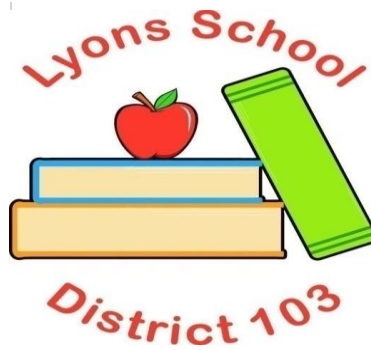


SCHOOL DISTRICT NO. 103  
BOARD OF EDUCATION MEETING  
September 26, 2023  
6:00 PM

REGULAR MEETING                      CONSISTENT WITH THE REQUIREMENTS OF THE ILLINOIS REVISED STATUTES CHAPTER 102, PARAGRAPH 42.02 (OPEN MEETINGS ACT), NOTICES OF THIS MEETING HAVE BEEN POSTED. LOCATION OF THE MEETING IS CAFETERIA OF GEORGE WASHINGTON MIDDLE SCHOOL, 8101 OGDEN AVENUE, LYONS, ILLINOIS 60534, AT 6:00 PM.

**AGENDA**

<b><u>I. Call to Order</u></b>	
<b><u>II. Pledge of Allegiance</u></b>	
<b><u>III. Roll Call</u></b>	
<b><u>IV. Reading of Communications</u></b>	
<b><u>V. Year-to-Date Financials</u></b>	<b><u>2</u></b>
<b><u>VI. Public Comment</u></b>	
<b><u>VII. Consent Agenda</u></b>	
A. Authorize Payment of Monthly Bills for September 2023	15
B. Activity Funds September 2023	45
C. Approval of Minutes	
1. Regular Minutes of August 22, 2023	51
D. Approval of Personnel/Resignation List # 9.26.23	54
<b><u>VIII. Action Items</u></b>	
A. Approval of Resolution to Adopt Annual Budget for Fiscal Year 2023-2024	56
B. Approval to Amend Current SY 2023-24 School Calendar to Change the Date of Teacher Institute Day from October 24, 2023 to March 19, 2024	103
C. Approval of Sunbelt Staffing LLC Client Services Agreement	105
D. Approval of ProCare Therapy Client Services Agreement	111
E. Approval of West 40 Instructional Leadership Agreement for SY 2023-24	118
F. Approval of District Substitute Nurse Position and Hiring of Raquel Herrera, \$54.55/hr (on an as needed basis)	121
G. Approval to Enter into an Agreement for Purchase of Properties Located at 4032 Joliet Avenue and 4034 Joliet Avenue, Lyons, IL in the amount of \$850,000 (subject to attorney approval)	122
H. Approval of Consolidated District Plan for 2023-2024	123
<b><u>IX. Adjournment</u></b>	



*Working Together to Expand Student Opportunities*

Serving the communities of Brookfield, Forest View,  
Lyons, McCook and Stickney.

**AUGUST 23 YTD Financials**

**Fiscal Year 2024**

**Presented to BOE**

9/26/2023

Lyons School District 103

EDUCATION FUND

Y-T-D REVENUE and EXPENSE by SOURCE

August 31 2023

		%		YTD	Percent
REVENUES	Budget	Of Total	Monthly	as of	of Budget
	FY2024	Revenue	August	8/31/2023	Realized
Property Taxes	\$ 17,592,473	42.57%	\$ 411,717	\$ 411,717	2.34
Corp. Per. Prop. Replacement Taxes	\$ 5,313,060	12.86%	\$ 189,746	\$ 1,366,638	25.72
State Evidence Based Funding (EBF)	\$ 12,365,602	29.92%	\$ 1,124,146	\$ 1,124,146	9.09
Categorical State Aid	\$ 1,139,197	2.76%	\$ 396	\$ 119,344	25.03
State Early Childhood Block Grant	\$ 673,005	1.63%	\$ (1,000)	\$ (1,000)	(0.15)
Federal Nutrition Program	\$ 800,000	1.94%	\$ -	\$ 90,294	11.29
Federal Title 1	\$ 1,179,212	2.85%	\$ 715,064	\$ 715,064	61.85
Other Federal	\$ 1,307,741	3.16%	\$ 462,671	\$ 650,882	89.25
Earnings on Investments	\$ 626,122	1.51%	\$ 5,589	\$ 5,589	0.89
Food Service	\$ 50,000	0.12%	\$ 6,003	\$ 7,817	15.63
Fees	\$ 32,500	0.08%	\$ -	\$ -	-
Other Rev, Before School & Camps	\$ 250,000	0.60%	\$ -	\$ 1,045	0.42
<b>Total Revenue</b>	<b>\$ 41,328,912</b>	<b>100.00%</b>	<b>\$2,914,333</b>	<b>\$4,491,537</b>	<b>10.87%</b>
EXPENDITURES	Budget	Of Total	Monthly	YTD	Percent
	FY2024	Expenditures	August	as of	of Budget
				8/31/2023	Realized
Salaries	\$ 21,679,776	55.02%	\$ 939,961	\$ 1,214,096	5.60
Benefits	\$ 6,078,191	15.43%	\$ 290,080	\$ 373,347	6.14
Purchased Services	\$ 8,190,407	20.79%	\$ 183,568	\$ 354,732	4.33
Supplies	\$ 935,416	2.37%	\$ 68,371	\$ 139,635	14.93
Capital Outlay	\$ 108,040	0.27%	\$ -	\$ 97,744	90.47
Special Ed Tuition	\$ 2,353,860	5.97%	\$ 29,035	\$ 68,398	2.91
Dues&Fees/Tuition/Contingency	\$ 56,300	0.14%	\$ 52,908	\$ 54,308	96.46
<b>Total Expenditures</b>	<b>39,401,990</b>	<b>100.00%</b>	<b>1,563,923</b>	<b>2,302,260</b>	<b>5.84%</b>
<b>Surplus/(Deficit)</b>	<b>\$ 1,926,922</b>		<b>\$ 1,350,410</b>	<b>\$ 2,189,277</b>	

**Lyons School District 103**

**OPERATION AND MAINTENANCE FUND**

**Y-T-D REVENUE and EXPENSE by SOURCE**

*August 31 2023*

		%		YTD	Percent
<b>REVENUES</b>	<b>Budget</b>	<b>Of Total</b>	<b>Monthly</b>	<b>as of</b>	<b>of Budget</b>
	<b>FY2024</b>	<b>Revenue</b>	<b>August</b>	<b>8/31/2023</b>	<b>Realized</b>
Property Taxes	\$ 2,408,167	95.25%	\$ 52,096	\$ 52,096	2.16
State Evidence Based Funding (EBF)	\$ -	0.00%	\$ -	\$ -	2.06
Federal Aid	\$ -	0.00%	\$ -	\$ -	-
Earnings on Investments	\$ 108,023	4.27%	\$ -	\$ -	-
Rentals	\$ -	0.00%	\$ -	\$ -	-
Maintenance Grant	\$ -	0.00%	\$ -	\$ 50,000	-
Other Revenue Sources	\$ 12,000	0.47%	\$ -	\$ -	-
<b>Total Revenue</b>	<b>2,528,190</b>	<b>100.00%</b>	<b>52,096</b>	<b>102,096</b>	<b>4.04%</b>
		%		Actual	Percent
<b>EXPENDITURES</b>	<b>Budget</b>	<b>Of Total</b>	<b>Monthly</b>	<b>as of</b>	<b>of Budget</b>
	<b>FY2024</b>	<b>Expenditures</b>	<b>August</b>	<b>8/31/2023</b>	<b>Realized</b>
Salaries	\$ 1,459,750	47.40%	\$ 108,814	\$ 221,811	15.20
Benefits	\$ 336,680	10.93%	\$ 26,858	\$ 55,710	16.55
Purchased Services	\$ 652,060	21.17%	\$ 59,556	\$ 103,541	15.88
Supplies	\$ 542,610	17.62%	\$ 33,075	\$ 71,177	13.12
Capital Outlay	\$ 84,800	2.75%	\$ 128,922	\$ 254,149	299.70
Other Objects	\$ -	0.00%	\$ -	\$ -	-
Dues&Fees/Contingency	\$ 3,630	0.12%	\$ -	\$ -	-
<b>Total Expenditures</b>	<b>3,079,530</b>	<b>100.00%</b>	<b>357,225</b>	<b>706,388</b>	<b>22.94%</b>
<b>Surplus/(Deficit)</b>	<b>\$ (551,340)</b>		<b>\$ (305,129)</b>	<b>\$ (604,292)</b>	

Lyons School District 103

MUNICIPAL RETIREMENT, SOCIAL SECURITY & MEDICARE FUND

Y-T-D REVENUE and EXPENSE by SOURCE

August 31 2023

		%		YTD	Percent
<b>REVENUES</b>	<b>Budget</b>	<b>Of Total</b>	<b>Monthly</b>	<b>as of</b>	<b>of Budget</b>
	<b>FY2024</b>	<b>Revenue</b>	<b>August</b>	<b>8/31/2023</b>	<b>Realized</b>
Property Taxes	\$673,970	65.89%	\$14,574	\$14,574	4.32
Corp. Per. Prop. Replacement Taxes	\$240,000	23.46%	\$0	\$0	-
Earnings on Investments	\$108,897	10.65%	\$0	\$0	-
Other Revenue		0.00%			-
<b>Total Revenue</b>	<b>1,022,867</b>	<b>100.00%</b>	<b>\$14,574</b>	<b>\$14,574</b>	<b>1.42</b>
		%		Actual	Percent
<b>EXPENDITURES</b>	<b>Budget</b>	<b>Of Total</b>	<b>Monthly</b>	<b>as of</b>	<b>of Budget</b>
	<b>FY2024</b>	<b>Expenditures</b>	<b>August</b>	<b>8/31/2023</b>	<b>Realized</b>
Benefits	\$ 902,261	100.00%	\$ 52,171	\$ 83,345	9.24
Purchased Services	\$ -	0.00%	\$ -	\$ -	-
<b>Total Expenditures</b>	<b>902,261</b>	<b>100.00%</b>	<b>52,171</b>	<b>83,345</b>	<b>9.24%</b>
Surplus/(Deficit)	\$ 5,692		\$ (37,597)	\$ (68,771)	

Lyons School District 103

TORT IMMUNITY FUND

Y-T-D REVENUE and EXPENSE by SOURCE

August 31 2023

		%		YTD	Percent
<b>REVENUES</b>	<b>Budget</b>	<b>Of Total</b>	<b>Monthly</b>	<b>as of</b>	<b>of Budget</b>
	<b>FY2024</b>	<b>Revenue</b>	<b>August</b>	<b>8/31/2023</b>	<b>Realized</b>
Property Taxes	\$ 355,545	98.83%	\$ 7,582	\$ 7,582	2.13
Earnings on Investments	\$ 4,224	1.17%	\$ -	\$ -	-
Other Revenue		0.00%		\$ -	
<b>Total Revenue</b>	<b>\$ 359,769</b>	<b>100.00%</b>	<b>\$ 7,582</b>	<b>\$ 7,582</b>	<b>2.11%</b>
		%		Actual	Percent
<b>EXPENDITURES</b>	<b>Budget</b>	<b>Of Total</b>	<b>Monthly</b>	<b>as of</b>	<b>of Budget</b>
	<b>FY2024</b>	<b>Expenditures</b>	<b>August</b>	<b>8/31/2023</b>	<b>Realized</b>
Salaries	\$ 67,600	19.34%	\$ -	\$ -	-
Purchase Services	\$ 282,000	80.66%	\$ 63,035	\$ 114,076	40.45
<b>Total Expenditures</b>	<b>\$ 349,600</b>	<b>100.00%</b>	<b>\$ 63,035</b>	<b>\$ 114,076</b>	<b>32.63%</b>
<b>Surplus/(Deficit)</b>	<b>\$ 10,169</b>		<b>\$ (55,452)</b>	<b>\$ (106,493)</b>	

Lyons School District 103

TRANSPORTATION FUND

Y-T-D REVENUE and EXPENSE by SOURCE

August 31 2023

		%		YTD	Percent
REVENUES	Budget	Of Total	Monthly	as of	of Budget
	FY2024	Revenue	August	8/31/2023	Realized
Property Taxes	\$ 263,807	26.26%	\$ 6,168	\$ 6,168	2.34
Categorical State Aid	\$ 550,000	54.74%	\$ -	\$ 156,717	1.36
Earnings on Investments	\$ 190,956	19.01%	\$ -	\$ -	-
Other Revenue	\$ -	0.00%	\$ -	\$ -	-
<b>Total Revenue</b>	<b>\$ 1,004,763</b>	<b>100.00%</b>	<b>\$6,168</b>	<b>\$162,885</b>	<b>16.21%</b>

		%		Actual	Percent
EXPENDITURES	Budget	Of Total	Monthly	as of	of Budget
	FY2024	Expenditures	August	8/31/2023	Realized
Salaries	\$ 14,630	0.84%	\$ -	\$ -	-
Benefits	\$ 160	0.01%	\$ -	\$ -	-
Purchased Services	\$ 1,734,000	99.15%	\$ 26,047	\$ 99,803	5.76
Supplies	\$0	0.00%	\$0	\$0	-
Capital Outlay	\$0	0.00%	\$0	\$0	-
Dues&Fees/Contingency	\$0	0.00%	\$0	\$0	-
<b>Total Expenditures</b>	<b>1,748,790</b>	<b>100.00%</b>	<b>26,047</b>	<b>99,803</b>	<b>5.71%</b>
		7			
Surplus/(Deficit)	\$ (744,027)		\$ (19,878)	\$ 63,082	

Lyons School District 103

WORKING CASH FUND

Y-T-D REVENUE and EXPENSE by SOURCE

August 31 2023

		%		YTD	Percent
REVENUES	Budget	Of Total	Monthly	as of	of Budget
	FY2024	Revenue	August	8/31/2023	Realized
Property Taxes	\$96,699	49.96%	\$2,054	\$2,054	2.12
Earnings on Investments	\$96,839	50.04%	\$0	\$0	-
<b>Total Revenue</b>	<b>\$193,538</b>	<b>100.00%</b>	<b>\$2,054</b>	<b>\$2,054</b>	<b>1.06%</b>
		%		Actual	Percent
EXPENDITURES	Budget	Of Total	Monthly	as of	of Budget
	FY2024	Expenditures	August	8/31/2023	Realized
Interfund Transfer					0.00%
<b>Total Expenditures</b>	<b>\$ -</b>	<b>0.00%</b>	<b>\$ -</b>	<b>\$ -</b>	<b>0.00%</b>
<b>Surplus/(Deficit)</b>	<b>\$ 193,538</b>		<b>\$ 2,054</b>	<b>\$ 2,054</b>	

