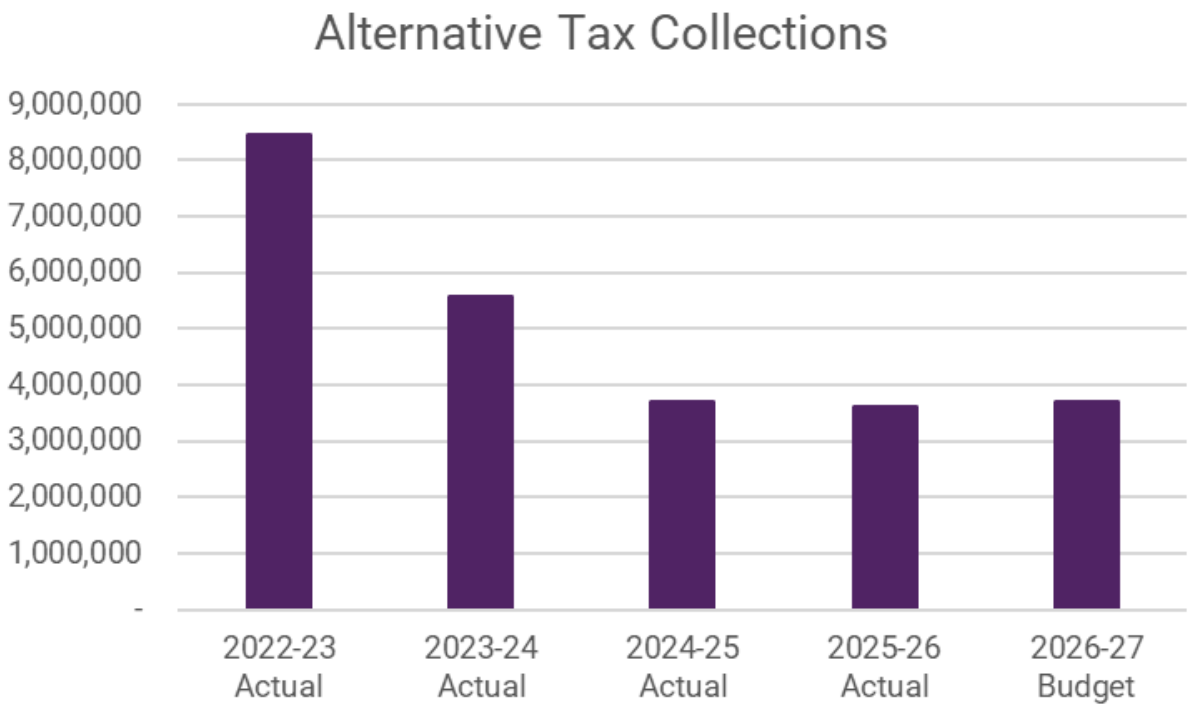


Alternative Tax Collections

In addition to property taxes, the District receives revenue from the Corporate Personal Property Replacement Tax (CPPRT). Prior to 1979, Illinois law permitted local governments to levy taxes on business personal property. That revenue source was eliminated in 1979 and replaced with the CPPRT. The CPPRT is a state-collected tax imposed on the net income of corporations, partnerships, and trusts, as well as an invested capital tax on utilities. Because the tax is tied to business activity and profitability, CPPRT revenues are closely influenced by the overall condition of the State's economy.

Revenue from the CPPRT is distributed to local taxing bodies based on each entity's proportionate share of personal property tax collections prior to the 1979 transition. Under Illinois law, a portion of these revenues must be allocated to the IMRF and Social Security Fund. The District allocates the remaining CPPRT revenues to the Operations and Maintenance Fund.

CPPRT revenues have declined in recent years primarily due to statewide economic conditions, changes in Illinois tax policy, and State adjustments related to the Pass-Through Entity Tax (PTET). Because CPPRT is derived from business income taxes, revenues are inherently volatile and sensitive to fluctuations in corporate profitability and economic activity. Recent State "true-up" adjustments and diversions of CPPRT revenues have further reduced distributions to local governments, including school districts.


Alternative Tax Collections
9,000,000
8,000,000
7,000,000
6,000,000
5,000,000
4,000,000
3,000,000
2,000,000
1,000,000
-
2022-23 Actual
2023-24 Actual
2024-25 Actual
2025-26 Actual
2026-27 Budget

Student Enrollment

The District's overall enrollment is projected to remain relatively stable at approximately 5,000 students over the forecast period; however, enrollment trends differ between Glenbrook North and Glenbrook South due to changing community demographics and patterns of residential development within the District's boundaries.

Glenbrook South is projected to experience a gradual decline in enrollment, primarily reflecting demographic shifts in portions of its attendance area. In many established neighborhoods, household sizes have decreased over time as long-term residents become empty nesters and fewer school-aged children reside in those homes. In addition, housing turnover in certain areas has not consistently produced the same number of school-aged students as in prior decades, contributing to softer enrollment trends.

Conversely, Glenbrook North is projected to experience increasing enrollment driven largely by new residential development and redevelopment activity within its attendance area. New housing construction, redevelopment of existing properties, and turnover to younger families with school-aged children have contributed to a growing student population in communities served by Glenbrook North.

While enrollment patterns at the two schools are moving in opposite directions, the net effect at the District level is relative stability. Declining enrollment at Glenbrook South is substantially offset by growth at Glenbrook North, resulting in projected district-wide enrollment remaining generally consistent at approximately 5,000 students. These trends reflect the evolving demographic composition of the District's communities rather than significant overall population growth or decline.

Student Enrollment Budgetary Impact

In Illinois, student enrollment plays a central role in determining how much a school district needs and receives under the Evidence-Based Funding formula. It impacts both state and federal funding, guides local decisions on staffing and facilities, and shapes long-term budget planning.

Since the 2014-15 school year, the school district has produced two types of enrollment projections: population forecasts (calculated by an external demographer) and cohort survival projections (calculated by staff). These projections have become essential tools for long-range planning and budgeting purposes. As a result, these tools are updated annually using October 1st enrollment counts as recorded in PowerSchool and summary data provided by our elementary feeder school districts (27, 28, 30, 31, and 34).

Glenbrook Cohort Survival Forecast

The cohort survival forecast uses feeder enrollment figures and extrapolates from the past and present to predict future outcomes by tracking cohorts of students as they progress from one grade to the next. The following chart compares the recent projection based on October 1, 2024, fall housing data with the projection calculated a year earlier using October 1, 2023, fall housing data. Calculations using the cohort survival method have been most accurate, projecting three years out; as such, the table below shows projections for the next three fiscal years.

	District			Glenbrook North			Glenbrook South		
	10/2024	**10/2023**	**O/(U)**	**10/2024**	**10/2023**	**O/(U)**	**10/2024**	**10/2023**	**O/(U)**
2024-25	5,035 actual	5,066 estimate	(31)	2,112 actual	2,139 estimate	(27)	2,923 actual	2,927 estimate	(4)
2025-26	5,029	5,089	(60)	2,111	2,163	(52)	2,918	2,926	(8)
2026-27	4,966	5,019	(53)	2,076	2,122	(46)	2,890	2,897	(7)
2027-28	4,884	N/A	N/A	2,064	N/A	N/A	2,820	N/A	N/A

Dr. Jerome McKibben Population Forecast

The population forecast methodology differs from the district's cohort methodology in that it primarily assesses the impact of factors such as fertility rates, housing patterns, mortgage rate, mortality rates, census data, migration patterns, unemployment rates and the dynamics of local private schools while also taking feeder data into consideration. This comprehensive approach lends itself to increased accuracy in long-term forecasts.

	District			Glenbrook North			Glenbrook South		
	10/2024	10/2023	O/(U)	10/2024	10/2023	O/(U)	10/2024	10/2023	O/(U)
2024-25	5,035 actual	5,061 estimate	(26)	2,112 actual	2,139 estimate	(27)	2,923 actual	2,922	1
2025-26	5,043	5,088	(45)	2,118	2,169	51	2,925	2,919	6
2026-27	5,076	5,028	48	2,161	2,142	19	2,915	2,886	29
2027-28	5,010	4,960	50	2,134	2,162	(28)	2,876	2,798	79
2028-29	4,949	4,977	(28)	2,153	2,167	(14)	2,796	2,810	(14)
2029-30	5,008	4,909	99	2,173	2,155	18	2,835	2,754	81
2030-31	4,997	4,877	120	2,177	2,181	(4)	2,820	2,696	124
2031-32	5,016	4,905	111	2,218	2,234	(16)	2,798	2,671	127
2032-33	5,076	4,935	141	2,283	2,236	47	2,793	2,699	94
2033-34	5,008	4,998	10	2,210	2,219	(9)	2,798	2,779	19

Comparison of Enrollment Methodologies

The following chart compares the results of the two methodologies for calculating enrollment projections. District-wide, the two methodologies are within 2.5% of each other over the next three years.