Lyons School District 103

COMBINED OPERATING FUNDS

Y-T-D REVENUE and EXPENSE by SOURCE

August 31 2023

		%		YTD	Percent
REVENUES	Budget	Of Total	Monthly	as of	of Budget
	FY2024	Revenue	August	8/31/2023	Realized
Property Taxes	\$21,390,661	46.06%	\$494,192	\$494,192	2.31
Corp. Per. Prop. Replacement Taxes	\$5,553,060	11.96%	\$189,746	\$1,366,638	24.61
State Evidence Based Funding (EBF)	\$12,365,602	26.63%	\$1,124,146	\$1,124,146	9.09
Categorical State Aid	\$1,689,197	3.64%	\$396	\$276,060	16.34
State Early Childhood Block Grant	\$673,005	1.45%	(\$1,000)	(\$1,000)	(0.15)
Federal Nutrition Program	\$800,000	1.72%	\$0	\$90,294	11.29
Federal Title 1	\$1,179,212	2.54%	\$715,064	\$715,064	60.64
Other Federal	\$1,307,741	2.82%	\$462,671	\$650,882	49.77
Earnings on Investments	\$1,135,061	2.44%	\$5,589	\$5,589	0.49
Food Service	\$50,000	0.11%	\$6,003	\$7,817	15.63
Fees	\$32,500	0.07%	\$0	\$0	-
Before School Care, Camps	\$250,000	0.54%	\$0	\$1,045	0.42
Rentals	\$0	0.00%	\$0	\$0	-
Maintenance Grants	\$0	0.00%	\$0	\$50,000	-
Other Revenue	\$12,000	0.03%	\$0	\$0	-
<b>Total Revenue</b>	<b>\$46,438,039</b>	<b>100.00%</b>	<b>\$2,996,809</b>	<b>\$4,780,729</b>	<b>10.29%</b>
	-				
		%		Actual	Percent
EXPENDITURES	Budget	Of Total	Monthly	as of	of Budget
	FY2024	Expenditures	August	8/31/2023	Realized
Salaries	\$23,221,756	51.06%	\$1,048,775	\$1,435,907	6.18
Benefits	\$6,415,031	14.10%	\$316,938	\$429,057	6.69
IMRF/FICA/SS/Medicare	\$902,261	1.98%	\$52,171	\$83,345	9.24
Purchased Services	\$10,858,467	23.87%	\$332,206	\$672,152	6.19
Supplies	\$1,478,026	3.25%	\$101,446	\$210,812	14.26
Capital Outlay	\$192,840	0.42%	\$128,922	\$351,894	182.48
Special Ed Tuition	\$2,353,860	5.18%	\$29,035	\$68,398	2.91
Other, Dues&Fees/Contingency	\$59,930	0.13%	\$52,908	\$54,308	90.62
<b>Total Expenditures</b>	<b>45,482,171</b>	<b>100.00%</b>	<b>2,062,400</b>	<b>3,305,872</b>	<b>7.27%</b>
<b>Surplus/(Deficit)</b>	<b>\$955,868</b>		<b>\$934,408</b>	<b>\$1,474,857</b>	

Lyons School District 103

DEBT SERVICE FUND

Y-T-D REVENUE and EXPENSE by SOURCE

August 31 2023

		%		YTD	Percent
REVENUES	Budget	Of Total	Monthly	as of	of Budget
	FY2024	Revenue	Revenue	8/31/2023	Realized
Property Taxes	\$ 1,047,811	96.90%	\$ 22,750	\$ 22,750	236.00%
Earnings on Investments	\$ 33,559	3.10%	\$ -	\$ -	0.00%
<b>Total Revenue</b>	<b>\$ 1,081,370</b>	<b>100.00%</b>	<b>\$ 22,750</b>	<b>\$ 22,750</b>	<b>2.10%</b>
		%		Actual	Percent
EXPENDITURES	Budget	Of Total	Monthly	as of	of Budget
	FY2024	Expenditures	Expenditure	8/31/2023	Realized
Debt Service	\$ 1,078,500	100.00%	\$ -	\$ -	-
<b>Total Expenditures</b>	<b>\$ 1,078,500</b>	<b>100.00%</b>	<b>\$ -</b>	<b>\$ -</b>	<b>0.00%</b>
<b>Surplus/(Deficit)</b>	<b>\$ 2,870</b>		<b>\$ 22,750</b>	<b>\$ 22,750</b>	

Lyons School District 103

CAPITAL PROJECTS FUND

Y-T-D REVENUE and EXPENSE by SOURCE

*August 31 2023*

		%		YTD	Percent
<b>REVENUES</b>	<b>Budget</b>	<b>Of Total</b>	<b>Monthly</b>	<b>as of</b>	<b>of Budget</b>
	<b>FY024</b>	<b>Revenue</b>	<b>August</b>	<b>8/31/2023</b>	<b>Realized</b>
Earnings on Investments	25.00	0.00%	-	-	-
Federal Grant	1,982,712.00	100.00%	-	-	-
<b>Total Revenue</b>	<b>1,982,737.00</b>	<b>100.00%</b>	<b>-</b>	<b>-</b>	<b>0.00%</b>
		%		Actual	Percent
<b>EXPENDITURES</b>	<b>Budget</b>	<b>Of Total</b>	<b>Monthly</b>	<b>as of</b>	<b>of Budget</b>
	<b>FY024</b>	<b>Expenditures</b>	<b>August</b>	<b>8/31/2023</b>	<b>Realized</b>
Capital Outlay	\$ 1,982,712	100.00%	\$ -	\$ -	-
<b>Total Expenditures</b>	<b>\$1,982,712</b>	<b>100.00%</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00%</b>
<b>Surplus/(Deficit)</b>	<b>\$25</b>		<b>\$0</b>	<b>\$0</b>	

Lyons School District 103					
HEALTH-LIFE-SAFETY FUND					
Y-T-D REVENUE and EXPENSE by SOURCE					
<i>August 31 2023</i>					
		%		YTD	Percent
REVENUES	Budget	Of Total	Monthly	as of	of Budget
	FY024	Revenue	August	8/31/2023	Realized
Property Taxes	317,221	76.90%	\$ 6,738	\$ 6,738	2.12
Earnings on Investments	89,923	4.40%	\$ -	\$ -	-
Other Revenue	-	0.00%	\$ -	\$ -	-
<b>Total Revenue</b>	<b>407,144</b>	<b>81.30%</b>	<b>\$6,738</b>	<b>\$6,738</b>	<b>1.66%</b>
		%		Actual	Percent
EXPENDITURES	Budget	Of Total	Monthly	as of	of Budget
	FY024	Expenditures	August	8/31/2023	Realized
Purchased Services	-	0.00%	\$ -	\$ -	-
<b>Total Expenditures</b>	<b>-</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>
<b>Surplus/(Deficit)</b>	<b>\$ 407,144</b>		<b>\$ 6,738</b>	<b>\$ 6,738</b>	

Lyons School District 103

COMBINED ALL FUNDS

Y-T-D REVENUE and EXPENSE by SOURCE

August 31 2023

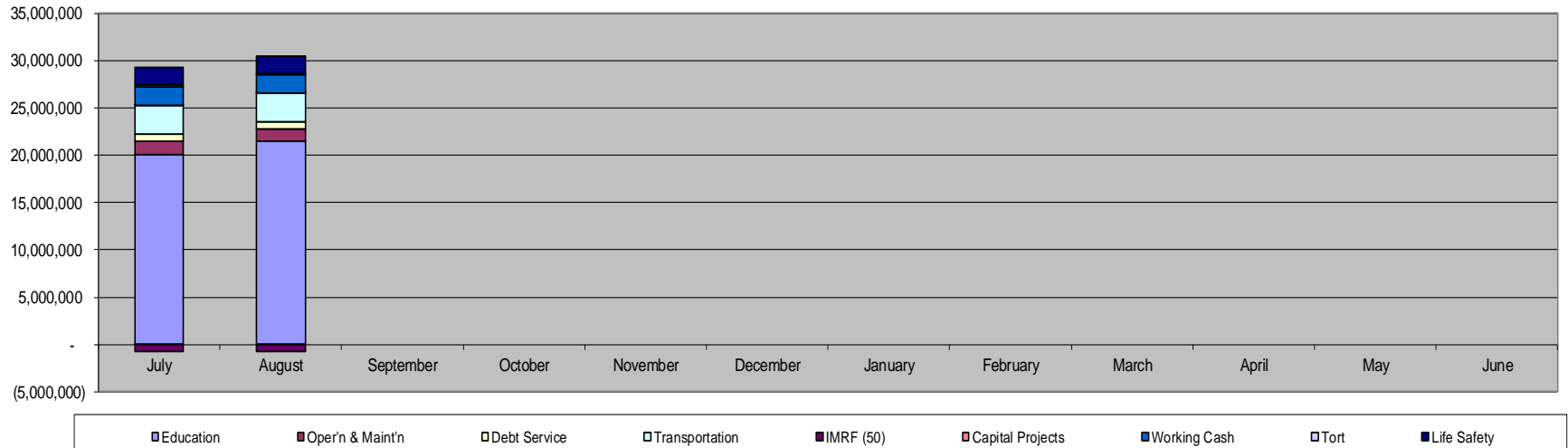
		%		YTD	Percent
REVENUES	Budget	Of Total	Monthly	as of	of Budget
	FY2024	Revenue	August	8/31/2023	Realized
Property Taxes	\$22,755,693	46%	\$523,681	\$523,681	2.30
Corp. Per. Prop. Replacement Taxes	\$5,553,060	11%	\$189,746	\$1,366,638	24.61
State Evidence Based Funding (EBF)	\$12,365,602	25%	\$1,124,146	\$1,124,146	9.09
Categorical State Aid	\$1,689,197	3%	\$396	\$276,060	16.34
State Early Childhood Block Grant	\$673,005	1%	(\$1,000)	(\$1,000)	(0.15)
Federal Nutrition Program	\$800,000	2%	\$0	\$90,294	11.29
Federal Title 1	\$1,179,212	2%	\$715,064	\$715,064	60.64
Other Federal	\$3,290,453	7%	\$462,671	\$650,882	19.78
Earnings on Investments	\$1,258,568	3%	\$5,589	\$5,589	0.44
Food Service	\$50,000	0%	\$6,003	\$7,817	15.63
Fees	\$32,500	0%	\$0	\$0	-
Before School Care, Camps	\$250,000	1%	\$0	\$1,045	0.42
Rentals	\$0	0%	\$0	\$0	.
Maintenance Grants	\$0	0%	\$0	\$50,000	-
Other Revenue	\$12,000	0%	\$0	\$0	-
<b>Total Revenue</b>	<b>\$49,909,290</b>	<b>100.00%</b>	<b>\$3,026,297</b>	<b>\$4,810,217</b>	<b>9.64%</b>

		%		Actual	Percent
EXPENDITURES	Budget	Of Total	Monthly	as of	of Budget
	FY2024	Expenditures	August	8/31/2023	Realized
Salaries	\$23,221,756	47.84%	\$1,048,775	\$1,435,907	618.35
Benefits	\$6,415,031	13.22%	\$316,938	\$429,057	668.83
IMRF/FICA/SS/Medicare Fund	\$902,261	1.86%	\$52,171	\$83,345	0.09
Debt Service Fund	\$1,078,500	2.22%	\$0	\$0	619.01
Life Safety Fund	\$0	0.00%	\$0	\$0	1,426.31
Purchased Services	\$10,858,467	22.37%	\$332,206	\$672,152	18,247.96
Supplies	\$1,478,026	3.04%	\$101,446	\$210,812	290.58
Capital Outlay	\$2,175,552	4.48%	\$128,922	\$351,894	9,061.94
Special Ed Tuition	\$2,353,860	4.85%	\$29,035	\$68,398	7.27
Dues&Fees/Contingency	\$59,930	0.12%	\$0	\$54,308	90.62
<b>Total Expenditures</b>	<b>\$48,543,383</b>	<b>100.00%</b>	<b>\$2,009,492</b>	<b>\$3,305,872</b>	<b>6.81%</b>

<b>Surplus/(Deficit)</b>	<b>\$1,365,907</b>		<b>\$963,897</b>	<b>\$1,504,345</b>	
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**Lyons Elementary School District 103**  
**Fiscal Year 2023-2024 Fund Balance**  
**Source: Lyons Elementary School District 103 Monthly Reports**

Fiscal Year 2023-2024												
Fund	July	August	September	October	November	December	January	February	March	April	May	June
Education	20,020,053	21,436,369	-	-	-	-	-	-	-	-	-	-
Oper'n & Maint'n	1,500,686	1,337,350	-	-	-	-	-	-	-	-	-	-
Debt Service	740,491	763,241	-	-	-	-	-	-	-	-	-	-
Transportation	3,059,952	3,040,074	-	-	-	-	-	-	-	-	-	-
IMRF (50)	(726,390)	(771,274)	-	-	-	-	-	-	-	-	-	-
SSI/MEDICARE (51)	2,166,708	2,173,995	-	-	-	-	-	-	-	-	-	-
Capital Projects	473	473	-	-	-	-	-	-	-	-	-	-
Working Cash	1,939,473	1,941,528	-	-	-	-	-	-	-	-	-	-
Tort	146,139	90,687	-	-	-	-	-	-	-	-	-	-
Life Safety	1,869,229	1,875,967	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>30,716,814</b>	<b>31,888,409</b>	-	-	-	-	-	-	-	-	-	-



To Township Treasurer: The following payments were approved by the Board of Education, at a meeting held on 9/26/2023  
 Checks for the amount shown are hereby requested:

PAYEE	DATE PAID	AMOUNT	
<b>Net Salaries</b>	<b>Summer 08.15.23</b>	\$ 383,836.21	\$ 383,836.21
First American Bank H S A	Employee Deduction		\$ 163,761.94
Inland Bank H S A	Employee Deduction		
AXA Equitable Life	OMNI Liability	\$ 12,728.90	
Bank One	Federal Withholding - Payroll Taxes Employee/Employer	\$ 57,735.74	
First Investors Group	OMNI Liability Payment	\$ 100.00	
Illinois Department of Revenue	State Withholding Employee/Employer	\$ 22,020.51	
Illinois Municipal Retirement	Employee Deduction	\$ 1,037.39	
NuMark Credit Union	Credit Union Deductions Employee Deductions	\$ 3,215.00	
Teachers' Health Insurance Security	TRS EMPLOYEE PAID	\$ 4,791.16	
Teachers' Retirement System - *	THIS Board Paid	\$ 53,082.33	
State of Illinois	0.92% "THIS"		
AIG VALIC	OMNI Liability		
Great American Financial Resources	OMNI Liability	\$ 200.00	
Guardian Vision	Employees' Portion	\$ 758.14	
Illinois Municipal Retirement	Board Paid	\$ 1,802.77	
Lincoln Investment Planning	OMNI Liability	\$ 2,094.50	
Teachers' Retirement System	TRS Board Paid .0058 Add On &	\$ 3,566.64	
State of Illinois			
Waddell & Reed, Inc.	OMNI Liability	\$ 75.00	
Expert Pay	Child Support	\$ 419.80	
TRS SSP	TRS Flexible Spending	\$ 134.06	
AXA Equitable Life (457B)	Employee Deduction - 457B		\$ 699.04
Thomas H. Hooper Chap 13	Wage Garnish	\$ 175.00	
IL Dept. of Revenue Levy	Garnishment-Rawke		
Krubl, Dennis	Health Insurance		
SEIU Local 73 COPE	Aides/Custodians		
Service Employees International Union Local 73	Aides/Custodians Union Dues		
Lyons Township School Treasurer Flex	Flex Card	\$ 524.04	
West Suburban Teachers Union	Teacher Dues		
<b>Net Salaries</b>	<b>REG 8.15.23</b>	\$ 149,299.87	\$ 149,299.87
First American Bank H S A	Employee Deduction		\$ 76,413.20
Inland Bank H S A	Employee Deduction		
AXA Equitable Life	OMNI Liability	\$ 1,104.50	
Bank One	Federal Withholding - Payroll Taxes Employee/Employer	\$ 35,408.27	
First Investors Group	OMNI Liability Payment		
Illinois Department of Revenue	State Withholding Employee/Employer	\$ 9,033.18	
Illinois Municipal Retirement	Employee Deduction	\$ 6,329.83	
NuMark Credit Union	Credit Union Deductions Employee Deductions	\$ 1,880.76	
Teachers' Health Insurance Security	TRS EMPLOYEE PAID	\$ 325.58	
Teachers' Retirement System - *	THIS Board Paid	\$ 12,384.58	
State of Illinois	0.92% "THIS"		

AIG VALIC	OMNI Liability			
Great American Financial Resources	OMNI Liability			
Guardian Vision	Employees' Portion	\$	238.15	
Illinois Municipal Retirement	Board Paid	\$	7,600.72	
Lincoln Investment Planning	OMNI Liability	\$	100.00	
Teachers' Retirement System	TRS Board Paid .0058 Add On &	\$	1,635.13	
State of Illinois				
Waddell & Reed, Inc.	OMNI Liability			
Expert Pay	Child Support	\$	372.50	
TRS SSP	TRS Flexible Spending			
AXA Equitable Life (457B)	Employee Deduction - 457B			\$ 976.44
Glenn Stearns CH13	Wage Garnish			
IL Dept. of Revenue Levy	Garnishment-Rawke			
SEIU Local 73 COPE	Aides/Custodians	\$	38.50	
Service Employees International Union	Aides/Custodians Union Dues	\$	473.44	
Local 73				
Thomas H. Hooper Chap 13	Wage Garnish			
Krubl, Dennis	Health Insurance			
Lyons Township School Treasurer Flex	Flex Card	\$	464.50	
West Suburban Teachers Union	Teacher Dues			
<b>Net Salaries</b>			<b>8.31.23</b>	
		\$	597,776.04	\$ 597,776.04
First American Bank H S A	Employee Deduction	\$	-	\$ 275,827.11
Inland Bank H S A	Employee Deduction			
AXA Equitable Life	OMNI Liability	\$	14,729.40	
Bank One	Federal Withholding - Payroll Taxes	\$	110,227.15	
	Employee/Employer			
First Investors Group	OMNI Liability Payment	\$	50.00	
Illinois Department of Revenue	State Withholding	\$	35,044.86	
	Employee/Employer			
Illinois Municipal Retirement	Employee Deduction	\$	9,505.52	
NuMark Credit Union	Credit Union Deductions	\$	4,070.76	
	Employee Deductions			
Teachers' Health Insurance Security	TRS EMPLOYEE PAID	\$	5,402.08	
Teachers' Retirement System - *	THIS Board Paid	\$	73,111.53	
State of Illinois	0.92% "THIS"			
AIG VALIC	OMNI Liability			
First American Bank H S A	H.S.A.			
Great American Financial Resources	OMNI Liability	\$	200.00	
Guardian Vision	Employees' Portion	\$	1,094.71	
Illinois Municipal Retirement	Board Paid	\$	12,964.08	
Lincoln Investment Planning	OMNI Liability	\$	2,469.50	
Teachers' Retirement System	TRS Board Paid .0058 Add On &	\$	6,090.22	
State of Illinois				
Waddell & Reed, Inc.	OMNI Liability	\$	75.00	
Expert Pay	Child Support	\$	792.30	
TRS SSP	TRS Flexible Spending			
AXA Equitable Life (457B)	Employee Deduction - 457B			\$ 2,652.47
Glenn Stearns CH13	Wage Garnish			
IL Dept. of Revenue Levy	Garnishment-Rawke			
SEIU Local 73 COPE	Aides/Custodians	\$	38.50	
Service Employees International Union	Aides/Custodians Union Dues	\$	1,110.53	
Local 73				
Thomas H. Hooper Chap 13	Wage Garnish	\$	175.00	
Krubl, Dennis	Health Insurance (Final)	\$	540.00	
Lyons Township School Treasurer Flex	Flex Card	\$	788.44	
West Suburban Teachers Union	Teacher Dues			

PAYEE

DATE PAID

AMOUNT

\$ 1,651,242.32

Board President

Board Secretary

Prepared by

*Dolin Dado*

Business Manager

Superintendent

Salaries/Benefits	\$	1,651,242.32
Special voucher requests	\$	-

Pages 1 - 22 - Accounts Payable Total

Total Bill List Paid in Month	\$	1,651,242.32
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Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
95072	ACCURATE LABEL DESIGNS	09/26/2023	175155	Costello Elementary early release 11:50am dismissal stickers for Kinder-2nd grade	6002300006	239.95	239.95
10E600	1110 4100 00 000000			EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/SUPPLIES		239.95	
95073	ALONZO, SAMANTHA	09/26/2023	MSED 609	MSED 609	0	200.00	800.00
10E600	1110 2300 00 000000			EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/TUITION REIMBU		200.00	
10E600	1110 2300 00 000000			MSED 650C EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/TUITION REIMBU	0	600.00	600.00
95074	AMAZON CAPITAL SERVICES	09/26/2023	16JH7Y9P6D7D	LADSE OT: Fidget small finger toy pencils/ LADSE OT: The Pencil Grip Crossover Grip Ergonomic Writing Aid/ LADSE OT: Sensory Chew Necklace/ Harkla Weighted Lap Pad for Kids (5 pounds)	7022300000	96.55	23,025.09
10E300	1205 4100 00 000000			EDUCATION/LINCOLN ELEMENTARY/LEARNING DISABLED/SUPPLIES		96.55	
10E000	2310 4100 00 000000			1CCQLHLT9WW1 Boxes for office	7002300010	139.98	139.98
10E000	1205 4100 00 000000			EDUCATION/DISTRICT OFFICE/BOARD OF EDUCATION SERVICES/S		139.98	
10E000	1205 4100 00 000000			1FTHHJHP43FY 16 X20 Canvas Chairback Buddy Pocket Chart, Seat Pockets K-2, 12 Pack/ Velcro Brand Dots 500 Pk 3/4 Circles Vel-30077-AMS/ Velcro Brand Sticky Back Hook Loop 15ft x 3/4in Roll/ White	7022300002	101.66	101.66
10E000	1205 4100 00 000000			EDUCATION/DISTRICT OFFICE/LEARNING DISABLED/SUPPLIES		101.66	
				1HHVFVXY9W1D expo markers, erasers, rubber bands, binder clips, colored pencils,	5002300001	2,141.60	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E500	1110 4100 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/SUPPLIES		2,141.60	
			1HKYV4149CK1	Pack emotion stress and Toys squeeze balls/OIG Brands Assorted Classical colorful glass marbles	7022300008	37.27	
10E000	1205 3900 00 462000			EDUCATION/DISTRICT OFFICE/LEARNING DISABLED/OTHER PURCH		37.27	
			1J7MTM3W7R73	Office Supplies	7002300009	293.25	
10E000	2310 4100 00 000000			EDUCATION/DISTRICT OFFICE/BOARD OF EDUCATION SERVICES/S		293.25	
			1JXN7TDPNTQ6	Supplies for teachers	5002200076	967.13	
10E500	1110 4100 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/SUPPLIES		967.13	
			1K34K3TJ7TVF	Felt Pin Board Bar Strips/ BlueGift Cork Board Roll 3mm for wall self Adhesive/S & O set of 15 motivational poster/ Alphabet Letters, Numbers/Treela 65.6 ft Iridescent straight border trim.	7022300009	96.41	
10E000	1205 4100 00 000000			EDUCATION/DISTRICT OFFICE/LEARNING DISABLED/SUPPLIES		96.41	
			1KGMN3WX43V9	card stock	4002300003	95.94	
10E400	1110 4100 00 000000			EDUCATION/ROBINSON ELEMENTARY/ELEMENTARY/SUPPLIES		95.94	
			1KGMN3WX9CJL	Paper Shredder for Resource teachers to ensure confidentiality.	1002300005	59.39	
10E100	1110 4100 00 000000			EDUCATION/EDISON ELEMENTARY/ELEMENTARY/SUPPLIES		59.39	
			1MC9DTYL3H47	Utopia Adjustable Furniture Risers/ 3 Drawers Craft Plastic Organizer	7022300007	455.44	
10E000	1201 4100 00 000000			EDUCATION/DISTRICT OFFICE/SEVERE/PROFOUND MENTALLY HAND		455.44	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1PHRHNNJ7JPG	Atlantic Summit Media Storage Cabinet - PN 74735727; shelf for EL classroom organization	1002300004	37.46	
10E100	1110 4100 00 000000		EDUCATION/EDISON ELEMENTARY/ELEMENTARY/SUPPLIES			37.46	
			1PNKGGCM7JKK	office supplies	4002300009	1,162.51	
10E400	1110 4100 00 000000		EDUCATION/ROBINSON ELEMENTARY/ELEMENTARY/SUPPLIES			1,162.51	
			1PQ19T3T6VHW	Sticky Notes, lanyards, Id holders, big paper clips, staplers, dry erase spray	5002300002	423.05	
10E500	1110 4100 00 000000		EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/SUPPLIES			423.05	
			1QPV77CW4T37	Headsets for Imagine Learning	7032300009	17,348.66	
10E000	1250 3100 00 430000		EDUCATION/DISTRICT OFFICE/TITLE I/PROFESSIONAL AND TECH			8,674.33	
10E000	1801 4100 00 490900		EDUCATION/DISTRICT OFFICE/ESL LIPLS/SUPPLIES/LIPLS			8,674.33	
			1VLR94TN7116	Replacement for Robinson laminating machine. Approved by district; to be purchased by district for Robinson.	4002300008	-2,051.23	
10E400	1110 4100 00 000000		EDUCATION/ROBINSON ELEMENTARY/ELEMENTARY/SUPPLIES			-2,051.23	
			1VRK7V617XN7	Accordion file folders	7022300006	454.28	
10E000	1201 4100 00 499802		EDUCATION/DISTRICT OFFICE/SEVERE/PROFOUND MENTALLY HAND			454.28	
			1VRQFFPR6YW7	Microwave Ovens	2002200022	239.98	
10E200	1110 4100 00 000000		EDUCATION/HOME ELEMENTARY/ELEMENTARY/SUPPLIES			239.98	
			1W3HFPL34K93	Classroom Chair Organizers	1002300002	675.00	
10E100	1110 4100 00 000000		EDUCATION/EDISON ELEMENTARY/ELEMENTARY/SUPPLIES			675.00	
			1YQ4MDXXMM4C	Summer Camp ,supply and tempera paints-Coloration washable,	7032200150	250.76	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E000	1110 4100 00 000000			EDUCATION/DISTRICT OFFICE/ELEMENTARY/SUPPLIES		250.76	
95075	AT&T	09/26/2023	708Z9926011696 0816	07.17.23-08.16.23	0	63.87	63.87
20E000	2540 3440 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		63.87	
95076	AT&T	09/26/2023	217S661185185 080423	Aug 23' monthly invoice	0	4,151.88	8,303.76
20E000	2540 3440 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		4,151.88	
			217S661185185 090423	Sept. 23' monthly invoice	0	4,151.88	
20E000	2540 3440 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		4,151.88	
95077	AT&T	09/26/2023	9848631803	Aug 23' Statement	0	3,197.10	3,197.10
20E000	2540 3440 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		3,197.10	
95078	AT&T GLOBAL SERVICES	09/26/2023	SB285823	Costello Voice CPE Support	0	156.55	1,132.60
20E600	2540 3440 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		156.55	
			SB285824	Home Voice CPE Support	0	117.35	
20E200	2540 3440 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		117.35	
			SB285825	GWMS Voice CPE Support	0	378.09	
20E500	2540 3440 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		378.09	
			SB285826	Robinson Voice CPE Support	0	156.55	
20E400	2540 3440 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		156.55	
			SB285827	Lincoln Voice CPE Support	0	156.55	
20E300	2540 3440 00 000000			OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		156.55	
			SB285828	Edison Voice CPE Support	0	167.51	
20E100	2540 3440 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		167.51	
95079	BAKER-TILLY,VIRCHOW,KRAUSE & C	09/26/2023	BT2520344	2023 Audit	0	17,000.00	17,000.00
10E000	2310 3170 00 000000			EDUCATION/DISTRICT OFFICE/BOARD OF EDUCATION SERVICES/A		17,000.00	
95080	BALMER, ALISON M	09/26/2023	OL-5844	OL5844	0	427.50	427.50
10E600	1110 2300 00 000000			EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/TUITION REIMBU		427.50	
95081	BLISSFUL OWL-USE STEPHANIE LUK	09/26/2023	1337	Family Fitness	0	900.00	900.00
10E000	1275 3410 00 370500			EDUCATION/DISTRICT OFFICE/EARLY CHILDHOOD PRE K/PRESCHO		900.00	
95082	BLUE CROSS BLUE SHIELD OF IL	09/26/2023	210866762276	Service	0	624,851.83	624,851.83