	District			Glenbrook North			Glenbrook South		
	Pop. Forecast	Cohort Survival	O/(U)	Pop. Forecast	Cohort Survival	O/(U)	Pop. Forecast	Cohort Survival	O/(U)
2025-26	5,043	5,029	14	2,118	2,111	7	2,925	2,918	7
2026-27	5,076	4,966	110	2,161	2,076	85	2,915	2,890	25
2027-28	5,010	4,884	126	2,134	2,064	70	2,876	2,820	56

Staffing Allocations

From its inception, Glenbrook High School District 225 has sought the finest staff from across the country to provide educational opportunities that match or surpass those of the area's high schools. Without question, the most important resource of the Glenbrooks since the doors of Glenbrook High School were opened in 1953 has been the professional staff. Without highly qualified, talented, and visionary teachers and administrators, our schools would not be able to realize their full potential. Residents enjoy outstanding leisure opportunities and community services. However, when residents are surveyed, they cite the second-most-important reason for living in Glenview or Northbrook as the quality of the public schools. The quality of the Glenbrook schools depends heavily on staff performance.

Research indicates that maintaining and retaining high-quality staff is essential for students to reach their potential as leaders. The number one goal of Glenbrook High School District 225 is student achievement, and the quality of the learning experience students receive is one of the most important factors in student achievement. The opportunities offered by the high schools are designed to prepare students for the future by providing rigorous academic challenges and extra-curricular offerings that promote overall physical and emotional development. More recently, the purpose is contained in the district's adopted mission, which states, “The Glenbrooks nurture student-centered community with engaging, authentic learning experiences that empower individuals to grow, develop their voice, and contribute meaningfully to society.”

Recruitment

The district's standard practice is to hire outstanding candidates at a reasonable cost, based on students' needs. For teaching positions, a target range for all hires is equivalent to the base salary for teachers at the MA, Step F level. This gives the schools the flexibility they need to consider candidates with some experience who are usually more successful as they enter the Glenbrooks. The district strives to hire accomplished personnel who demonstrate success in their personal academic performance, set high expectations for themselves, have a vision for their area of concentration, and have a true commitment to students.

Compensation

The establishment of a professional staff supported by an equally talented and dedicated support staff is essential. It is the philosophy of the school district that staff who can meet the aspirations of the

Glenbrook school community can be obtained, developed, and maintained at a reasonable cost to taxpayers. Therefore, the district seeks to compensate staff at levels that are in the middle or average of the salary levels offered by similar contiguous districts or comparable private-sector entities.

Personnel Allocations Methodology (Staffing Levels)

Recommendations for personnel resource allocations, commonly referred to as FTE allocations, are prepared by the Human Resources leadership team, in partnership with the Superintendent and the school leadership teams. FTE allocations are presented to the Board of Education in the spring prior to the start of the fiscal year. To ensure that FTE allocations are not exceeded, a review procedure has been established as follows:

Step 1 An FTE Recommendation is presented to the Board of Education.

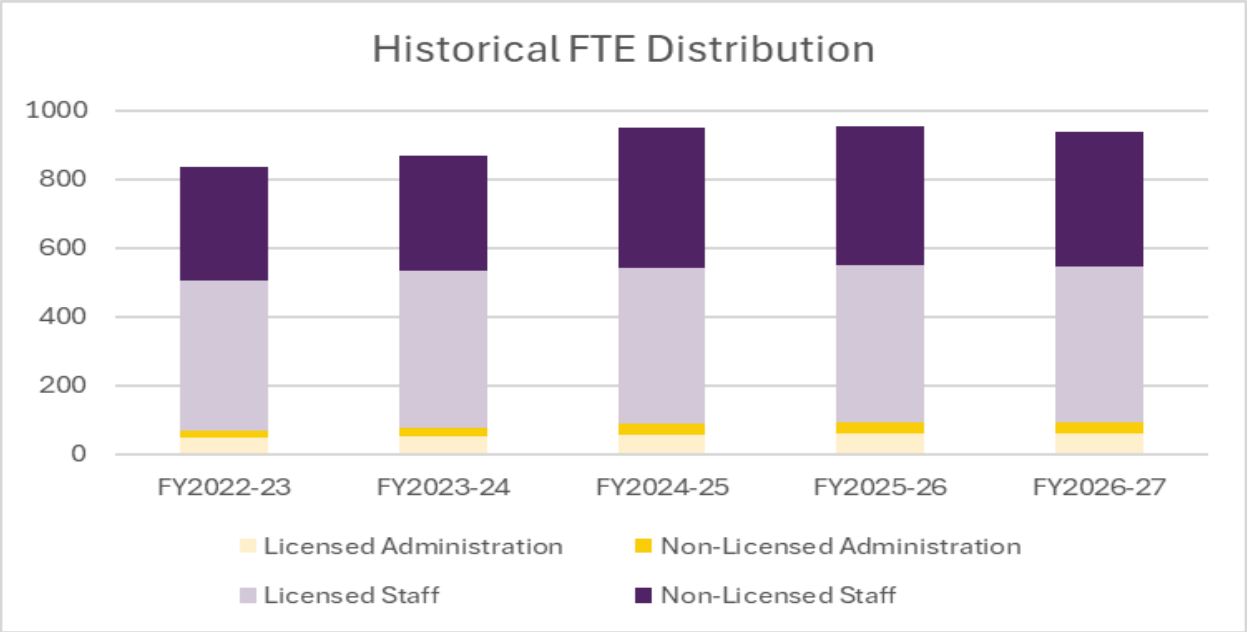
Step 2 Any newly hired or reassigned personnel are presented to the Board of Education along with an initial salary placement through the personnel report.

Step 3 The Payroll Team implements the directives from the approved personnel report, and creates the compensation agreement in the financial management software (Skyward).

Historical Staffing

Personnel staffing levels are directly influenced by changes in student enrollment, the complexity of student needs, and the requirements established through collective bargaining agreements. As student enrollment increases or decreases, staffing levels must be adjusted to ensure appropriate instructional support and operational efficiency. Higher enrollment generally requires additional teachers, support staff, and related service providers, while declining enrollment may reduce staffing needs.

In addition to enrollment, staffing decisions are shaped by the academic, behavioral, social-emotional, and special education needs of students. Schools with higher concentrations of students requiring specialized services, intervention supports, multilingual instruction, or individualized education programs (IEPs) often require additional certified and classified staff to meet mandated service levels and maintain effective learning environments.
Collective bargaining agreements also play a significant role in staffing determinations by establishing negotiated class size limits and caseload maximums for teachers and specialized staff. These contractual requirements help ensure manageable workloads, compliance with labor agreements, and the delivery of high-quality instruction and student services. As enrollment and student needs change, staffing allocations must be adjusted accordingly to remain within negotiated thresholds and maintain compliance with applicable agreements and educational standards.


Historical FTE Distribution
1000
800
600
400
200
0
FY2022-23
FY2023-24
FY2024-25
FY2025-26
FY2026-27
Licensed Administration
Non-Licensed Administration
Licensed Staff
Non-Licensed Staff

Function	FY2022-23	FY2023-24	FY2024-25	FY2025-26	Projeted FY2026-27
Licensed Administration					
Superintendent	1.00	1.00	1.00	2.00	1.00
District Administrators	7.00	9.00	7.80	6.80	7.80
Principals	14.00	14.00	16.80	16.00	16.00
Building Administrators	24.80	25.40	31.00	36.00	36.00
	46.80	**49.40**	**56.60**	**60.80**	**60.80**
Non-Licensed Administration					
District Administrators	11.00	16.00	17.00	18.00	18.00
Building Administrators	10.00	11.00	16.00	13.00	13.00
	21.00	**27.00**	**33.00**	**31.00**	**31.00**
Licensed Facilty					
General Education Teachers	321.95	334.25	334.60	337.55	337.80
Special Education Teachers	53.00	58.40	58.10	58.00	56.40
Assistant Deans (Non Administrator)	3.00	3.00	0.00	0.00	0.00
Student Counselors	20.40	21.40	20.40	21.40	21.40
Related Services	32.75	32.60	33.00	35.00	32.60
Librarians	6.40	5.40	5.00	5.00	5.00
	437.50	**455.05**	**451.10**	**456.95**	**453.20**
Support Staff					
Clerical	57.75	54.75	55.75	54.00	54.00
Specialists	30.69	30.11	43.48	40.00	40.00
Technology	15.94	12.00	8.00	8.00	8.00
Custodial/Maintenance	76.00	74.00	82.00	74.00	70.00
Instructional Assistants	113.86	127.64	181.74	191.55	183.40
Security	37.40	36.00	37.00	36.00	36.00
	331.64	**334.50**	**407.97**	**403.55**	**391.40**
Totals	**836.94**	**865.95**	**948.67**	**952.30**	**936.40**

District Bond Issues

In November 2006, the voters of District 225 approved a $94 million building bond referendum, increasing the debt service tax rate by 8.5 cents. As outlined in the district's pre-referendum planning process, initial proceeds were used to restructure debt, with the remaining funds invested in future capital projects. As a result of these transactions, approximately $4 million was replenished to the district's operating funds that had previously been restricted for alternate revenue bond payments, building maintenance, and infrastructure.