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				08.01.23-08.31.23			
10L000	4867 0000 00 000000			EDUCATION/DISTRICT OFFICE/BCBS PPO Flex/.		624,851.83	
95083	BMO HARRIS COMMERCIAL CARD	09/26/2023	1793 090523	Aug 23' charges	0	25,063.88	25,063.88
10E000	1110 4100 00 000000			EDUCATION/DISTRICT OFFICE/ELEMENTARY/SUPPLIES		1,794.66	
10E000	2310 6400 00 000000			EDUCATION/DISTRICT OFFICE/BOARD OF EDUCATION SERVICES/D		12,364.00	
10E000	2560 4100 00 000000			EDUCATION/DISTRICT OFFICE/FOOD SERVICES/SUPPLIES		147.43	
20E000	2540 4100 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		1,340.86	
10E000	2642 3900 00 000000			EDUCATION/DISTRICT OFFICE/HUMAN RESOURCES/OTHER PURCHAS		4,433.80	
10E000	2642 4100 00 000000			EDUCATION/DISTRICT OFFICE/HUMAN RESOURCES/SUPPLIES		4,983.13	
95084	BOB & JOHN'S MOBIL	09/26/2023	0132193	August 23' Service	0	99.90	529.21
20E000	2545 4640 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/VEHICLE SERVICING AND MAI		99.90	
			0132194	August 23' Service	0	93.58	
20E000	2545 4640 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/VEHICLE SERVICING AND MAI		93.58	
			0132197	August 23' Service	0	236.44	
20E000	2545 4640 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/VEHICLE SERVICING AND MAI		236.44	
			0132200	September 23' Service	0	99.29	
20E000	2545 4640 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/VEHICLE SERVICING AND MAI		99.29	
95085	BOLTZ, THERESA	09/26/2023	091823 TB	Expense reimbursement	0	137.60	137.60
10E500	1110 4100 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/SUPPLIES		137.60	
95086	BRITTEN SCHOOL	09/26/2023	15884	Aug 23 FA Private	0	1,054.24	1,054.24
10E400	1912 6700 00 000000			EDUCATION/ROBINSON ELEMENTARY/OTHER LEA PRIVATE TUITION		1,054.24	
95087	BUCKEYE CLEANING CENTERS	09/26/2023	90520020	Home- Supplies	0	1,011.50	2,295.90
20E200	2540 4100 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		1,011.50	
			90522722	Lincoln supplies	0	1,021.20	
20E300	2540 4100 00 000000			OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		1,021.20	
			90523526	Lincoln- Supplies	0	263.20	
20E300	2540 4100 00 000000			OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		263.20	
95088	CARMONA, SOFIA	09/26/2023	EDL6130	EDL6130	0	600.00	1,200.00
10E000	1110 2300 00 000000			EDUCATION/DISTRICT OFFICE/ELEMENTARY/TUITION REIMBURSEM		600.00	
			EDL6240G26A	EDL6240G26 tuition reimbursement	0	600.00	
10E000	1110 2300 00 000000			EDUCATION/DISTRICT OFFICE/ELEMENTARY/TUITION REIMBURSEM		600.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
95089	CASE LOTS INC	09/26/2023	19434	Home- Supplies	0	1,216.15	7,096.10
20E200	2540 4100 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		1,216.15	
20E500	2540 4100 00 000000		19435	GWMS- Supplies	0	1,814.55	
				OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		1,814.55	
20E600	2540 4100 00 000000		19436	Costello-Supplies	0	2,789.80	
				OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		2,789.80	
20E500	2540 4100 00 000000		19933	GWMS-Supplies	0	1,275.60	
				OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		1,275.60	
95090	CELIO, HILDA	09/26/2023	Mileage 091823 HC	Mileage	0	13.17	13.17
10E000	2330 3320 00 000000			EDUCATION/DISTRICT OFFICE/SPECIAL AREA ADMINISTRATION S		13.17	
95091	CHICAGO METROPOLITAN FIRE PREV	09/26/2023	IN00416814	Edison- service call	0	473.78	473.78
20E100	2540 3230 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		473.78	
95092	Chicago Elevator & Lift, Inc.	09/26/2023	4875	Replaced battery/ test elevator	0	885.00	885.00
20E200	2540 3230 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		885.00	
95093	CHILDHOOD VICTORIES, INC.	09/26/2023	1606	Curriculum- In Person	0	9,600.00	9,600.00
10E000	1250 3100 00 430000			EDUCATION/DISTRICT OFFICE/TITLE I/PROFESSIONAL AND TECH		9,600.00	
95094	CIT	09/26/2023	43096768	Docuware Sept 23'	0	2,731.25	2,731.25
10E000	2520 3900 00 000000			EDUCATION/DISTRICT OFFICE/FISCAL SERVICES/OTHER PURCHAS		2,731.25	
95095	CITY SOCIAL MARKETING SOLUTION	09/26/2023	1198	Sept 23' Communication	0	7,500.00	7,500.00
10E000	2663 3900 00 000000			EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/OTH		7,500.00	
95096	COMCAST CABLE	09/26/2023	6742 082223	GWMS 09.01.23-09.30.23	0	269.99	269.99
20E000	2540 3440 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		269.99	
95097	COOPERATIVE ASSOCIATION FOR SP	09/26/2023	1250	Itinerant Svcs. evaluation	0	2,333.50	4,275.55
10E000	4120 3040 00 000000			EDUCATION/DISTRICT OFFICE/PAYMENTS FOR SPECIAL EDUCATIO		2,333.50	
10E000	4120 3040 00 000000		1251	Itinerant Svcs. evaluation	0	1,942.05	
				EDUCATION/DISTRICT OFFICE/PAYMENTS FOR SPECIAL EDUCATIO		1,942.05	
95098	CORRECT MONITORING SERVICES	09/26/2023	M12165-23-4	Qtly fire alarm monitoring	0	675.00	675.00
20E400	2546 3230 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/SECURITY SERVICES/REP		135.00	
20E500	2546 3230 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/SECURITY SERVICE		270.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
20E600	2546 3230 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/SECURITY SERVICES/REP		135.00	
20E000	2546 3230 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/SECURITY SERVICES/REPAIR		135.00	
95099	CRISIS PREVENTION INSTITUTE IN	09/26/2023	NAIN-021168	35 Nonviolent Crisis Intervention Blended Learning Package	7022300005	1,557.15	5,455.15
10E000	2130 3100 00 000000			EDUCATION/DISTRICT OFFICE/HEALTH SERVICES/PROFESSIONAL		1,557.15	
			NAIN010528	Membership James	0	200.00	
10E000	1205 3140 00 462000			EDUCATION/DISTRICT OFFICE/LEARNING DISABLED/PROFESSIONA		200.00	
			NAIN022268	Nonviolent Crisis Intervention Training at Oakbrook Terrace 10/5/23	7022300012	1,849.00	
10E000	1205 3140 00 462000			EDUCATION/DISTRICT OFFICE/LEARNING DISABLED/PROFESSIONA		1,849.00	
			NAIN022313	Nonviolent Crisis Intervention Training at Oakbrook Terrace 10/5/23	7022300012	1,849.00	
10E000	1205 3140 00 462000			EDUCATION/DISTRICT OFFICE/LEARNING DISABLED/PROFESSIONA		1,849.00	
95100	Curious Little Minds, LLC	09/26/2023	Aug 091823	August billable hours	0	300.00	300.00
10E000	3000 3100 00 370501			EDUCATION/DISTRICT OFFICE/COMMUNITY SERVICES/PROFESSION		300.00	
95101	Dada, Moshin	09/26/2023	exp reim 092022	Exp. reimbursement	0	360.00	360.00
10E000	2320 4100 00 000000			EDUCATION/DISTRICT OFFICE/EXECUTIVE ADMINISTRATION SERV		360.00	
95102	DEBORD, PAMELA S	09/26/2023	505	Course 505	0	380.00	760.00
10E600	1110 2300 00 000000			EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/TUITION REIMBU		380.00	
			508	Course 508	0	380.00	
10E600	1110 2300 00 000000			EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/TUITION REIMBU		380.00	
95103	DeMARCO, MIA	09/26/2023	EDUA65704	EDUA 65704	0	600.00	1,200.00
10E500	1110 2300 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/TUITION R		600.00	
			SPEA52102	SPEA 52102	0	600.00	
10E500	1110 2300 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/TUITION R		600.00	
95104	DESPLAINES VALLEY NEWS	09/26/2023	23-537	Notice of Public Hearing	0	104.04	104.04
10E000	2310 3500 00 000000			EDUCATION/DISTRICT OFFICE/BOARD OF EDUCATION SERVICES/A		104.04	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
95105	DINASO, DAVE	09/26/2023	082623 DD	Reptile show	0	375.00	375.00
10E000	1275 3410 00 370500			EDUCATION/DISTRICT OFFICE/EARLY CHILDHOOD PRE K/PRESCHO		375.00	
95106	DIRECT ENERGY SERVICES	09/26/2023	232330052401897	Service 07.19.23-08.16.23	0	27,856.87	60,422.89
20E100	2540 4660 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		1,986.76	
20E200	2540 4660 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		4,812.88	
20E300	2540 4660 00 000000			OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		3,887.50	
20E400	2540 4660 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		1,842.86	
20E500	2540 4660 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		10,814.40	
20E600	2540 4660 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		4,319.67	
20E000	2540 4660 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		192.80	
			232630052626210		0	32,566.02	
20E100	2540 4660 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		3,290.75	
20E200	2540 4660 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		5,607.07	
20E300	2540 4660 00 000000			OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		4,386.86	
20E400	2540 4660 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		2,753.58	
20E500	2540 4660 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		10,665.01	
20E600	2540 4660 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		5,713.02	
20E000	2540 4660 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		149.73	
95107	EI US, LLC	09/26/2023	INV136439	Hospital Tutoring	0	506.25	618.75
10E000	1250 1110 00 430000			EDUCATION/DISTRICT OFFICE/TITLE I/TEACHER SALARY/TITLE		506.25	
			INV137275	Hospital tutoring	0	112.50	
10E000	1250 1110 00 430000			EDUCATION/DISTRICT OFFICE/TITLE I/TEACHER SALARY/TITLE		112.50	
95108	Elior, Inc.	09/26/2023	INV1900031833	September 23' Food Service	0	29,411.07	29,411.07
10E100	2560 3150 00 000000			EDUCATION/EDISON ELEMENTARY/FOOD SERVICES/FOOD - CONTRA		3,885.20	
10E200	2560 3150 00 000000			EDUCATION/HOME ELEMENTARY/FOOD SERVICES/FOOD - CONTRACT		4,276.36	
10E300	2560 3150 00 000000			EDUCATION/LINCOLN ELEMENTARY/FOOD SERVICES/FOOD - CONTR		5,449.87	
10E400	2560 3150 00 000000			EDUCATION/ROBINSON ELEMENTARY/FOOD SERVICES/FOOD - CONT		2,294.06	
10E500	2560 3150 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/FOOD SERVICES/FOOD -		11,611.49	
10E600	2560 3150 00 000000			EDUCATION/COSTELLO ELEMENTARY/FOOD SERVICES/FOOD - CONT		1,894.09	
95109	FLEXIBLE BENEFITS SERVICE CORP	09/26/2023	878735649716	FSA 09.06.23	0	80.75	80.75
10E000	1110 2940 00 000000			EDUCATION/DISTRICT OFFICE/ELEMENTARY		80.75	
95110	FOLLETT Content Solutions , LL	09/26/2023	727697F	Book	0	20.99	20.99
10E200	2220 4100 00 000000			EDUCATION/HOME ELEMENTARY/EDUCATIONAL MEDIA SERVICES/SU		20.99	
95111	GIANT STEPS	09/26/2023	103-0723EF	HH Aug. Lunch	0	91.00	6,306.94
10E500	1912 6700 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/OTHER LEA PRIVATE TU		91.00	
			103-0823E	ED HH Aug 23'	0	6,215.94	
10E500	1912 6700 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/OTHER LEA PRIVATE TU		6,215.94	
95112	GILL, DONNA M	09/26/2023	mileage 083123	Mileage	0	212.35	212.35

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E300	1110 3320 00 000000			EDUCATION/LINCOLN ELEMENTARY/ELEMENTARY/TRAVEL		212.35	
95113	GLOBAL WATER TECHNOLOGY	09/26/2023	95879	Sept 23' water treatment	0	350.60	350.60
20E000	2540 3230 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		350.60	
95114	GRAND PRAIRIE TRANSIT	09/26/2023	RTINV1006302	Aug 23' Transportation	0	52,522.15	52,522.15
40E000	2550 3310 00 000000			TRANSPORTION/DISTRICT OFFICE/PUPIL TRANSPORTATION SERVI		52,522.15	
95115	GROOT, INC. A WASTE CONNECTION	09/26/2023	11190735T098	Admin Aug 23'	0	426.12	7,329.77
20E000	2540 3210 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		426.12	
20E100	2540 3210 00 000000		11193059T098	Edison- Sept 23'	0	1,418.22	
				OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		1,418.22	
20E300	2540 3210 00 000000		11193061T098	Lincoln Sept 23'	0	1,198.36	
				OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		1,198.36	
20E200	2540 3210 00 000000		1193058T098	Home Sept 23'	0	690.65	
				OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		690.65	
20E400	2540 3210 00 000000		1193060T098	Robinson Sept 23'	0	978.73	
				OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		978.73	
20E600	2540 3210 00 000000		1193062T098	Costello Sept 23'	0	1,161.20	
				OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		1,161.20	
20E500	2540 3210 00 000000		1193063T098	GWMS Sept 23'	0	1,456.49	
				OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		1,456.49	
95116	GUARDIAN - ALTERNATE FUNDED	09/26/2023	469383 090123	Period Ending 08.31.23	0	37,450.41	37,450.41
10L000	4865 0000 00 000000			EDUCATION/DISTRICT OFFICE/Guardian Flex Dental/.		37,450.41	
95117	GUARDIAN -BILL ID 0001094522	09/26/2023	1094522082423	Period End 08.31.23	0	15,816.52	15,816.52
10E000	1110 2210 00 000000			EDUCATION/DISTRICT OFFICE/ELEMENTARY/INSTRUCTION LIFE I		9,031.81	
10L000	4865 0000 00 000000			EDUCATION/DISTRICT OFFICE/Guardian Flex Dental/.		5,534.25	
20L000	4865 0000 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/Guardian Flex Dental/.		1,029.58	
10L000	4990 0000 00 000000			EDUCATION/DISTRICT OFFICE/OTHER CURRENT LIABILITIES/.		220.88	
95118	HARLEM PLUMBING SUPPLY	09/26/2023	76607	GWMS- repairs	0	67.66	69.88
20E500	2540 3230 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		67.66	
20E000	2540 3230 00 000000		76916	Clamp/Hose	0	2.22	
				OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		2.22	
95119	HAYES MECHANICAL LLC	09/26/2023	31249	Edison- rooftop unit no cooling	0	649.00	28,161.61

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
20E100	2540 3230 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		649.00	
			31266	Costello- new bearings/brackets	0	3,839.00	
20E600	2540 3230 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		3,839.00	
			31273	Robinson-pump not working	0	352.00	
20E400	2540 3230 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		352.00	
			31324	Robinson-repair pump	0	500.50	
20E400	2540 3230 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		500.50	
			31677	Edison-damper binding	0	797.50	
20E100	2540 3230 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		797.50	
			31678	GWMS- no power to condenser	0	500.50	
20E500	2540 3230 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		500.50	
			31691	Home- compressor	0	2,497.50	
20E200	2540 3230 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		2,497.50	
			31695	GWMS- Compressor	0	574.75	
20E500	2540 3230 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		574.75	
			32239	Edison-condenser coil repair	0	3,347.50	
20E100	2540 3230 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		3,347.50	
			32275	Home-Cleaned coils	0	649.00	
20E200	2540 3230 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		649.00	
			32287	Costello-chiller	0	6,343.00	
20E600	2540 3230 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		6,343.00	
			32288	Home-evaporator coils	0	872.48	
20E200	2540 3230 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		872.48	
			32289	Lincoln-condenser	0	4,243.92	
20E300	2540 3230 00 000000			OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		4,243.92	
			32742	Costello-Parts for chiller	0	598.71	
20E600	2540 3230 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		598.71	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			32746	Lincoln-Refrigeran t	0	1,172.50	
20E300	2540 3230 00 000000			OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		1,172.50	
			32762	Robinson-blower belt	0	1,223.75	
20E400	2540 3230 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		1,223.75	
95120	Helm Service	09/26/2023	P1947 090523	Chiller-Lincoln	0	50,000.00	50,000.00
60E000	2540 5400 00 499802			CAP PROJ/DISTRICT OFFICE/OPERATION AND MAINTENANCE OF P		50,000.00	
95121	Holm, Christa	09/26/2023	dues 090723	AISLE Membership	0	65.00	65.00
10E200	2400 6400 00 000000			EDUCATION/HOME ELEMENTARY/SUPPORT SERVICES - SCHOOL ADM		65.00	
95122	HOME DEPOT PRO	09/26/2023	756444592	Edison - toilet paper, paper towels	7012300002	499.64	1,068.04
20E100	2540 4100 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		499.64	
			765630066	Edison - paper towels, toilet paper	7012300014	568.40	
20E100	2540 4100 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		568.40	
95123	IL COUNTIES RISK MGMT TRUST	09/26/2023	1000533 090123	Sept 23' Prop. & Liability	0	51,041.00	51,041.00
80E000	2362 3800 00 000000			TORT FUND/DISTRICT OFFICE/WORKERS COMP/INSURANCE		51,041.00	
95124	ILLINOIS ASSOC OF SCHOOL ADMIN	09/26/2023	AC80FY24	Annual Conference	0	400.00	400.00
10E000	2320 3140 00 000000			EDUCATION/DISTRICT OFFICE/EXECUTIVE ADMINISTRATION SERV		400.00	
95125	ILLINOIS PRINCIPAL ASSOCIATION	09/26/2023	421307	Josh Dakins -Administrative Academy Illinois Principal Association Trauma Responsive Practices: Learning, Leading & Connectivity	7002200046	199.00	1,026.00
10E000	2310 3120 00 000000			EDUCATION/DISTRICT OFFICE/BOARD OF EDUCATION SERVICES/P		199.00	
			421309	Redd Administrative Academy Illinois Principal Association Culturally Responsive School Leadership:	7002200045	199.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E000	2310 3120 00 000000			Moving from Theory to Practice EDUCATION/DISTRICT OFFICE/BOARD OF EDUCATION SERVICES/P		199.00	
			421951	Administrator Academy - Kyle Novak IPA - Caring Connections: A Whole School Approach to Mental Health and Wellness	7002200044	199.00	
10E000	2310 3120 00 000000			EDUCATION/DISTRICT OFFICE/BOARD OF EDUCATION SERVICES/P		199.00	
			431762	Vander Ploeg Registration IPA	1002300006	429.00	
10E000	2310 3110 00 000000			EDUCATION/DISTRICT OFFICE/BOARD OF EDUCATION SERVICES/P		429.00	
95126	ILLINOIS STATE POLICE/BUREAU O	09/26/2023	20230801388	Aug 23' background checks	0	593.25	593.25
10E000	2310 3100 00 000000			EDUCATION/DISTRICT OFFICE/BOARD OF EDUCATION SERVICES/P		593.25	
95127	Illinois Science Teaching Asso	09/26/2023	2023-12	Conference admission Illinois Science Teacher Association	7032300011	75.00	75.00
10E000	1250 3121 00 430000			EDUCATION/DISTRICT OFFICE/TITLE I/PROFESSIONAL SERVICES		75.00	
95128	IMAGINE LEARNING INC	09/26/2023	946644	Quote 282106 Imagine Language & Literacy Site License, PD sessions included in package MyPath 6-8 Reading Site License	7032300004	107,000.00	107,000.00
10E000	1250 4100 00 430000			EDUCATION/DISTRICT OFFICE/TITLE I/SUPPLIES/TITLE I		107,000.00	
95129	IMPERIAL SURVEILLANCE INC.	09/26/2023	209807	Svc Plan Admin 09.18.23-12.17.23	0	1,691.73	1,691.73
10E000	2663 3900 00 000000			EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/OTH		1,691.73	
95130	INTERSTATE ELECTRONICS COMPANY	09/26/2023	85318	Upgrade existing Rauland to TCU Gateways	0	60,514.00	60,514.00
60E000	2540 5400 00 499802			CAP PROJ/DISTRICT OFFICE/OPERATION AND MAINTENANCE OF P		60,514.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
95131	ISCORP	09/26/2023	0734587	Oct 23 hosting svcs	0	1,036.80	1,036.80
10E000	2663 4700 00 000000			EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/SOF		1,036.80	
95132	KACZKA, JASMINE	09/26/2023	5792	Course 5792	0	475.00	475.00
10E600	1110 2300 00 000000			EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/TUITION REIMBU		475.00	
95133	KELLY SERVICES, INC.	09/26/2023	823363	W/E 08.13.23	0	2,785.27	80,170.31
10E000	2642 3900 00 000000			EDUCATION/DISTRICT OFFICE/HUMAN RESOURCES/OTHER PURCHAS		2,785.27	
10E000	2642 3900 00 000000		826201	W.E. 08.20.23	0	8,643.00	
10E000	2642 3900 00 000000			EDUCATION/DISTRICT OFFICE/HUMAN RESOURCES/OTHER PURCHAS		8,643.00	
10E000	2642 3900 00 000000		829073	W.E. 08.27.23	0	22,221.73	
10E000	2642 3900 00 000000			EDUCATION/DISTRICT OFFICE/HUMAN RESOURCES/OTHER PURCHAS		22,221.73	
10E000	2642 3900 00 000000		831999	W.E. 09.03.23	0	23,216.16	
10E000	2642 3900 00 000000			EDUCATION/DISTRICT OFFICE/HUMAN RESOURCES/OTHER PURCHAS		23,216.16	
10E000	2642 3900 00 000000		835755	W.E 09.10.23	0	23,304.15	
10E000	2642 3900 00 000000			EDUCATION/DISTRICT OFFICE/HUMAN RESOURCES/OTHER PURCHAS		23,304.15	
95134	KESSEL, CYNTHIA R	09/26/2023	mileage CK	mileage conference	0	448.02	448.02
10E500	1110 3320 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/TRAVEL		448.02	
95135	KONICA MINOLTA BUSINESS SOLUTI	09/26/2023	9009509156	Coverage 07.25.23-08.24.23	0	16.91	944.94
10E000	2663 3230 00 000000			EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/REP		16.91	
10E000	2663 3230 00 000000		9009509543	Coverage 07.25.23-08.24.23	0	385.00	
10E000	2663 3230 00 000000			EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/REP		385.00	
10E000	2663 3230 00 000000		9009538545	Coverage 07.25.23-08.21.23	0	543.03	
10E000	2663 3230 00 000000			EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/REP		543.03	
95136	KONICA MINOLTA PREMIER FINANCE	09/26/2023	510151996	Contract- 08.29.23-09.29.23	0	9,161.25	9,161.25
10E000	2663 3230 00 000000			EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/REP		9,161.25	
95137	LADSE-LAGRANGE AREA DEPT OF SP	09/26/2023	FY23-471-103	Extended School Year	0	62,740.01	62,740.01
10E000	4221 6700 00 000000			EDUCATION/DISTRICT OFFICE/SPED-COOP/TUITION		62,740.01	
95138	LAGRANGE GLASS & MIRROR CO	09/26/2023	25368	Lincoln-glass insulating unit	0	404.74	404.74
20E300	2540 3230 00 000000			OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		404.74	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
95139	Landking Ecogreen Environmenta	09/26/2023	0900903	Lincoln - toilet paper, paper towels	7012300012	661.50	661.50
20E300	2540 4100 00 000000			OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		661.50	
95140	LANGUAGE OASIS, LLC	09/26/2023	072723LO	Student Handbook - English to Spanish Translation	7002300004	3,000.00	3,000.00
10E000	3000 3000 00 000000			EDUCATION/DISTRICT OFFICE/COMMUNITY SERVICES/PURCHASED		3,000.00	
95141	LAUTERBACH & AMEN, LLP	09/26/2023	81378	FY22-23 actuarial report	0	950.00	950.00
10E000	2310 3170 00 000000			EDUCATION/DISTRICT OFFICE/BOARD OF EDUCATION SERVICES/A		950.00	
95142	Little Friends, Inc.	09/26/2023	154974	JP- Aug 23 tuition	0	2,615.90	2,615.90
10E300	1912 6700 00 000000			EDUCATION/LINCOLN ELEMENTARY/OTHER LEA PRIVATE TUITION/		2,615.90	
95143	LOPEZ, BETSY	09/26/2023	090623 reimb	expense reimbursement	0	23.25	260.26
10E000	3000 4100 00 370501			EDUCATION/DISTRICT OFFICE/COMMUNITY SERVICES/SUPPLIES/P		23.25	
			exp reim 083123	expense reimbursement	0	30.98	
10E000	3000 4100 00 370501			EDUCATION/DISTRICT OFFICE/COMMUNITY SERVICES/SUPPLIES/P		30.98	
			exp reim083123	expense reimbursement	0	58.40	
10E000	3000 4100 00 370501			EDUCATION/DISTRICT OFFICE/COMMUNITY SERVICES/SUPPLIES/P		58.40	
			exp. reim 082923	expense reimbursement	0	27.50	
10E000	3000 4100 00 370501			EDUCATION/DISTRICT OFFICE/COMMUNITY SERVICES/SUPPLIES/P		27.50	
			mileage 091523 BL	08.16.23-09.15.23 mileage	0	120.13	
10E000	2330 3320 00 000000			EDUCATION/DISTRICT OFFICE/SPECIAL AREA ADMINISTRATION S		120.13	
95144	Loster, Lisa	09/26/2023	student acct refund	Student account refund	0	4.20	4.20
10E500	2560 3150 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/FOOD SERVICES/FOOD -		4.20	
95145	LYONS POLICE DEPARTMENT	09/26/2023	092123	Mthly SOR Aug/Sept 23	0	9,750.00	9,750.00
80E000	2365 1000 00 000000			TORT FUND/DISTRICT OFFICE/RISK MANAGEMENT/SALARIES		9,750.00	
95146	MAJOR APPLIANCE SERVICE	09/26/2023	258805	GWMS Kitchen	0	223.00	223.00
20E500	2540 3230 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		223.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
95147	Matias, Cindy	09/26/2023	080123 CM	expense reimbursement	0	35.47	943.07
10E000 3000 4100 00 370501			EDUCATION/DISTRICT OFFICE/COMMUNITY SERVICES/SUPPLIES/P			35.47	
			080123 CM exp	Expense reimbursement	0	19.99	
10E000 3000 4100 00 370501			EDUCATION/DISTRICT OFFICE/COMMUNITY SERVICES/SUPPLIES/P			19.99	
			082823 CM	expenses reimbursement	0	185.89	
10E000 3000 4100 00 370501			EDUCATION/DISTRICT OFFICE/COMMUNITY SERVICES/SUPPLIES/P			185.89	
			083123 CM	expense reimbursement	0	41.84	
10E000 3000 4100 00 370501			EDUCATION/DISTRICT OFFICE/COMMUNITY SERVICES/SUPPLIES/P			41.84	
			083123 exp reim	expense reimbursement	0	62.76	
10E000 3000 4100 00 370501			EDUCATION/DISTRICT OFFICE/COMMUNITY SERVICES/SUPPLIES/P			62.76	
			090623 CM	B-3 exp. reim.	0	399.96	
10E000 3000 4100 00 370501			EDUCATION/DISTRICT OFFICE/COMMUNITY SERVICES/SUPPLIES/P			399.96	
			mileage 091523 CM	Mileage	0	197.16	
10E000 2330 3320 00 000000			EDUCATION/DISTRICT OFFICE/SPECIAL AREA ADMINISTRATION S			197.16	
95148	MENARDS-FRONT END MANAGER	09/26/2023	25003	District supplies	0	317.82	2,237.76
20E000 2540 4100 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE			317.82	
			25294	Portable AC units	0	1,919.94	
20E100 2540 4100 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN			479.98	
20E200 2540 4100 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE			479.98	
20E400 2540 4100 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN			479.98	
20E500 2540 4100 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA			480.00	
95149	MINUTEMAN PRESS OF LYONS	09/26/2023	45300	GWMS Business cards	0	261.25	261.25
10E500 1110 4100 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/SUPPLIES			261.25	
95150	N2Y	09/26/2023	INV1069600	Unique Learning System Bundle/ Positivity Bundle/ News2You Bundle/ SymbolStix PRIME/ SYMBOLSTIX Bundle/ L3 Skills Bundle/ Polaris (10 Student Seats)	7022300001	8,099.92	8,897.92