In October 2016, the District approved the refunding of existing debt from the 2006 referendum, to maximize debt service funds given the historically low interest rates. The district saved approximately $6.6M in interest expenses through the refunding activities. With access to these savings and additional DSEB capacity, the district was able to raise approximately $15M through the sale of limited life safety bonds for the purposes of performing necessary facility and learning space projects.

In January 2018, the District approved the refunding of existing debt from the 2006 referendum (Series 2008 bonds), to maximize low interest rates. The district saved approximately $1.7M through a uniform debt restructuring. The savings of this debt issue were wholly passed on to the school district's taxpayers, through slightly lower debt service rates for tax years 2025, 2026, and 2027.

In June 2020, the District approved the refunding of existing debt from the 2006 referendum to maximize debt service funds given the historically low interest rates. The district is estimated to save approximately $800,000 in interest expense because of the refunding activities. The savings of this debt issue will be wholly passed on to the school district's taxpayers, through slightly lower debt service rates for tax years 2024, 2025, 2026, and 2027.

The District's current debt, including both 20-year referendum debt and 10-year non-referendum debt, will be fully retired on December 1, 2027. Once this debt is retired, the District will have the capacity to issue up to $91 million in bonds to fund approved projects without increasing the current debt service tax rate. For the owner of a $500,000 home, this represents approximately $195 per year. The bond proceeds would support health and life safety projects approved by the Illinois State Board of Education, as well as additional enhancement and modernization initiatives throughout the District. In addition to the bond funding, the District plans to contribute $61 million from operating funds to support the overall project costs.

The District's strong financial position reflects a long-standing commitment to fiscal responsibility and stability. When voters approved the 2006 referendum, the District pledged not to seek additional referendum funding for at least ten years. Nearly twenty years later, the District continues to honor that commitment and has no intention of changing course. Over the past seven years, the District has strategically established a dedicated capital project allocation within its operating budget while also securing supplemental State and federal building grants to support facility needs. Furthermore, the District has maintained a AAA bond rating from both Moody's Investors Service and S&P Global for more than two decades. This highest possible rating allows the District to issue bonds at the lowest available interest rates offered to governmental entities.

Master Facility Plan

Since completing all bond-funded projects, the District has followed a “pay as you go” approach to facility improvements by funding projects directly through its annual operating budget rather than taking on new debt. Each year, the District allocates approximately $5 million to address ongoing life safety, infrastructure, and modernization needs. Recent investments have included the opening of the Glenbrook Transition Services therapeutic day school, classroom modernization projects, expansion of Career and Technical Education (CTE) spaces, creation of the Glenbrook School Health Center, restroom renovations, theatre and sound system upgrades, and updates to building automation systems.

The District’s commitment to long-term fiscal responsibility is guided by a multi-year Master Facility Plan that serves as a roadmap for prioritizing projects, managing resources effectively, and ensuring equitable improvements across all campuses. This strategic and disciplined approach has helped the District avoid the significant deferred maintenance challenges experienced by many school districts. As a result, Glenbrook’s facilities remain modern, safe, and well-maintained, allowing the District to focus future investments on enhancements that further enrich the student experience and benefit the broader community.

District Performance Measures

The Illinois State Board of Education School Report Card is the state’s official annual accountability report for every public school district and school in Illinois. It is designed to give families, educators, taxpayers, and community members a transparent view of how schools are performing academically, financially, and operationally. The report card is published each year by the Illinois State Board of Education (ISBE) and includes data required under both Illinois law and federal education accountability requirements.
At the district level, the Illinois School Report Card serves as a broad snapshot of educational effectiveness and organizational health. It provides information about student enrollment, demographics, attendance, graduation rates, teacher qualifications, finances, school climate, and academic achievement. District leaders use the report card to identify strengths, address challenges, and guide strategic planning. Communities often review the report card to better understand how well the district is serving students and how resources are being used. While no single metric fully defines a district’s quality, the report card offers a standardized framework for comparing performance over time and across districts statewide.

A major component of the report card is academic accountability. Illinois uses multiple indicators to measure student success rather than relying solely on standardized test scores. These indicators may include student growth, proficiency in English language arts and mathematics, chronic absenteeism, graduation rates, and participation in advanced coursework. Schools are then identified within accountability categories that help determine where additional support or intervention may be needed. Importantly, the report card is intended not only as an evaluation tool but also as a continuous improvement tool that encourages districts to strengthen educational outcomes for all student groups. For high school students, one of the most important areas of the Illinois School Report Card is “college and career readiness.” This section reflects how effectively schools are preparing students for life after graduation, whether that path involves a four-year university, community college, technical training, military service, or direct entry into the workforce. Illinois measures readiness through several indicators that may include SAT performance, Advanced Placement (AP) participation and success, dual-credit

coursework, career and technical education participation, industry credential attainment, FAFSA completion, and postsecondary enrollment rates.

The college and career readiness indicators are significant because they shift the focus from simply graduating students to ensuring students graduate prepared for future success. A high graduation rate alone does not necessarily mean students are ready for college-level academics or workforce expectations. By including readiness metrics, the report card encourages schools to provide rigorous coursework, career exploration opportunities, counseling support, and real-world learning experiences.

For students and families, these readiness measures can help illustrate whether a high school is equipping students with the academic skills, technical competencies, and postsecondary planning needed for long-term success. Strong readiness outcomes often indicate that students are leaving high school with clearer career pathways, stronger academic foundations, and greater access to postsecondary opportunities. Conversely, lower readiness indicators may signal a need for expanded academic support, advising, or career-focused programming.

Overall, the Illinois School Report Card functions as both a public transparency tool and a school improvement framework. For districts, it provides accountability and direction for strategic decision-making. For high school students, it highlights how effectively schools are preparing young people not just to graduate, but to thrive in college, careers, and civic life after high school.

District Summative Designation

Beginning in 2018, each Illinois school is receiving a Summative Designation, a measure of progress in academic performance and student success. Multiple measures determine which one of five Summative Designations is appropriate.

According to the Illinois School Report Card issued by the Illinois State Board of Education, both high schools in the district received the state's highest levels of recognition for overall school performance. Glenbrook North High School earned a summative designation of "Exemplary," while Glenbrook South High School received a designation of "Commendable." These are the top two accountability designations awarded by the State of Illinois.

An "Exemplary" designation is reserved for schools that are performing in the top tier statewide, with no underperforming student groups and strong overall academic outcomes. This recognition reflects exceptionally high levels of student achievement, growth, graduation success, and college and career readiness.

A "Commendable" designation indicates that a school is also performing strongly overall and does not have any underperforming student groups requiring targeted support. Schools receiving this designation demonstrate solid academic performance and positive student outcomes across multiple accountability measures.

Together, these designations demonstrate the district's continued commitment to academic excellence, student achievement, and preparation for postsecondary success. The recognition of both schools within the top two state accountability categories reflects the strength of the district's educational programs, student supports, and college and career readiness initiatives.

Subject Area Proficiency and Participation Data

The Illinois State Board of Education School Report Card focuses primarily on English language arts, mathematics, and science proficiency and participation because these subjects are considered foundational academic disciplines that provide a consistent statewide measure of student learning and readiness. The inclusion of these areas is driven largely by federal accountability requirements under the U.S. Department of Education Every Student Succeeds Act (ESSA), which requires all states to assess students in reading/language arts, mathematics, and science at designated grade levels.

These three content areas are used because they represent core skills that are essential for success across nearly all academic, career, and life pathways. English language arts measure students' abilities to read critically, write effectively, communicate clearly, and analyze information. Strong literacy skills are fundamental to learning in every subject area and are closely tied to college readiness, workforce preparedness, and civic engagement.

Mathematics proficiency is included because quantitative reasoning and problem-solving skills are critical in both higher education and modern careers. Math performance is often viewed as an indicator of a student's ability to think analytically, apply logic, interpret data, and solve complex problems. These competencies are increasingly important across a wide range of professions, including business, healthcare, technology, engineering, and skilled trades.

Science proficiency is measured because scientific literacy supports inquiry, critical thinking, innovation, and evidence-based reasoning. Science assessments help evaluate whether students can apply knowledge, analyze information, and understand scientific concepts that are important in a rapidly evolving technological society. Science achievement is also connected to preparation for high-demand STEM-related careers.

Participation rates are tracked alongside proficiency because the accountability system is designed to ensure that all students are included in the assessment process. Monitoring participation helps maintain fairness, transparency, and consistency across schools and districts. Without participation requirements, assessment data could become incomplete or unrepresentative of the student population.