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E000	1205 3160 00 000000			EDUCATION/DISTRICT OFFICE/LEARNING DISABLED/DATA PROCES		8,099.92	
			INV1070176	Interactive Webinar 1 (Teacher for CD/ Inst. Classes Training, 2hr Session	7022300010	798.00	
10E000	1205 3140 00 000000			EDUCATION/DISTRICT OFFICE/LEARNING DISABLED/PROFESSIONA		798.00	
95151	NICOR GAS	09/26/2023	30067700002 090723	Home 08.04.23-09.05.23	0	232.75	2,147.43
20E200	2540 4650 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		232.75	
			4117470009 090723	Edison 08.04.23-09.05.23	0	287.63	
20E100	2540 4650 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		287.63	
			41400800003 082323	Lincoln 07.21.23-08.21.23	0	398.38	
20E300	2540 4650 00 000000			OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		398.38	
			46930800001 082823	Robinson 07.26.23-08.24.23	0	218.56	
20E400	2540 4650 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		218.56	
			62030800007 072523	Legion 07.25.23-08.23.23	0	68.02	
20E000	2540 4650 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		68.02	
			72030800006 082423	Board of Ed 07.25.23-08.21.23	0	176.94	
20E000	2540 4650 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		176.94	
			74981782589 082523	Costello 07.25.23-08.23.23	0	246.61	
20E600	2540 4650 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		246.61	
			82030800005 082523	GWMS 07.25.23-08.23.23	0	455.74	
20E500	2540 4650 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		455.74	
			92030800004 082523	Annex 07.25.23-08.23.23	0	62.80	
20E500	2540 4650 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		62.80	
95152	Nieto, Erendy	09/26/2023	092123 refund	Food svc refund	0	113.99	113.99
10E500	2560 3150 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/FOOD SERVICES/FOOD -		113.99	
95153	NONCEK, JENNIFER	09/26/2023	EL5123 JN	EL5123	0	600.00	600.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E400	1110 2300 00 000000			EDUCATION/ROBINSON ELEMENTARY/ELEMENTARY/TUITION REIMBU		600.00	
95154	Oconnor, Patricia	09/26/2023	092023pay	Sept 23' billing	0	5,804.50	5,804.50
10E000	2520 3900 00 000000			EDUCATION/DISTRICT OFFICE/FISCAL SERVICES/OTHER PURCHAS		5,804.50	
95155	ODELSON & STERK, LTD.	09/26/2023	37608	Svcs thru 08.31.23	0	15,965.49	15,965.49
10E000	2310 3180 00 000000			EDUCATION/DISTRICT OFFICE/BOARD OF EDUCATION SERVICES/L		15,965.49	
95156	ORIGO EDUCATION	09/26/2023	SI0020344	Origo Textbooks	2002200026	7,015.80	23,710.50
10E200	1110 4200 00 000000			EDUCATION/HOME ELEMENTARY/ELEMENTARY/TEXTBOOKS		7,015.80	
			SI0020550	Origo Math Material	4002300002	5,448.30	
10E000	1110 4200 00 000000			EDUCATION/DISTRICT OFFICE/ELEMENTARY/TEXTBOOKS		5,448.30	
			SI0020656	Student Journals K-5 for fiscal year 2023-2024	3002200037	10,971.40	
10E300	1110 4200 00 000000			EDUCATION/LINCOLN ELEMENTARY/ELEMENTARY/TEXTBOOKS		10,971.40	
			SI0020981	Origo Spanish Math workbooks for primary grades	7002300018	275.00	
10E000	1801 4100 00 490900			EDUCATION/DISTRICT OFFICE/ESL LIPILES/SUPPLIES/LIPILES		275.00	
95157	Peerless Network, Inc.	09/26/2023	31882	08.01.23-08.31.23	0	5,346.61	5,346.61
20E100	2540 3440 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		319.42	
20E200	2540 3440 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		248.98	
20E300	2540 3440 00 000000			OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		21.45	
20E400	2540 3440 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		58.93	
20E500	2540 3440 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		126.30	
20E600	2540 3440 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		45.82	
20E000	2540 3440 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		4,525.71	
95158	PITNEY BOWES GLOBAL FINANCIAL	09/26/2023	3106257734	Leasing 07.09.23-10.08.23	0	452.61	452.61
10E000	2310 3400 00 000000			EDUCATION/DISTRICT OFFICE/BOARD OF EDUCATION SERVICES/C		452.61	
95159	Professional Pest Control, Inc	09/26/2023	17671	Robinson August 23' service	0	60.00	840.00
20E400	2540 3230 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		60.00	
			17674	Lincoln- August 23 service	0	70.00	
20E300	2540 3230 00 000000			OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		70.00	
			17677	Home August 23' service	0	55.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
20E200	2540 3230 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		55.00	
			17678	Costello August 23' service	0	60.00	
20E600	2540 3230 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		60.00	
			17679	Admin August 23' service	0	40.00	
20E000	2540 3230 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		40.00	
			17680	GWMS August 23' service	0	75.00	
20E500	2540 3230 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		75.00	
			17681	Edison August 23' service	0	60.00	
20E100	2540 3230 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		60.00	
			17763	September 23' billing	0	420.00	
20E100	2540 3230 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		60.00	
20E200	2540 3230 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		55.00	
20E300	2540 3230 00 000000			OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		70.00	
20E400	2540 3230 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		60.00	
20E500	2540 3230 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		75.00	
20E600	2540 3230 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		60.00	
20E000	2540 3230 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		40.00	
95160	PURCHASE POWER	09/26/2023	10971327 091923	Purchase Power Postage	0	207.15	207.15
10E000	2310 3400 00 000000			EDUCATION/DISTRICT OFFICE/BOARD OF EDUCATION SERVICES/C		207.15	
95161	QUALITY NETWORK SOLUTIONS, INC	09/26/2023	70177	September monthly service	0	25,605.75	104,696.82
10E000	2663 3100 00 000000			EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/PRO		25,605.75	
			71599	APC Smart-UPS 1000VA LCD Rackmount	7042300005	701.96	
10E500	2663 3240 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/TECH PROGRAMMING SER		701.96	
			71972	Firewall annual renewal	0	28,960.27	
10E000	2663 3100 00 000000			EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/PRO		28,960.27	
			72194	Monthly VoiP Phone Charge	0	539.00	
10E000	2663 3100 00 000000			EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/PRO		539.00	
			72279	Licensing	7042300002	48,889.84	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				(two-year) District wireless network			
10E000	2663 3100 00 000000		EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/PRO			48,889.84	
95162	REDD, REGINA	09/26/2023	mileage RR	Mileage	0	158.51	158.51
10E000	2330 3320 00 000000		EDUCATION/DISTRICT OFFICE/SPECIAL AREA ADMINISTRATION S			158.51	
95163	Riverside Insights	09/26/2023	INV176137	Process 5 student CogAT tests	7032300001	173.25	248.60
10E000	1250 4100 00 430000		EDUCATION/DISTRICT OFFICE/TITLE I/SUPPLIES/TITLE I			173.25	
			INV176365	Cognitive abilities test	0	75.35	
10E000	1250 4100 00 430000		EDUCATION/DISTRICT OFFICE/TITLE I/SUPPLIES/TITLE I			75.35	
95164	SAM'S CLUB DIRECT	09/26/2023	437979636 082023	08.20.23 statement	0	915.50	915.50
10E000	3000 4100 00 370501		EDUCATION/DISTRICT OFFICE/COMMUNITY SERVICES/SUPPLIES/P			915.50	
95165	SCHINDLER ELEVATOR CORPORATION	09/26/2023	8106343956	GWMS quarterly billing	0	899.16	899.16
20E500	2540 3200 00 000000		OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA			899.16	
95166	SCHLUTT, KRISTINE M	09/26/2023	543	Course 543	0	385.00	385.00
10E600	1110 2300 00 000000		EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/TUITION REIMBU			385.00	
95167	School Business Management Ser	09/26/2023	103-08-23	August 23' Billing	0	25,725.00	25,725.00
10E000	2310 3100 00 000000		EDUCATION/DISTRICT OFFICE/BOARD OF EDUCATION SERVICES/P			25,725.00	
95168	SCHOOL NURSE SUPPLY INC	09/26/2023	0965825-IN	Costello School Nurse Supply School Year 23/24	6002300002	517.25	4,608.53
10E600	2130 4100 00 000000		EDUCATION/COSTELLO ELEMENTARY/HEALTH SERVICES/SUPPLIES			517.25	
			0965836-IN	Edison School Nurse Supply List School Year 23/24	1002300003	1,050.77	
10E100	2130 4100 00 000000		EDUCATION/EDISON ELEMENTARY/HEALTH SERVICES/SUPPLIES			1,050.77	
			09669252-IN	Robinson School Nurse Supply school Year 23/24	4002300005	544.45	
10E400	2130 4100 00 000000		EDUCATION/ROBINSON ELEMENTARY/HEALTH SERVICES/SUPPLIES			544.45	
			0967535-IN	Home School Nurse Supply School Year 23/24	2002300001	770.32	
10E200	2130 4100 00 000000		EDUCATION/HOME ELEMENTARY/HEALTH SERVICES/SUPPLIES			770.32	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			0967556-IN	Lincoln School Nurse Supply school Year 23/24	3002300002	1,725.74	
10E300 2130 4100 00 000000				EDUCATION/LINCOLN ELEMENTARY/HEALTH SERVICES/SUPPLIES		1,725.74	
95169	SCHOOL SPECIALTY, INC.	09/26/2023	208133053031	School Specialty, crayons for library tables and supplies for supply closet	6002300004	39.75	39.75
10E600 1110 4100 02 000000				EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/SUPPLIES/ART		39.75	
95170	SEAL OF ILLINOIS	09/26/2023	11869	Tuition Aug 23' AD	0	3,124.99	3,124.99
10E300 1912 6700 00 000000				EDUCATION/LINCOLN ELEMENTARY/OTHER LEA PRIVATE TUITION/		3,124.99	
95171	SEAL SOUTH, INC	09/26/2023	8162	Tuition Aug 23 JT	0	3,134.78	3,134.78
10E600 1912 6700 00 000000				EDUCATION/COSTELLO ELEMENTARY/OTHER LEA PRIVATE TUITION		3,134.78	
95172	SHERWIN WILLIAMS #3451	09/26/2023	6968-5	Robinson- paint	0	40.69	40.69
20E400 2540 4100 00 000000				OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		40.69	
95173	SOARING EAGLE ACADEMY	09/26/2023	22300	Aug 23' tuition KM & WV	0	9,082.76	9,082.76
10E500 1912 6700 00 000000				EDUCATION/WASHINGTON MIDDLE SCHOOL/OTHER LEA PRIVATE TU		9,082.76	
95174	Strictly Self Defense LLC	09/26/2023	SSD10223	Self Defense Training	0	249.00	249.00
10E000 3000 3100 00 370501				EDUCATION/DISTRICT OFFICE/COMMUNITY SERVICES/PROFESSION		249.00	
95175	T-MOBILE	09/26/2023	972033599 082123	07.21.23-08.20.23 hotspots	0	150.00	150.00
10E000 1110 3100 00 499803				EDUCATION/DISTRICT OFFICE/ELEMENTARY/PROFESSIONAL AND T		150.00	
95176	TEACHING STRATEGIES LLC	09/26/2023	INV172961	Teaching Strategies Gold online Assessment Portfolios	3012300000	4,455.00	18,877.88
10E000 2210 3100 00 370501				EDUCATION/DISTRICT OFFICE/IMPROVEMENT OF INSTRUCTION SE		4,455.00	
			INV179229	Teaching Strategies For Early Childhood (Creative Curriculum Cloud)	3012300004	14,422.88	
10E000 1205 4100 00 460000				EDUCATION/DISTRICT OFFICE/LEARNING DISABLED/SUPPLIES/ID		14,422.88	
95177	THOMSON REUTERS - WEST	09/26/2023	848909050	Sept 23' online subscription	0	679.64	679.64
10E000 1205 3160 00 000000				EDUCATION/DISTRICT OFFICE/LEARNING DISABLED/DATA PROCES		679.64	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
95178	UNIQUE PRODUCTS	09/26/2023	452626	Home-Repairs	0	410.14	667.69
20E200	2540 3230 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		410.14	
			454801	Edison-machine repair	0	257.55	
20E100	2540 3230 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		257.55	
95179	UNITED RENTALS (NORTH AMERICA)	09/26/2023	222597567-001	installed cylinder	0	2,797.01	2,797.01
20E000	2544 3230 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/CARE AND UPKEEP OF EQUIPM		2,797.01	
95180	USI EDUCATION & GOVERNMENT SAL	09/26/2023	0396842601017	Laminating Film	3002300001	548.40	548.40
10E300	1110 4100 00 000000			EDUCATION/LINCOLN ELEMENTARY/ELEMENTARY/SUPPLIES		548.40	
95181	VANDER PLOEG, GUADALUPE	09/26/2023	travel 081223	Travel	0	611.80	1,302.91
10E000	2330 3320 00 000000			EDUCATION/DISTRICT OFFICE/SPECIAL AREA ADMINISTRATION S		611.80	
			travel 091923	Travel	0	691.11	
10E000	2330 3320 00 000000			EDUCATION/DISTRICT OFFICE/SPECIAL AREA ADMINISTRATION S		691.11	
95182	VERIZON WIRELESS	09/26/2023	9942749946	Billing 07.24.23-08.23.23	0	1,291.74	1,291.74
20E000	2540 3440 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		1,291.74	
95183	VILLAGE OF LYONS WATER DEPARTM	09/26/2023	10999 083123	Robinson 06.16.23-08.15.23	0	198.94	1,064.19
20E400	2540 3700 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		198.94	
			11801 083123	Admin 06.16.23-08.15.23	0	144.96	
20E000	2540 3700 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		144.96	
			11802 083123	Annex 06.16.23-08.15.23	0	52.50	
20E500	2540 3700 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		52.50	
			11803 083123	GWMS 06.16.23-08.15.23	0	432.87	
20E500	2540 3700 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		432.87	
			11804 083123	Shop 06.16.23-08.15.23	0	234.92	
20E000	2540 3700 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		234.92	
95184	VILLAGE OF STICKNEY WATER DEPT	09/26/2023	101878 082923	Home- 08.10.23-09.12.23	0	414.44	960.41
20E200	2540 3700 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		414.44	
			101884 082923	Edison- 08.10.23-09.13.23	0	545.97	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
20E100	2540 3700 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		545.97	
95185	VISTA LEARNING, NFP	09/26/2023	VL123-1562	Nurse Rubric	0	249.00	249.00
10E000	2642 3900 00 000000			EDUCATION/DISTRICT OFFICE/HUMAN RESOURCES/OTHER PURCHAS		249.00	
95186	Walsworth Publishing Company,	09/26/2023	2610290	Digital Reorder	0	562.50	562.50
10E500	1110 4100 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/SUPPLIES		562.50	
95187	WEST, KIMBERLY K	09/26/2023	090123	Exp reim. sped Esp. reim. SPED	0	29.15	224.25
10E000	1225 4100 00 000000			EDUCATION/DISTRICT OFFICE/EARLY CHILDHOOD - ECE - SPED/		29.15	
			exp reim 081623	exp. reim.	0	46.61	
				supplies			
10E000	1110 4100 00 000000			EDUCATION/DISTRICT OFFICE/ELEMENTARY/SUPPLIES		46.61	
			exp reim KW	Pizza for Parent	0	148.49	
				night			
10E000	3000 4100 00 370501			EDUCATION/DISTRICT OFFICE/COMMUNITY SERVICES/SUPPLIES/P		148.49	
95188	WILSON LANGUAGE	09/26/2023	INV34405	Wilson Foundations	7002300008	2,536.92	3,496.92
				student			
				consumables for			
				level K-2 for EL			
				teachers			
10E000	1801 4100 00 490900			EDUCATION/DISTRICT OFFICE/ESL LIPILES/SUPPLIES/LIPILES		2,536.92	
			INV34508	Wilson Foundations	7002300017	960.00	
				Level K workshop			
				for our new EL			
				teachers:			
				Jennifer Stavrou,			
				Jamal Bruce and			
				Gabriela Garcia.			
10E000	2210 3100 00 490900			EDUCATION/DISTRICT OFFICE/IMPROVEMENT OF INSTRUCTION SE		960.00	
95189	ZANER-BLOSER EDUCATIONAL PUBLI	09/26/2023	INVZB23666	Handwriting Books	2002200025	1,251.86	4,435.60
10E200	1110 4200 00 000000			EDUCATION/HOME ELEMENTARY/ELEMENTARY/TEXTBOOKS		1,251.86	
			INVZB27196	Zaner-Bloser	6002300001	1,097.31	
				handwriting paper			
				order			
10E600	1110 4100 00 000000			EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/SUPPLIES		1,097.31	
			INVZB28132	Textbook	3002200036	2,086.43	
10E300	1110 4200 00 000000			EDUCATION/LINCOLN ELEMENTARY/ELEMENTARY/TEXTBOOKS		2,086.43	

118 Computer Check(s) For a Total of 1,695,536.70

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	118	Computer	Checks For a Total of	1,695,536.70
Total For	118	Manual, Wire Tran, ACH & Computer	Checks	1,695,536.70
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,695,536.70

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	EDUCATION	668,057.37	0.00	659,374.71	1,327,432.08
20	OP, BLDG,MAIN	1,029.58	0.00	143,247.89	144,277.47
40	TRANSPORTION	0.00	0.00	52,522.15	52,522.15
60	CAP PROJ	0.00	0.00	110,514.00	110,514.00
80	TORT FUND	0.00	0.00	60,791.00	60,791.00

Check Nbr	Vendor Name	Check Date	Check Amount
95072	ACCURATE LABEL DESIGNS	09/26/2023	239.95
95073	ALONZO, SAMANTHA	09/26/2023	800.00
95074	AMAZON CAPITAL SERVICES	09/26/2023	23,025.09
95075	AT&T	09/26/2023	63.87
95076	AT&T	09/26/2023	8,303.76
95077	AT&T	09/26/2023	3,197.10
95078	AT&T GLOBAL SERVICES	09/26/2023	1,132.60
95079	BAKER-TILLY,VIRCHOW,KRAUSE & C	09/26/2023	17,000.00
95080	BALMER, ALISON M	09/26/2023	427.50
95081	BLISSFUL OWL-USE STEPHANIE LUK	09/26/2023	900.00
95082	BLUE CROSS BLUE SHIELD OF IL	09/26/2023	624,851.83
95083	BMO HARRIS COMMERCIAL CARD	09/26/2023	25,063.88
95084	BOB & JOHN'S MOBIL	09/26/2023	529.21
95085	BOLTZ, THERESA	09/26/2023	137.60
95086	BRITTEN SCHOOL	09/26/2023	1,054.24
95087	BUCKEYE CLEANING CENTERS	09/26/2023	2,295.90
95088	CARMONA, SOFIA	09/26/2023	1,200.00
95089	CASE LOTS INC	09/26/2023	7,096.10
95090	CELIO, HILDA	09/26/2023	13.17
95091	CHICAGO METROPOLITAN FIRE PREV	09/26/2023	473.78
95092	Chicago Elevator & Lift, Inc.	09/26/2023	885.00
95093	CHILDHOOD VICTORIES, INC.	09/26/2023	9,600.00
95094	CIT	09/26/2023	2,731.25
95095	CITY SOCIAL MARKETING SOLUTION	09/26/2023	7,500.00
95096	COMCAST CABLE	09/26/2023	269.99
95097	COOPERATIVE ASSOCIATION FOR SP	09/26/2023	4,275.55
95098	CORRECT MONITORING SERVICES	09/26/2023	675.00
95099	CRISIS PREVENTION INSTITUTE IN	09/26/2023	5,455.15
95100	Curious Little Minds, LLC	09/26/2023	300.00
95101	Dada, Moshin	09/26/2023	360.00
95102	DEBORD, PAMELA S	09/26/2023	760.00
95103	DeMARCO, MIA	09/26/2023	1,200.00
95104	DESPLAINES VALLEY NEWS	09/26/2023	104.04
95105	DINASO, DAVE	09/26/2023	375.00
95106	DIRECT ENERGY SERVICES	09/26/2023	60,422.89
95107	EI US, LLC	09/26/2023	618.75
95108	Elior, Inc.	09/26/2023	29,411.07
95109	FLEXIBLE BENEFITS SERVICE CORP	09/26/2023	80.75
95110	FOLLETT Content Solutions , LL	09/26/2023	20.99
95111	GIANT STEPS	09/26/2023	6,306.94
95112	GILL, DONNA M	09/26/2023	212.35
95113	GLOBAL WATER TECHNOLOGY	09/26/2023	350.60
95114	GRAND PRAIRIE TRANSIT	09/26/2023	52,522.15
95115	GROOT, INC. A WASTE CONNECTION	09/26/2023	7,329.77
95116	GUARDIAN - ALTERNATE FUNDED	09/26/2023	37,450.41
95117	GUARDIAN -BILL ID 0001094522	09/26/2023	15,816.52
95118	HARLEM PLUMBING SUPPLY	09/26/2023	69.88
95119	HAYES MECHANICAL LLC	09/26/2023	28,161.61
95120	Helm Service	09/26/2023	50,000.00
95121	Holm, Christa	09/26/2023	65.00

Check Nbr	Vendor Name	Check Date	Check Amount
95122	HOME DEPOT PRO	09/26/2023	1,068.04
95123	IL COUNTIES RISK MGMT TRUST	09/26/2023	51,041.00
95124	ILLINOIS ASSOC OF SCHOOL ADMIN	09/26/2023	400.00
95125	ILLINOIS PRINCIPAL ASSOCIATION	09/26/2023	1,026.00
95126	ILLINOIS STATE POLICE/BUREAU O	09/26/2023	593.25
95127	Illinois Science Teaching Asso	09/26/2023	75.00
95128	IMAGINE LEARNING INC	09/26/2023	107,000.00
95129	IMPERIAL SURVEILLANCE INC.	09/26/2023	1,691.73
95130	INTERSTATE ELECTRONICS COMPANY	09/26/2023	60,514.00
95131	ISCORP	09/26/2023	1,036.80
95132	KACZKA, JASMINE	09/26/2023	475.00
95133	KELLY SERVICES, INC.	09/26/2023	80,170.31
95134	KESSEL, CYNTHIA R	09/26/2023	448.02
95135	KONICA MINOLTA BUSINESS SOLUTI	09/26/2023	944.94
95136	KONICA MINOLTA PREMIER FINANCE	09/26/2023	9,161.25
95137	LADSE-LAGRANGE AREA DEPT OF SP	09/26/2023	62,740.01
95138	LAGRANGE GLASS & MIRROR CO	09/26/2023	404.74
95139	Landking Ecogreen Environmenta	09/26/2023	661.50
95140	LANGUAGE OASIS, LLC	09/26/2023	3,000.00
95141	LAUTERBACH & AMEN, LLP	09/26/2023	950.00
95142	Little Friends, Inc.	09/26/2023	2,615.90
95143	LOPEZ, BETSY	09/26/2023	260.26
95144	Loster, Lisa	09/26/2023	4.20
95145	LYONS POLICE DEPARTMENT	09/26/2023	9,750.00
95146	MAJOR APPLIANCE SERVICE	09/26/2023	223.00
95147	Matias, Cindy	09/26/2023	943.07
95148	MENARDS-FRONT END MANAGER	09/26/2023	2,237.76
95149	MINUTEMAN PRESS OF LYONS	09/26/2023	261.25
95150	N2Y	09/26/2023	8,897.92
95151	NICOR GAS	09/26/2023	2,147.43
95152	Nieto, Erendy	09/26/2023	113.99
95153	NONCEK, JENNIFER	09/26/2023	600.00
95154	Oconnor, Patricia	09/26/2023	5,804.50
95155	ODELSON & STERK, LTD.	09/26/2023	15,965.49
95156	ORIGO EDUCATION	09/26/2023	23,710.50
95157	Peerless Network, Inc.	09/26/2023	5,346.61
95158	PITNEY BOWES GLOBAL FINANCIAL	09/26/2023	452.61
95159	Professional Pest Control, Inc	09/26/2023	840.00
95160	PURCHASE POWER	09/26/2023	207.15
95161	QUALITY NETWORK SOLUTIONS, INC	09/26/2023	104,696.82
95162	REDD, REGINA	09/26/2023	158.51
95163	Riverside Insights	09/26/2023	248.60
95164	SAM'S CLUB DIRECT	09/26/2023	915.50
95165	SCHINDLER ELEVATOR CORPORATION	09/26/2023	899.16
95166	SCHLUTT, KRISTINE M	09/26/2023	385.00
95167	School Business Management Ser	09/26/2023	25,725.00
95168	SCHOOL NURSE SUPPLY INC	09/26/2023	4,608.53
95169	SCHOOL SPECIALTY, INC.	09/26/2023	39.75
95170	SEAL OF ILLINOIS	09/26/2023	3,124.99
95171	SEAL SOUTH, INC	09/26/2023	3,134.78

Check Nbr	Vendor Name	Check Date	Check Amount
95172	SHERWIN WILLIAMS #3451	09/26/2023	40.69
95173	SOARING EAGLE ACADEMY	09/26/2023	9,082.76
95174	Strictly Self Defense LLC	09/26/2023	249.00
95175	T-MOBILE	09/26/2023	150.00
95176	TEACHING STRATEGIES LLC	09/26/2023	18,877.88
95177	THOMSON REUTERS - WEST	09/26/2023	679.64
95178	UNIQUE PRODUCTS	09/26/2023	667.69
95179	UNITED RENTALS (NORTH AMERICA)	09/26/2023	2,797.01
95180	USI EDUCATION & GOVERNMENT SAL	09/26/2023	548.40
95181	VANDER PLOEG, GUADALUPE	09/26/2023	1,302.91
95182	VERIZON WIRELESS	09/26/2023	1,291.74
95183	VILLAGE OF LYONS WATER DEPARTM	09/26/2023	1,064.19
95184	VILLAGE OF STICKNEY WATER DEPT	09/26/2023	960.41
95185	VISTA LEARNING, NFP	09/26/2023	249.00
95186	Walsworth Publishing Company,	09/26/2023	562.50
95187	WEST, KIMBERLY K	09/26/2023	224.25
95188	WILSON LANGUAGE	09/26/2023	3,496.92
95189	ZANER-BLOSER EDUCATIONAL PUBLI	09/26/2023	4,435.60
118	Computer	Check(s) For a Total of	1,695,536.70

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
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Total For	118	Manual, Wire Tran, ACH & Computer	Checks	1,695,536.70
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,695,536.70

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	EDUCATION	668,057.37	0.00	659,374.71	1,327,432.08
20	OP, BLDG,MAIN	1,029.58	0.00	143,247.89	144,277.47
40	TRANSPORTION	0.00	0.00	52,522.15	52,522.15
60	CAP PROJ	0.00	0.00	110,514.00	110,514.00
80	TORT FUND	0.00	0.00	60,791.00	60,791.00

**GENERAL FUND**

Totals for All Accounts

Costello Elementary School

Account #

			\$15,449.75
8/9/2023	Deposit (VanGogh Spring 2023)	221.36	\$15,671.11
8/14/2023	1128 Jamrose (reim open house luncheon)	319	\$15,352.11

## EDISON ACTIVITY ACCOUNT - 2023-2024

<b>Jul-Aug-Sept 2023</b>					
<b>Date</b>	<b>Check Number</b>	<b>Transaction</b>	<b>Debit</b>	<b>Credit</b>	<b>Total</b>
		Balance Brought Forward			\$28,416.71
7/31/23	1305	T&M Sports (PF/Spirit)	1,788.00		\$26,628.71
8/14/23	1306	T&M Sports (PF/Spirit)	488.00		\$26,140.71
8/16/23	1307	Nonno's Pizza (PF/Spirit)	134.00		\$26,006.71
8/18/23	1308	Brandon Baisden (PF/Spirit)	77.73		\$25,928.98
8/18/23	1309	Sarah Roth (Soc. Comm.)	100.00		\$25,828.98
8/24/23	1310	St. Jude Children's Research (St. Coun.)	200.00		\$25,628.98
8/25/23	1311	T&M Sports (PF/Spirit)	741.00		\$24,887.98
9/13/23	1312	Deborah Klein (Supplies/Postage)	16.99		\$24,870.99

## HOME SCHOOL ACTIVITY ACCOUNT September 2023

Date	Ck.#	Description	Disbursements	Receipts	Balance
7/1/2023		STARTING BALANCE			\$1,216.98
8/22/2023		Deposit - Van Gogh Commission		\$224.12	\$1,441.10



Robinson Checkbook  
Great American

2023-2024



**Balance Forward** **11.23**

<b>Date</b>	<b>Check Number</b>	<b>Transaction</b>	<b>Debit</b>	<b>Credit</b>	<b>Total</b>
		Balance Forward from 2022-2023			\$ 11.23
					\$11.23
					\$11.23
					\$11.23
					\$11.23
					\$11.23
					\$11.23

<b>GENERAL FUND FOR BOARD</b>					
		George Washington Middle School			
		Account # 8760054107			
<b>Date</b>	<b>Check #</b>	<b>Description</b>	<b>Disbursement</b>	<b>Receipts</b>	<b>Balance</b>
		Balance Forward from 2022-2023			\$6,946.98

MINUTES OF THE REGULAR MEETING  
OF THE BOARD OF EDUCATION  
LYONS ELEMENTARY SCHOOL DISTRICT 103  
George Washington Middle School, Cafeteria  
8101 Ogden Avenue, Lyons, Il 60534 at 6:00 P.M.  
Tuesday, August 22, 2023

**I. Call to Order**

The regular meeting of the Board of Education was called to order at 6:03 p.m. by President Jorge Torres.

**II. Roll Call**

Members Physically Present:	Slagiana Aleksikj Sara Andreas Les Antos Mario Ramirez Winifred Rodriguez Jorge Torres
Absent:	Olivia Quintero

**III. Reading of Communications**

Charline Latronica stated the Tri-Conference is coming up and registration needs to be done.

**IV. Year-to-Date Financials**

President Torres stated the financials are attached to the agenda for the public to view.

**V. Public Comment**

None

**VI. Consent Agenda**

Winifred Rodriguez moved seconded by Sara Andres to approve the Consent Agenda, as presented.

Upon Roll Call:

Ayes:	Slagiana Aleksikj Sara Andreas Les Antos Mario Ramirez Winifred Rodriguez Jorge Torres
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Nays:	None
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Absent:	Olivia Quintero
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Motion carried

- A. Authorize Payment of Monthly Bills for August 2023
- B. Approval of Minutes
  - 1. Regular Minutes of July 25, 2023
- C. Approval of Personnel/Resignation List #8.22.23

**VII. Action Items**

**Approval of Resolution for Displaying and Publishing Notice of District Budge Hearing on September 26, 2023**

Winifred Rodriguez moved seconded by Mario Ramirez to approve the Resolution related to displaying and publishing the notice of the district's budget hearing on September 26, 2023, as presented.

Upon Roll Call:

Ayes:	Slagiana Aleksikj Sara Andreas Les Antos Mario Ramirez Winifred Rodriguez Jorge Torres
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Nays:	None
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Absent:	Olivia Quintero
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Motion carried

**Approval of BSN Sports Sideline Store User Agreements for all District 103 Schools**

Winifred Rodriguez moved seconded by Mario Ramirez to approve and authorize the Superintendent or his designee to enter into the BSN Sports Sideline Store User Agreements with and for all District 103 Schools, as presented.