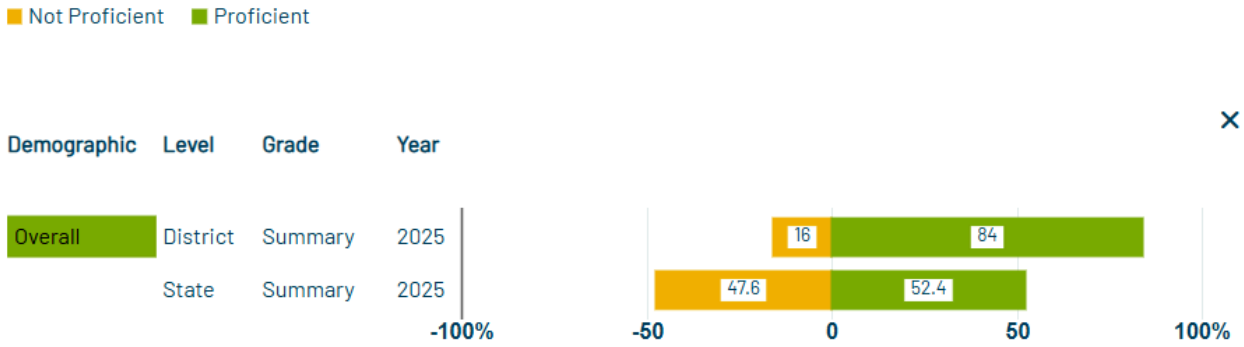
While the Illinois School Report Card emphasizes these three academic areas, the state recognizes that student success is much broader than standardized test performance alone. For this reason, the report card also includes additional indicators such as graduation rates, attendance, college and career readiness, school climate, educator qualifications, and access to advanced coursework. However, English language arts, mathematics, and science remain the primary academic accountability measures because they provide standardized, research-based indicators that can be consistently measured across all schools and districts statewide.

Ultimately, these subjects are used not because they represent the entirety of a student's education, but because they provide common benchmarks that help educators, families, and policymakers evaluate academic progress, identify achievement gaps, and ensure students are developing the foundational skills necessary for long-term success in college, careers, and everyday life.

English Language Arts (ELA) Proficiency

This display shows the 2025 percentage of students whose scores on the English Language Arts (ELA) assessment placed them into one of two categories.

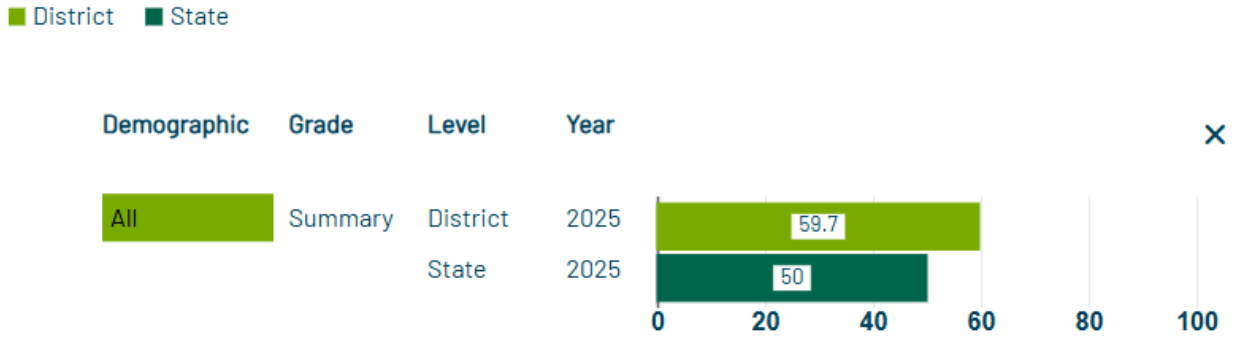
- Proficient: Students whose scores were in the *Proficient* or *Above Proficient* levels.
- Not Proficient: Students whose scores were in the *Approaching* or *Below Proficient* levels.



The ELA proficiency level for the 2023 and 2024 school year were 66% and 61.8%, respectively.

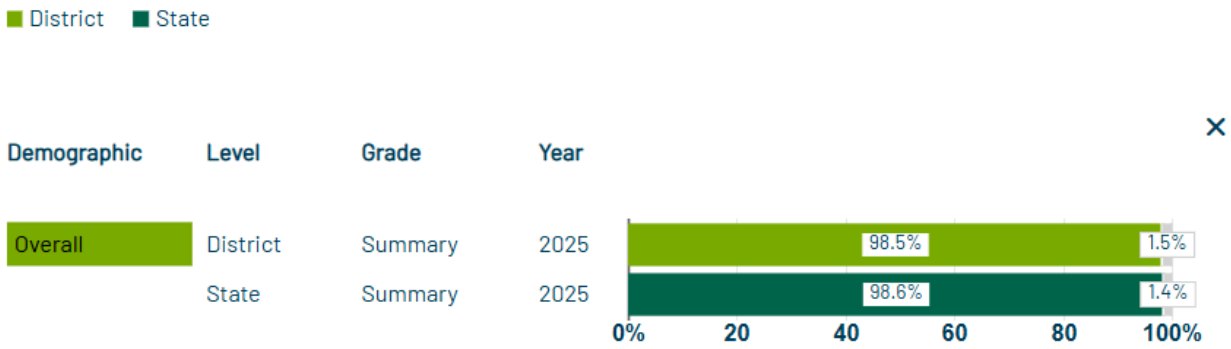
ELA Growth

This display shows the 2025 aggregate Student Growth Percentile (SGP) for Glenbrook High School District 225. SGP is a norm-referenced measure that indicates the rate of growth in English Language Arts (ELA) compared to Illinois students who had similar scores in the previous year. Values range from 1 to 99, where 50 represents typical growth.



ELA Participation

This display shows the participation rate, which is the percentage of students who participated in the English Language Arts (ELA) assessment, at Glenbrook High School District 225.

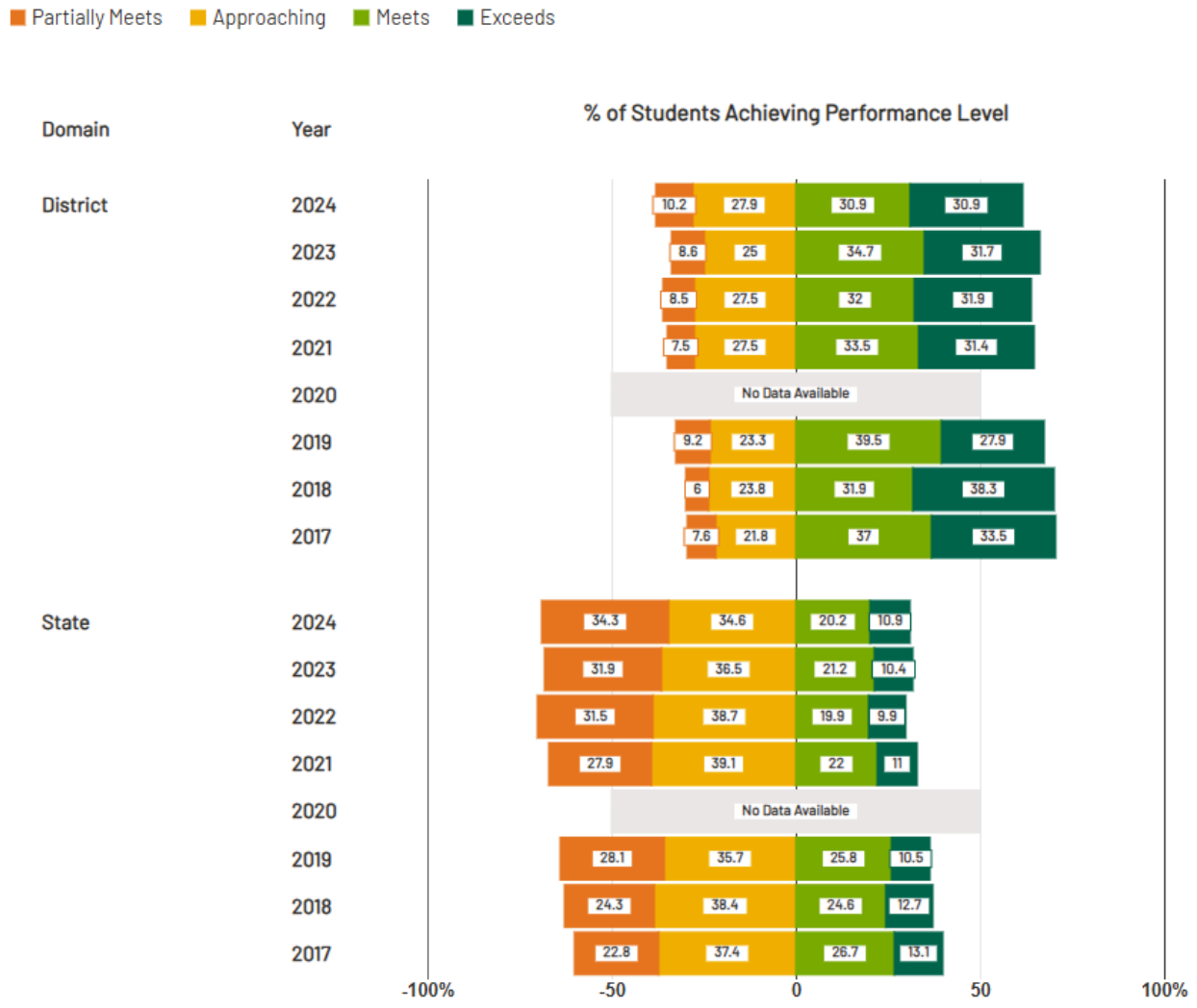


The ELA participation rate for the 2023 and 2024 school year were 98.6% and 98.7%, respectively.

ELA SAT Data

The historical ELA SAT data show changes in student performance across the four achievement levels: Partially Meets, Approaching, Meets, and Exceeds. Over time, the distribution of scores reflects shifts in overall student achievement, with varying percentages of students represented in each performance category from year to year.

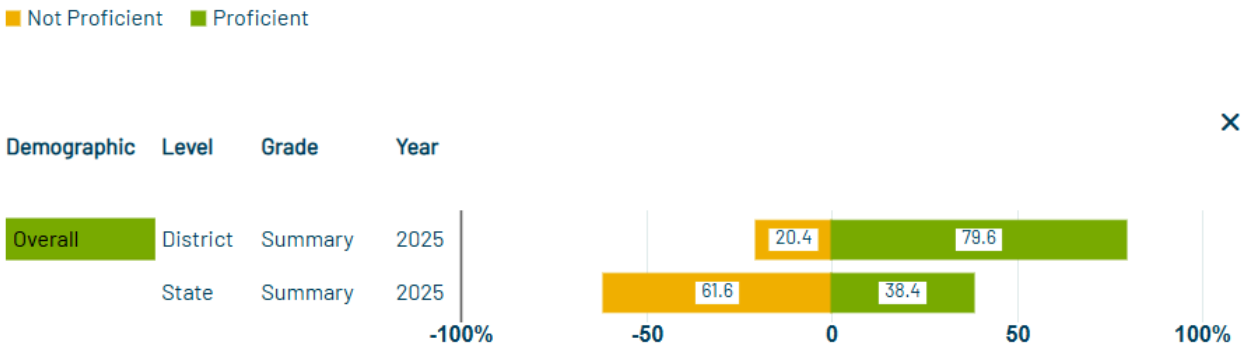
The chart highlights these trends in the percentage of students performing at the four achievement levels. It provides a broad view of student progress in ELA over the reporting period. Collectively, the data offer insight into patterns of achievement and areas of growth across multiple years. No testing data are available for 2020 due to statewide assessment disruptions related to the COVID-19 pandemic.



Math Proficiency

This display shows the percentage of students whose scores on the math assessment placed them into one of two categories.

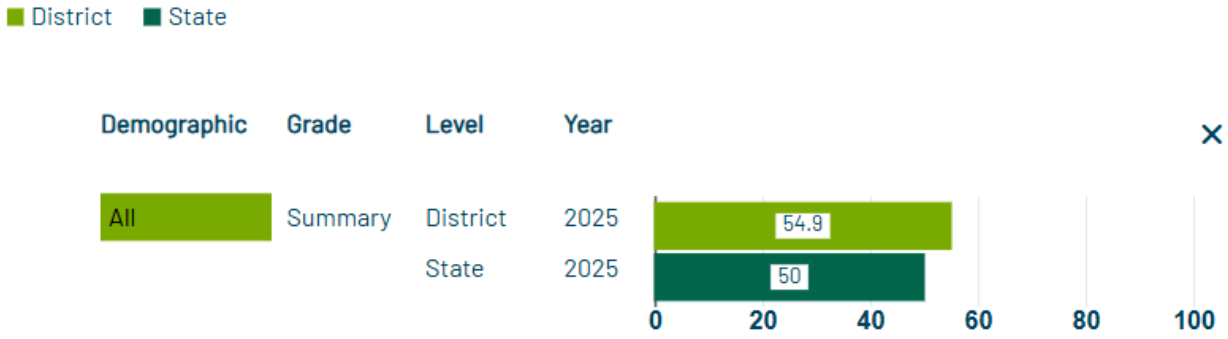
- Proficient: Students whose scores were in the *Proficient* or *Above Proficient* levels.
- Not Proficient: Students whose scores were in the *Approaching* or *Below Proficient* levels.



The Math proficiency levels for the 2023 and 2024 school year were 64.2% and 60.9%, respectively.

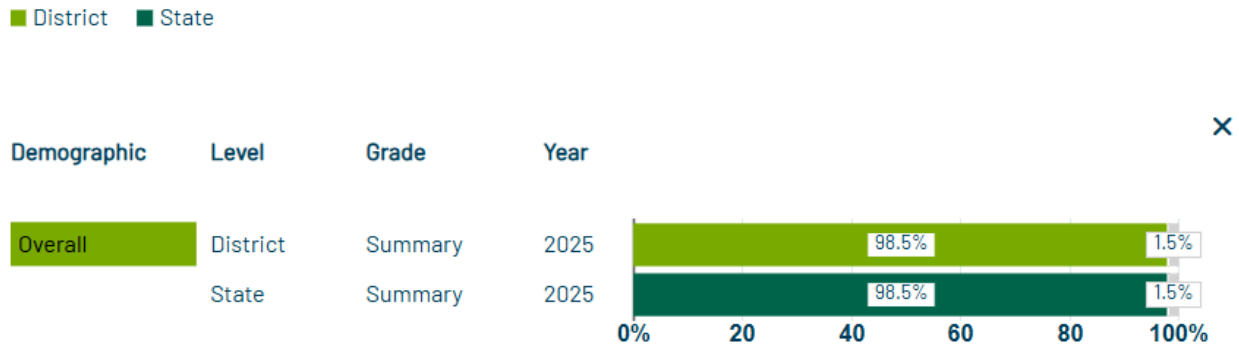
Math Growth

This display shows the aggregate Student Growth Percentile (SGP) for this school or district. SGP is a norm-referenced measure that indicates the rate of growth in math compared to Illinois students who had similar scores in the previous year. Values range from 1 to 99, where 50 represents typical growth.



Math Participation

This display shows the participation rate, which is the percentage of students who participated in the math assessment, at Glenbrook High School District 225.



The Math participation rate for the 2023 and 2024 school years were 98.6% and 98.7%, respectively.

Math SAT Data

The historical ELA SAT data show changes in student performance across the four achievement levels: Partially Meets, Approaching, Meets, and Exceeds. Over time, the distribution of scores reflects shifts in overall student achievement, with varying percentages of students represented in each performance category from year to year.

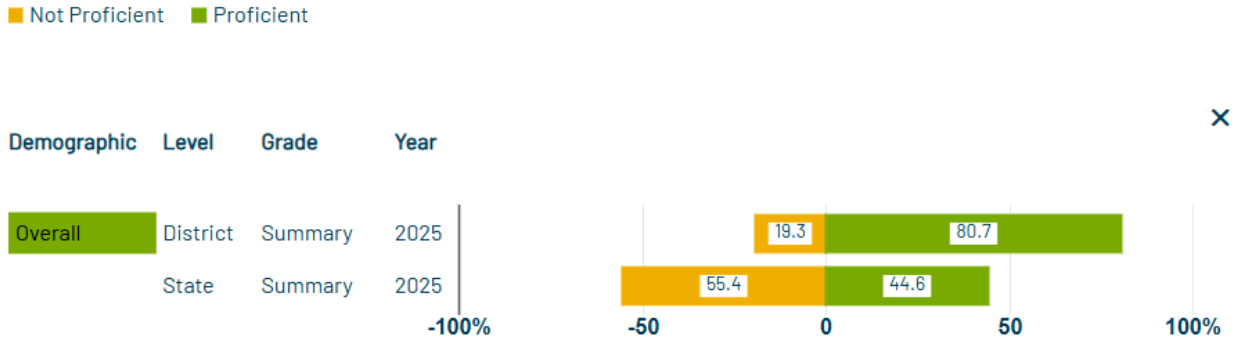
The chart highlights these trends in the percentage of students performing at the four achievement levels. It provides a broad view of student progress in Math over the reporting period. Collectively, the data offer insight into patterns of achievement and areas of growth across multiple years. No testing data are available for 2020 due to statewide assessment disruptions related to the COVID-19 pandemic.



Science Proficiency

This display shows the percentage of students whose scores on the science assessment placed them into one of two categories.

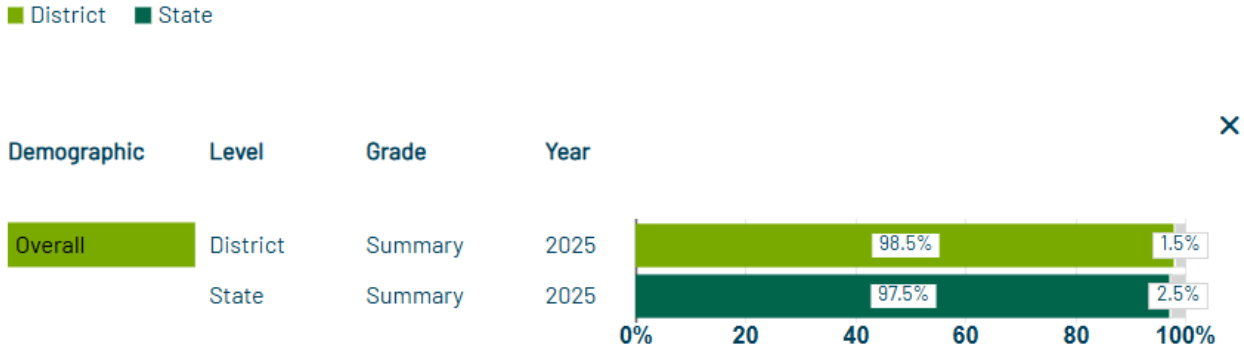
- Proficient: Students whose scores were in the *Proficient* or *Above Proficient* levels.
- Not Proficient: Students whose scores were in the *Approaching* or *Below Proficient* levels.



The Science proficiency level for the 2023 and 2024 school years were 62.7% and 74.7%, respectively.

Science Participation

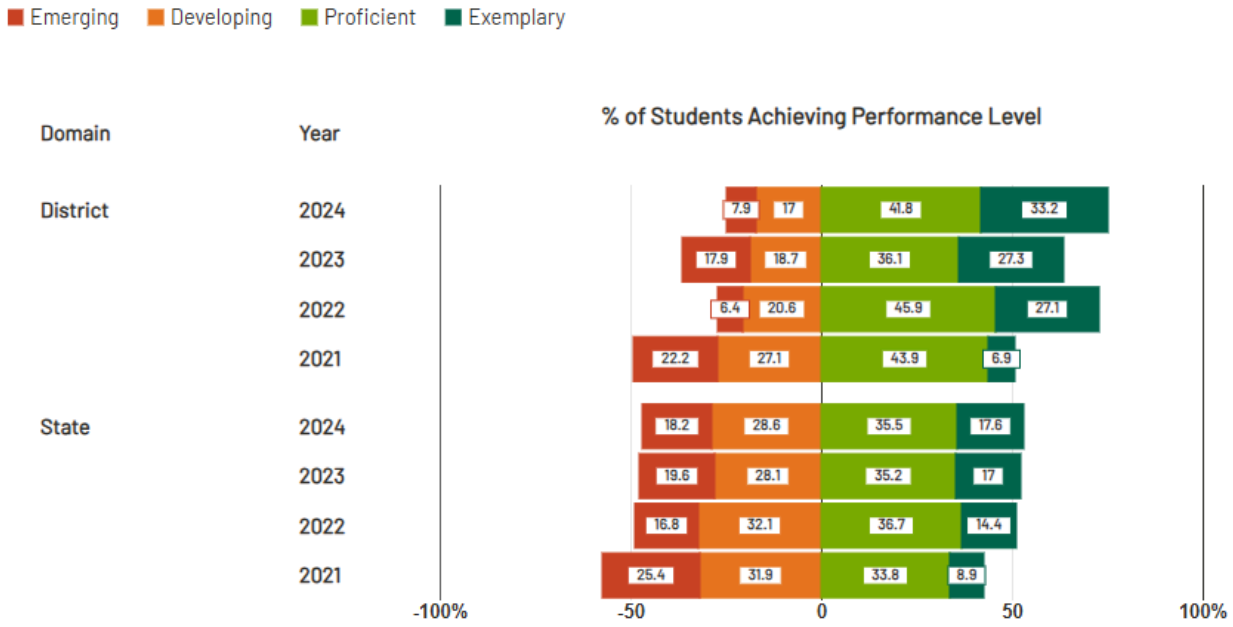
This display shows the participation rate, which is the percentage of students who participated in the science assessment, at Glenbrook High School District 225.



The Science participation rate for the 2023 and 2024 school years were 95.8% and 95.4%, respectively.

Illinois Science Assessment Data

The graph displays the percentage of students who fall into four levels on the Illinois Science Assessment: emerging, developing, proficient, and exemplary.

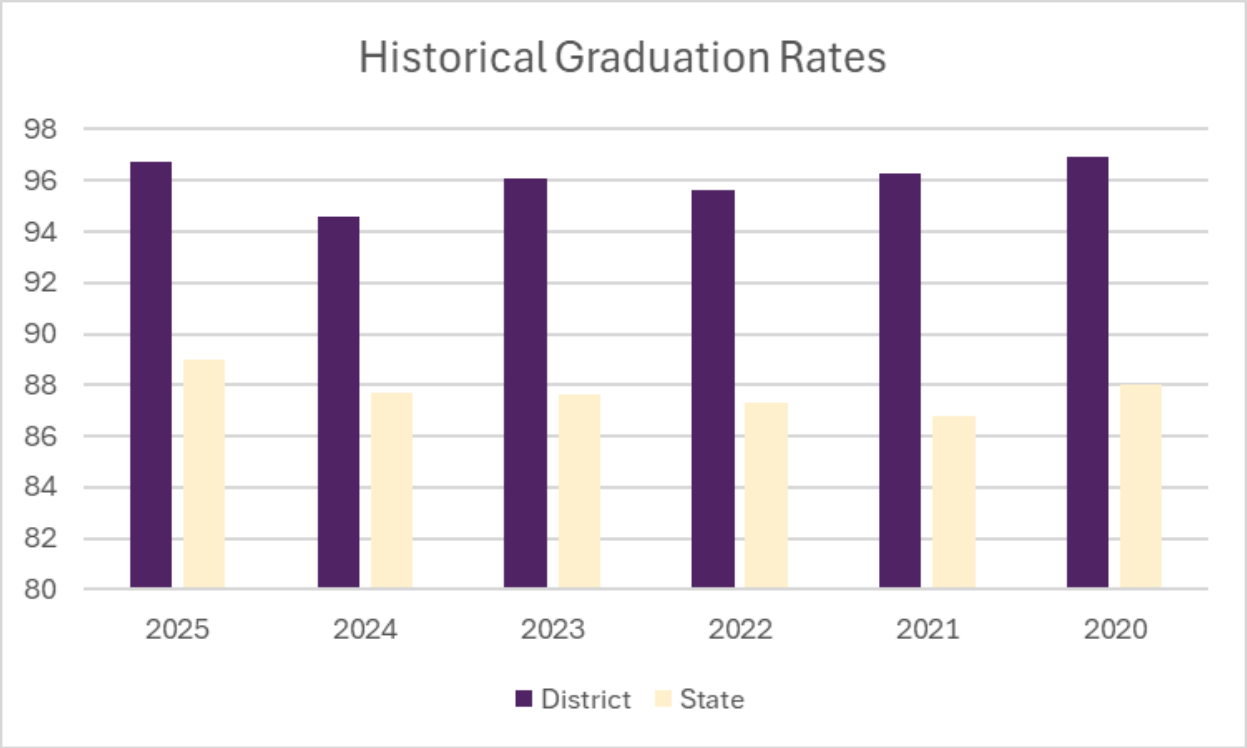


Historical Graduation Rates

Graduation rates are a significant component of the Illinois District Report Card and serve as an important indicator of overall district performance and student success. The graduation rate measures the percentage of students who earn a high school diploma within four years of entering high school and reflects the district's effectiveness in supporting students academically, socially, and emotionally through completion of their educational program.

Higher graduation rates positively influence district accountability designations and demonstrate successful student engagement, intervention supports, and academic achievement. Conversely, lower

graduation rates may negatively impact overall district scores and can indicate areas where additional student support services or instructional interventions may be necessary. As a result, graduation rates are closely monitored as part of the State's broader accountability and school quality framework.



Postsecondary Enrollment

This report displays the percentage of students who graduated with a regular high school diploma from a public high school in Illinois and enrolled in a two-year or four-year college in the U.S. within 12 or 18 months.

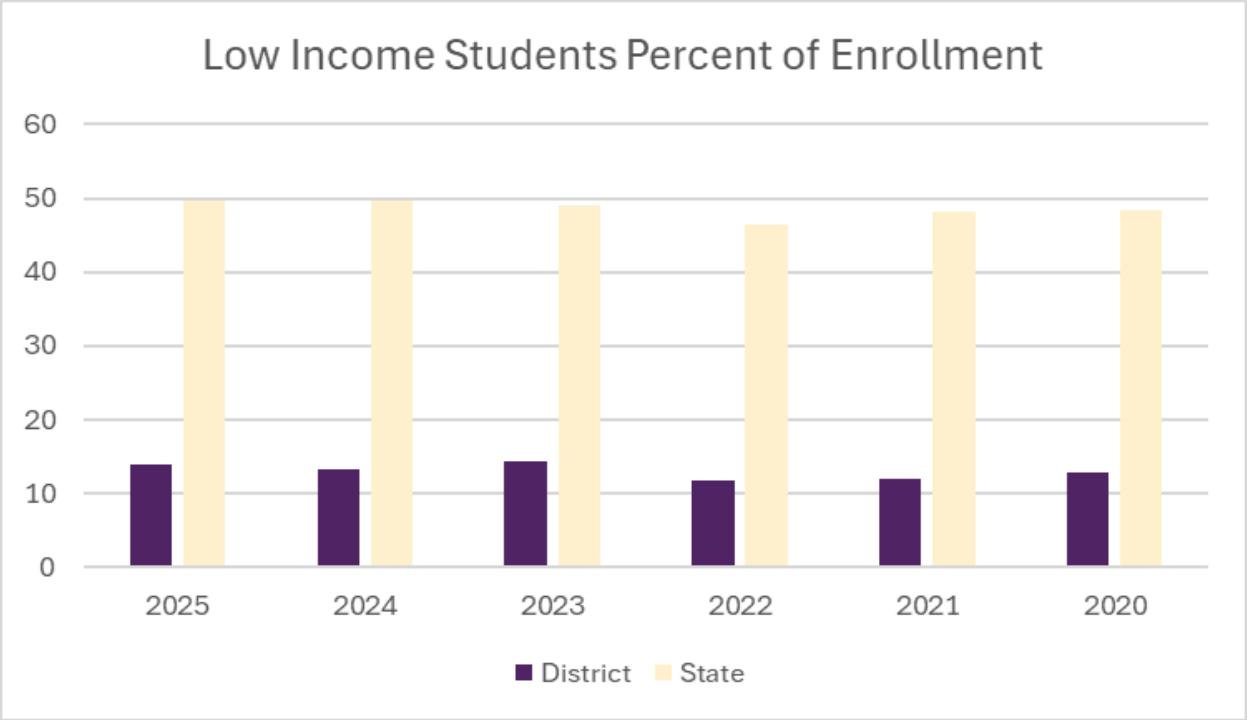


Low Income Students

The percentage of low-income students is often used as a performance measure for school districts because it provides important context about the student population and the external factors that can influence academic outcomes. Research consistently shows that socioeconomic status can affect access to educational resources, academic support, healthcare, technology, stable housing, and enrichment opportunities, all of which may impact student achievement and growth.

By examining the percentage of low-income students, districts and stakeholders can better understand demographic trends, identify potential areas of need, and allocate resources and support services more effectively. This measure can also help provide context when reviewing academic performance data, graduation rates, attendance, and other indicators of student success.
Additionally, tracking low-income student populations supports equity-focused planning by helping districts monitor whether all student groups have access to opportunities and supports needed for academic success.

This graph shows the percentage of students eligible to receive free or reduced-price lunches, live in substitute care, or whose families receive public aid.

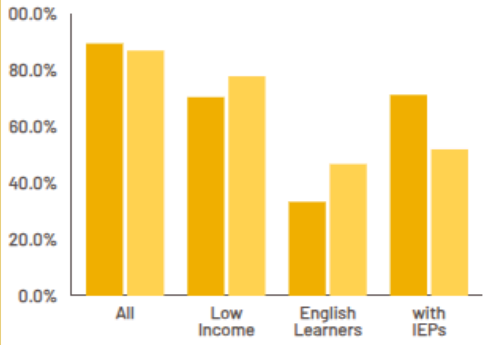


Side-by-Side Comparison of Schools

GLENBROOK NORTH HIGH SCHOOL

READY FOR NEXT LEVEL

View the percentage of students that have met expectations according to ACT Suite performance categories and are ready for the next level.



ELA - All	89%
Math - All	87%
ELA - Low Income	70%
Math - Low Income	78%
ELA - English Learners	33%
Math - English Learners	47%
ELA - Students with IEPs	71%
Math - Students with IEPs	52%

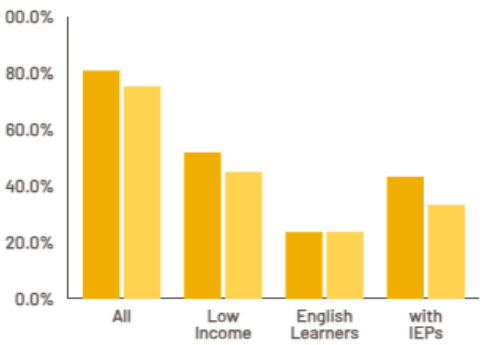
COLLEGE AND CAREER READINESS

Freshman On Track	99%
Graduation Rate	96%
College Ready	n/a
Postsecondary Enrollment (16 months)	92%
Community College Remediation	n/a
8th Grade Algebra	63%

GLENBROOK SOUTH HIGH SCHOOL

READY FOR NEXT LEVEL

View the percentage of students that have met expectations according to ACT Suite performance categories and are ready for the next level.



ELA - All	81%
Math - All	75%
ELA - Low Income	52%
Math - Low Income	45%
ELA - English Learners	24%
Math - English Learners	24%
ELA - Students with IEPs	43%
Math - Students with IEPs	33%

COLLEGE AND CAREER READINESS

Freshman On Track	97%
Graduation Rate	96%
College Ready	n/a
Postsecondary Enrollment (16 months)	87%
Community College Remediation	n/a
8th Grade Algebra	63%

Glossary of Terms



Accounting System - The entire structure of records and procedures which discover, record, classify, and report information and the financial position and operations of a school district.

Accounts Payable - Amounts owed to others for goods and services received and assets acquired.

Accounts Receivable - Amounts due from others for goods furnished and services rendered. Such amounts include reimbursements earned and refunds receivable.

Accrual Basis - The basis of accounting whereby revenues are recognized when they are earned and measurable regardless of when collected, and expenses are recorded on a matching basis when incurred. All proprietary and fiduciary funds use the accrual basis of accounting.

Agency Fund - A type of fiduciary fund used in governmental accounting to account for resources that a government holds temporarily on behalf of another party. The government acts strictly as a custodian or agent and does not own or control the funds for its own programs or operations.

Allotment - A portion of an appropriation set aside for use during a certain period or for a particular purpose.

Annual Financial Report (AFR) - Report containing financial statements, statistical section, and single audit report issued by the school district auditor and filed with the Illinois State Board of Education.

Appropriation - The legal authority to incur obligations and make expenditures for specific purposes.

ASBO - Association of School Business Officials.

Assessed Valuation - The valuation set upon real or other property by a government as a basis for levying taxes.

Assets - Resources with present service capacity that the government presently controls.

Audit - The examination of some or all of the following items: documents, records, reports, systems of internal control, accounting procedures, and other evidence, for one or more of the following purposes: (a) determining the propriety, legality, and mathematical accuracy of proposed or consummated transactions; (b) ascertaining whether all transactions have been recorded; and (c) determining whether transactions are accurately reflected in the accounts and in the statements drawn therefrom in accordance with accepted accounting principles.

Average Daily Attendance (ADA) - Average daily attendance is the average attendance of a school taken over a three-week period commencing the first Monday after Labor Day in September.

Balanced Budget - A budget in which receipts are equal to or greater than outlays.

Board of Education - The elected or appointed body which has been created according to State law and vested with responsibilities for educational activities in a given geographical area.

Bond - A written promise to pay a specific sum of money (face value) at a fixed time in the future (maturity date) and carrying interest at a fixed rate.

Bonds Issued - The bonds that were sold.

Bond Refinancing - The payoff and re-issuance of bonds to obtain better interest rates and/or bond conditions.

Budget - The planning document for each school department providing management control over expenditures in general fund, special revenue fund, debt service fund, and the building fund.

Budget Authority - Authority provided by law to enter into obligations that will result in immediate or future outlays involving State government funds.

Budget Calendar - The schedule of critical dates used in the preparation and adoption of the Annual Budget.

Budgetary Accounts - Those accounts necessary to reflect budget operations and condition, such as estimated revenues, appropriations, and encumbrances, as distinct from the proprietary accounts.

Budgetary Control - The control or management of a governmental unit in accordance with an approved budget for the purpose of keeping expenditures within the limitations of available appropriations and available revenues.

Capital Outlay - Expenditures that result in the acquisition of or additions to fixed assets (i.e., land acquisition, building and construction, addition, renovation).

Capital Projects Fund - This fund accounts for the financial resources to be used for the acquisition or construction of major capital facilities.

Carryover - Funds appropriated but unspent in the first fiscal year which is brought forward for expenditure in the succeeding fiscal year(s).

Cash Basis of Accounting - The basis of accounting whereby revenues are recorded when received in cash and expenditures (outlays) are recorded when paid, without regard to the accounting period to which the transactions apply.

Cash Management - The management of cash necessary to pay for government services while investing temporary cash excesses in order to earn interest revenue.

Collective Bargaining - A mutual obligation of the state and of employees' exclusive bargaining representatives to meet at reasonable times and bargain in good faith in an effort to reach agreement on wages, hours, and other terms and conditions of employment.

Consumer Price Index (CPI) - The measure of the average change over time in the prices paid by urban consumers for a market basket of consumer goods and services.

Contingency - A budgetary reserve set aside for emergencies or unforeseen expenditures not otherwise budgeted.

Contracted Services - Services rendered by private firms, individuals, or other agencies.

Corporate Personal Property Replacement Taxes (CPPRT) - CPPRT is a state tax on the net income of corporations, partnerships, and trusts enacted in 1979 in conjunction with repeal of the personal property tax. The district is allocated a portion of State CPPRT in relation to the amount of personal property taxes levied in 1978.

Debt - An obligation resulting from the borrowing of money or from the purchase of goods and services. Liabilities of local education agencies include bonds, warrants, and notes, etc.

Debt Limit - The maximum amount of general obligation debt which is legally permitted.

Debt Service Extension Base (DSEB) - An amount that limits the principal and interest that the district can levy to pay on loans or bonds on an annual basis.

Debt Service Fund - This fund accounts for the District's bond principal and interest payment.

Deficit - The excess of an entity's liabilities over its assets or the excess of expenditures or expenses over revenues during a single accounting period.

Delinquent Taxes - Taxes that remain unpaid on or after the date on which a penalty for non-payment is attached.

Department - A primary administrative division of the school district which indicates overall management responsibility for the operation of a group of related services within a functional area.

Depreciation - The systematic and rational allocation of the costs of equipment and buildings (having a life of more than one year) over their useful lives. To match costs with related revenues in measuring income or determining the costs of carrying out program activities, depreciation reflects the use of the asset(s) during specific operating periods.

EAV (Equalized Assessed Valuation) - The District assessed valuation adjusted for the county average sales ratio. The calculation to equalize the assessed valuation only adjusts real property assessed valuation.

Education Fund - This fund accounts for the majority of the instructional and administrative aspects of the District's operations. Certain expenditures that must be charged to this fund include the direct costs of instructional, health and attendance services, lunch programs, all costs of administration, and related insurance costs.

Employee Benefits - Expenditures may include health, dental, optical, life, and long term disability as well as FICA, retirement payment to the Teachers' Retirement Service, and workers' compensation insurance.

Encumbrance - The commitment of budgeted funds to purchase an item or service. To encumber funds means to set aside or commit funds for a future expenditure.

Evidence-Based Funding - The basis for how the State of Illinois is now distributing state funding to local school districts. Any additional revenue put into the funding is being distributed based upon a school district's tier level.

Expenditure - Decreases in net financial resources. They include current operating expenses requiring the present or future use of net existing assets, debt service, capital outlay, intergovernmental grants, and entitlements.

FICA - The Federal Insurance Contributions Act, a U.S. federal payroll tax deducted from paychecks to fund Social Security and Medicare. It is a mandatory contribution for both employees and employers, totaling 7.65% for employees (6.2% for Social Security + 1.45% for Medicare)

Fiduciary - A person, organization, or entity that is legally and ethically responsible for managing money, property, or other assets on behalf of another party and is required to act in that party's best interest.

Financial Statement - A tabulation of amounts derived from accounting records and expressed in words and dollars that display either 1) the financial position of the reporting unit at a moment in time or 2) inflows and outflows of resources from transactions or other events during a period of time.

Fiscal Year (FY) - The District begins and ends its fiscal year, July 1 - June 30.

Fixed Assets - Fixed assets are those assets essential to continuance of proper operation of the District. They include land, buildings, machinery, furniture, and other equipment which the District intends to hold or continue to use over a long period of time.

Full-Time Equivalency (FTE) - The amount and portion of the employed time required in a part-time position expressed in proportion to that needed for a full-time position, with 1.0 representing one full-time position.

Function - A group of related activities aimed at accomplishing a primary service or program.

Fund - An accounting entity that has a set of self-balancing accounts that records all financial transactions for specific activities or government functions.

Fund Balance - The excess of assets of a fund over its liabilities and reserves.

Fund Balance Beginning - Money appropriated from the previous year's fund balance.

Fund Balance Policy - Policy to maintain fund balance at a predetermined level.

GASB - The Governmental Accounting Standards Board (GASB) is the source of generally accepted accounting principles (GAAP) used by State and Local governments in the United States.

General Obligation Bonds - Bonds issued to finance significant projects with resources from tax collection to repay the debt. This debt is backed by the full faith, credit, and taxing power of the government.

Generally Accepted Accounting Principles (GAAP) - GAAP is a combination of authoritative standards (set by policy boards) and the commonly accepted ways of recording and reporting accounting information. GAAP improves the clarity of the communication of financial information.

GFOA - Governmental Finance Officers Association.

Governmental Funds - A fund classification used to account for most typical governmental functions. The acquisition, use, and balance of the state's resources and related current liabilities, unless required to be accounted for in proprietary funds or fiduciary funds, are accounted for in this classification of funds. There are five types of governmental funds: General Fund, Special Revenue funds, Capital Projects funds, Debt Service funds and Permanent funds.

Grants - Contributions from another government to be used or expended for a specific purpose, activity, or facility.

Illinois Municipal Retirement Fund (IMRF) - Agency that provides retirement, disability, and death benefits for non-licensed public employees.

Illinois State Board of Education (ISBE) - Agency that administers public education in the state of Illinois.

Instruction - The activities dealing directly with the teaching of students or improving the quality of education.

Inter-fund Transfers - Amounts transferred from one fund to another fund.

Investments - Investments are securities or other properties in which money is held, either temporarily or permanently, in expectation of obtaining revenues. Legal investments for District funds are governed by state statue, which allows for funds belonging to or in the custody of the District to be invested. Bonds, treasury bills, certificates of deposit, and short-term discount obligations issued by the Federal National Mortgage Association are the types of investments which are permitted by law.

Legal Debt Margin - Excess of the amount of debt legally authorized over the amount of debt outstanding.

Levy - The total of taxes or special assessments imposed by a governmental unit.

Liabilities - Present obligations to sacrifice resources that the government has little or no discretion to avoid.

Master Facility Plan - This plan provides an overview of each District building, identifies building needs, anticipates related expenses, and outlines a schedule of upcoming maintenance work, among other capital project components.

Mission Statement - A concise statement that defines an organization's core purpose, primary goals, and the values that guide its work. It explains why the organization exists, whom it serves, and what it seeks to accomplish.

Modified Accrual Basis of Accounting - Basis of accounting used in conjunction with the current financial resources measurement focus that modifies the accrual basis of accounting two important ways: (1 revenues are not recognized until they are measurable and available and 2) expenditures are recognized in the period in which governments in general normally liquidate the related liability rather than when that liability is first incurred (if earlier).

ML - Multilingual Learners

Municipal Retirement/Social Security Fund - This fund accounts for the District's portion of personnel pension costs.

Object - This term references an article or service received, e.g., salaries, employee benefits, supplies, etc...

Operations and Maintenance Fund - This fund accounts for the repair and maintenance of district property. All costs of fuel, lights, gas, water, telephone services, custodial supplies, maintaining, improving, or repairing school buildings and property for school purposes are charged to this fund.

Other Financing Sources - Increase in the net position of a governmental fund other than revenues. Only items identified as other financing uses in authoritative accounting standards may be classified as such.

Other Financing Uses - Decreases in the net position of a governmental fund other than expenditures. Only items identified as other financing uses in authoritative accounting standards may be classified as such.

Other Postemployment Benefits (OPEB) - Postemployment benefits other than pension benefits. OPEB include postemployment healthcare benefits, regardless of the type of plan that provides them, and all postemployment benefits provided separately from a pension plan, excluding benefits defined as termination offers and benefits.

Program - The definition of an effort to accomplish a specific objective or objectives consistent with funds or resources available.

Property Tax - Tax levied on the assessed value of real property.

Property Tax Extension Limitation Law (PTELL) - Commonly referred to as “tax cap”. The tax cap limits the increase in the total tax extension (excluding debt service) to the lesser of 5% of the increase in the national CPI for the calendar year preceding the levy.

Property Tax Rate - A statement in dollars and cents, expressed each $100 of assessed valuation that will yield a specified amount of money from property taxes.

Realized - Refers to revenue or gains that have been earned and are considered actual because the transaction has been completed or the economic benefit has been received or is reasonably assured. A realized amount is no longer just an expected or potential gain - it has been substantiated through an exchange, sale, or completed earning process.

Receipt - The actual receipt of cash.

Restricted Revenue - Revenue that is designated or earmarked, by law, to finance some specific activity or group of related activities.

Revenue - Addition to assets which do not increase any liabilities, do not represent the recovery of an expenditure, do not represent the cancellation of certain liabilities without a corresponding increase in other liabilities or a decrease in asset.

SEL - Social Emotional Learning.

Special Education - This is specially designed instruction and services, provided at no cost to the parents, to meet the unique needs of a child with a disability. This may include instruction conducted in the classroom, in the home, in hospitals, in institutions, and in other settings. This may also include instruction in physical education.

Special Program - A regular recurring activity that is segregated in the accounts, to control a special annual appropriation, or to establish a control for reporting purposes.

Strategic Planning - This is the process employed by the District to chart a course for the future, including preparation of a mission statement, district beliefs, goad setting, learner outcomes, and student profile.

Taxes - Compulsory charges levied by a government for the purpose of financing services performed for the common benefit.

Tax Extension - The tax extension is the total dollar amount of taxes applied to the District's EAV. It represents the District's tax levy plus loss and cost, less any reductions for rate ceilings or the PTELL.

Triennial Reassessment - The process by which a county reassesses the value of all taxable property every three years to determine updated property values for taxation purposes. In Illinois, this reassessment directly affects a property's Equalized Assessed Value (EAV), which is the value used to calculate property taxes.

Transportation Fund - This fund accounts for all activities relating to student transportation to and from schools and for extracurricular and co-curricular activities.

Vision Statement - A short description of what an organization aspires to become or achieve in the future. It provides a long-term direction and inspiration, outlining the desired impact or ideal state the organization is working toward.

Zero-Based Budgeting - A budgeting method in which all expenses must be justified and approved for each new budget period, starting from a "zero base," rather than automatically carrying forward prior-year spending levels. This approach requires organizations to evaluate needs, priorities, and costs each year to ensure resources are allocated efficiently and strategically.