Upon Roll Call:

Ayes:	Slagiana Aleksikj Sara Andreas Les Antos Mario Ramirez Winifred Rodriguez Jorge Torres
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Nays:	None
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Absent:	Olivia Quintero
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Motion carried

**VIII. Adjournment**

Winifred Rodriguez moved seconded by Sara Andres to adjourn at 6:08 p.m.

Upon Voice Vote there were 6 Ayes, 0 Nays, 1 Absent

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Sara Andreas, Secretary

---

Jorge Torres, President

LYONS ELEMENTARY SCHOOL DISTRICT 103  
PERSONNEL – HIRE/RESIGNATION LIST (September 26, 2023)  
List #09-26-23

APPROVAL OF CERTIFIED STAFF EMPLOYMENT

NAME	SCHOOL	POSITION	DATE	SALARY
Gina Gabriel (pending background)	Robinson/Costello	Music Teacher	ASAP	\$58,418.91
Lauren Jermolowicz	GWMS	ESL Teacher	9/8/23	\$53,291.32

APPROVAL OF SUPPORT STAFF EMPLOYMENT

NAME	SCHOOL	POSITION	DATE	SALARY
Mayas Almaleh	Lincoln	Paraprofessional	9/27/23	\$17.00/hr
Nancy Gonzalez (pending background)	Robinson	Parent Liaison	ASAP	\$17.00/hr
Celia Guerra	Costello	Paraprofessional	9/8/23	\$17.00/hr
Tristan Stovall	GWMS	Paraprofessional	9/12/23	\$17.00/hr
Morgan Vogrig	GWMS	Paraprofessional	9/18/23	\$17.00/hr
Kathleen Wood	GWMS	Paraprofessional	9/13/23	\$17.00/hr

APPROVAL OF LEAVES

NAME	SCHOOL	POSITION	DATE
Jenna Albers	Lincoln	Instructional Coach	12/21/23 - 8/1/24
Lauren Bahena	Costello	5th Grade Teacher	3/11/24 - 5/20/24
Samantha Benson	Home	Social Worker	9/15/23 - 12/4/23 (previously board approved as 10/1/23 - 1/12/24)
Lisa Capone	Costello	Paraprofessional	8/14/23 - 9/4/23
Daicy Hernandez	Lincoln	Food Service Personnel	8/27/23 - 5/23/24
Toni Jackman	GWMS	Teacher	(approx.) 9/18/23 - 9/29/23
Kimberly Jachim Mellenthin	GWMS	Special Education Teacher	8/14/23 - 11/8/23
Maria Sanchez	Edison	Pre-School Teacher	8/29/23 - 11/28/23
Yolanda Sanchez	GWMS	Parent Liaison/Secretary	7/24/23 - 10/2/23 (previously board approved as 7/24/23 – 10/25/23)
Silvia Verner	Edison	Parent Liaison	9/22/23 - 10/2/23

APPROVAL OF RESIGNATION

<b>NAME</b>	<b>SCHOOL</b>	<b>POSITION</b>	<b>DATE</b>
Daisy Guzman	GWMS	Paraprofessional	9/6/23
Shanae Olson	Robinson	Special Education Teacher	9/22/23

Approved By:

\_\_\_\_\_  
Sara Andreas, Secretary

Dated: *September 26, 2023*

\_\_\_\_\_  
Jorge Torres, President

**RESOLUTION TO ADOPT ANNUAL BUDGET  
FOR FISCAL YEAR 2023-2024**

**WHEREAS**, the Board of Education of Lyons Elementary School District No. 103, County of Cook, State of Illinois (the "Board") caused to be prepared in tentative form the proposed Annual Budget for the Fiscal Year beginning July 1, 2023 and ending June 30, 2024; and

**WHEREAS**, the Secretary of the Board, in accordance with the requirements of School Code § 17-1, has published notice of and has made the proposed Annual Budget for FY 2023-24 conveniently available for public inspection in tentative form for at least 30 days prior to final action on the proposed budget; and

**WHEREAS**, a public hearing was held as to such budget on the 26<sup>th</sup> day of September, 2023, notice of the hearing was given at least 30 days prior thereto as required by law, and the Board has complied with all other applicable legal requirements;

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Education of Lyons Elementary School District No. 103, County of Cook, State of Illinois as follows:

**Section 1.** The above preamble recitals are found to be true and correct and are incorporated herein by reference.

**Section 2.** The Fiscal Year of this School District shall be and the same is hereby fixed and declared to commence July 1, 2023, and to end June 30, 2024.

**Section 3.** The final proposed budget for Fiscal Year 2023-24, which is attached as Exhibit A to this Resolution, shall be and is hereby approved and adopted as the Annual Budget of the District for said fiscal year.

**Section 4.** The Secretary of the Board of Education is hereby directed to file with the Cook County Clerk, within 30 days of the date of adoption of this Resolution, a certified copy of the District's Annual Budget for Fiscal Year 2023-24, as well as an estimate certified by the District's Chief Fiscal Officer of revenues, by source, anticipated to be received by the District in the following fiscal year.

**Section 5.** All resolutions or parts thereof in conflict herewith be and the same are hereby repealed, and this Resolution shall be in full force and effect upon its passage.

**ADOPTED** this 26<sup>th</sup> day of September, 2023 on motion of Board Member \_\_\_\_\_ seconded by Board Member \_\_\_\_\_ , and approved by roll call vote of the Board as follows:

<b>BOARD MEMBER</b>	<b>AYES</b>	<b>NAYES</b>	<b>ABSENT</b>	<b>ABSTAIN</b>
Jorge Torres, President				
Winifred Rodriguez, Vice President				
Sara Andreas, Secretary				
Slagiana Aleksikj				
Les Antos				
Olivia Quintero				
Mario Ramirez				

\_\_\_\_\_  
 Jorge Torres, President  
 Board of Education  
 Lyons Elementary School District No. 103  
 Cook County, Illinois

ATTEST:

\_\_\_\_\_  
 Sara Andreas, Secretary  
 Board of Education  
 Lyons Elementary School District No. 103  
 Cook County, Illinois

District Type:

- School District
- Joint Agreement

ILLINOIS STATE BOARD OF EDUCATION  
School Business Services Division

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM \*  
July 1, 2023 - June 30, 2024

Accounting Basis:

- Cash
- Accrual

Balanced budget; no Deficit Reduction Plan is required.

Is this an amended budget?

Date of Amended Budget:

(MM/DD/YY)

District Name:

Lyons SD 103

District RCDT No:

06016103002

If your FY2023 AFR states that you need to do a deficit reduction plan and your FY2024 budget is balanced, please state the measures you took to have your budget become balanced. (Bckgrnd-Assumpt 25-26)

Budget of Lyons SD 103, County of Cook, State of Illinois, for the Fiscal Year beginning July 1, 2023 and ending June 30, 2024.

WHEREAS the Board of Education of Lyons SD 103, County of Cook, State of Illinois, caused to be prepared in tentative form a budget, and the Secretary of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;

AND WHEREAS a public hearing was held as to such budget on the 26 day of September, 2023, notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

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

Section 1: That the fiscal year of this school district be and the same hereby is fixed and declared to be beginning July 1, 2023 and ending June 30, 2024.

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

ADOPTION OF BUDGET

The budget shall be approved and signed below by members of the School Board. Adopted this 26 day of September, 2023 by a roll call vote of        Yeas, and        Nays, to wit:

** MEMBERS VOTING YEA:	** MEMBERS VOTING NAY:
JORGE TORRES	
WINIFRED RODRIQUEZ	
SARA ANDREAS	
LES ANTOS	
OLIVIA QUINTERO	
MARIO RAMIREZ	
SLAGIANA ALEKSIKJ	

\* Based on the 23 Illinois Administrative Code-Part 100 and inconformity with Section 17-1 of the School Code.  
 \*\* Type in the members who voted "YEA" nor "NAY". Actual school board member signatures are not required for electronic submission.  
 (1) A certified copy of this document must be filed with the county clerk within 30 days of adoption as required by Section 18-50 of the Property Tax Code (35 ILCS 200/18-50).  
 (2) Districts are required to submit the adopted/amended budget electronically to ISBE within 30 days of adoption or by October 30, whichever comes first. Budgets are submitted through IWAS: <https://apps.isbe.net/iwas/asp/login.asp?is=true>  
 Please type the member signatures before submitting to ISBE. We do not accept PDF copies.

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
3	ESTIMATED BEGINNING FUND BALANCE (without Student Activity Funds) <sup>1</sup> as of July 1, 2023		19,247,092	1,991,642	740,491	2,976,992	1,471,493	473	1,939,473	197,180	1,869,229	
4	RECEIPTS/REVENUES (without Student Activity Funds)											
5	LOCAL SOURCES	1000	23,864,155	2,528,190	1,081,370	454,763	1,019,867	25	193,538	359,769	407,144	
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000										
7	STATE SOURCES	3000	14,177,804	0	0	550,000	0	0	0	0	0	
8	FEDERAL SOURCES	4000	3,286,953	0	0	0	0	1,982,712	0	0	0	
9	Total Direct Receipts/Revenues <sup>8</sup>		41,328,912	2,528,190	1,081,370	1,004,763	1,019,867	1,982,737	193,538	359,769	407,144	
10	Receipts/Revenues for "On Behalf" Payments <sup>2</sup>	3998	8,000,000									
11	Total Receipts/Revenues		49,328,912	2,528,190	1,081,370	1,004,763	1,019,867	1,982,737	193,538	359,769	407,144	
12	DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)											
13	INSTRUCTION	1000	22,491,647				341,386				0	
14	SUPPORT SERVICES	2000	11,785,707	3,079,530		1,748,790	526,295	1,982,712		349,600	0	
15	COMMUNITY SERVICES	3000	363,451	0		0	34,580			0	0	
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	5,072,205	0	0	0	0	0		0	0	
17	DEBT SERVICES	5000	0	0	1,078,500	0	0			0	0	
18	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
19	Total Direct Disbursements/Expenditures <sup>9</sup>		39,713,010	3,079,530	1,078,500	1,748,790	902,261	1,982,712		349,600	0	
20	Disbursements/Expenditures for "On Behalf" Payments <sup>2</sup>	4180	8,000,000	0	0	0	0	0		0	0	
21	Total Disbursements/Expenditures		47,713,010	3,079,530	1,078,500	1,748,790	902,261	1,982,712		349,600	0	
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		1,615,902	(551,340)	2,870	(744,027)	117,606	25	193,538	10,169	407,144	
23	OTHER SOURCES/USES OF FUNDS											
24	OTHER SOURCES OF FUNDS (7000)											
25	PERMANENT TRANSFER FROM VARIOUS FUNDS											
26	Abolishment the Working Cash Fund <sup>16</sup>	7110										
27	Abatement of the Working Cash Fund <sup>16</sup>	7110										
28	Transfer of Working Cash Fund Interest	7120										
29	Transfer Among Funds	7130										
30	Transfer of Interest	7140										
31	Transfer from Capital Projects Fund to O&M Fund	7150		0								
32	Transfer of Excess Fire Prev & Safety Tax & Interest <sup>3</sup> Proceeds to O&M Fund	7160		0								
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int <sup>3a</sup> Proceeds to Debt Service Fund	7170			0							
34	SALE OF BONDS (7200)											
35	Principal on Bonds Sold <sup>4</sup>	7210										
36	Premium on Bonds Sold	7220										
37	Accrued Interest on Bonds Sold	7230										
38	Sale or Compensation for Fixed Assets <sup>5</sup>	7300										
39	Transfer to Debt Service to Pay Principal on GASB 87 Leases	7400			0							
40	Transfer to Debt Service to Pay Interest on GASB 87 Leases	7500			0							
41	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			0							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
43	Transfer to Capital Projects Fund	7800						0				
44	ISBE Loan Proceeds	7900										
45	Other Sources Not Classified Elsewhere	7990										
46	Total Other Sources of Funds <sup>8</sup>		0	0	0	0	0	0	0	0	0	

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
	<b>Description: Enter Whole Numbers Only</b>	<b>Acct #</b>	<b>Educational</b>	<b>Operations &amp; Maintenance</b>	<b>Debt Service</b>	<b>Transportation</b>	<b>Municipal Retirement/ Social Security</b>	<b>Capital Projects</b>	<b>Working Cash</b>	<b>Tort</b>	<b>Fire Prevention &amp; Safety</b>	
2												
47	<b>OTHER USES OF FUNDS (8000)</b>											
49	<b>TRANSFER TO VARIOUS OTHER FUNDS (8100)</b>											
50	Abolishment or Abatement of the Working Cash Fund <sup>16</sup>	8110							0			
51	Transfer of Working Cash Fund Interest	8120							0			
52	Transfer Among Funds	8130										
53	Transfer of Interest <sup>6</sup>	8140										
54	Transfer from Capital Projects Fund to O&M Fund	8150										
55	Transfer of Excess Fire Prev & Safety Tax & Interest <sup>3</sup> Proceeds to O&M Fund	8160										
56	Transfer of Excess Accumulated Fire Prev & Safety Bond <sup>3a</sup> and Int Proceeds to Debt Service Fund	8170										
57	Taxes Pledged to Pay Principal on GASB 87 Leases	8410										
58	Grants/Reimbursements Pledged to Pay Principal on GASB 87 Leases	8420										
59	Other Revenues Pledged to Pay Principal on GASB 87 Leases	8430										
60	Fund Balance Transfers Pledged to Pay Principal on GASB 87 Leases	8440										
61	Taxes Pledged to Pay Interest on GASB 87 Leases	8510										
62	Grants/Reimbursements Pledged to Pay Interest on GASB 87 Leases	8520										
63	Other Revenues Pledged to Pay Interest on GASB 87 Leases	8530										
64	Fund Balance Transfers Pledged to Pay Interest on GASB 87 Leases	8540										
65	Taxes Pledged to Pay Principal on Revenue Bonds	8610										
66	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620										
67	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630										
68	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640										
69	Taxes Pledged to Pay Interest on Revenue Bonds	8710										
70	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720										
71	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730										
72	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740										
73	Taxes Transferred to Pay for Capital Projects	8810										
74	Grants/Reimbursements Pledged to Pay for Capital Projects	8820										
75	Other Revenues Pledged to Pay for Capital Projects	8830										
76	Fund Balance Transfers Pledged to Pay for Capital Projects	8840										
77	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910										
78	Other Uses Not Classified Elsewhere	8990										
79	<b>Total Other Uses of Funds <sup>9</sup></b>		0	0	0	0	0	0	0	0	0	0
80	<b>Total Other Sources/Uses of Fund</b>		0	0	0	0	0	0	0	0	0	0
81	<b>ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2024</b>		20,862,994	1,440,302	743,361	2,232,965	1,589,099	498	2,133,011	207,349	2,276,373	
82												
83	<b>Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2023</b>		10,000									
84	<b>RECEIPTS/REVENUES (For Student Activity Funds)</b>											
85	<b>Total Student Activity Direct Receipts/Revenues (Local Sources)</b>	1799	10,000									
86	<b>DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)</b>											
87	<b>Total Student Activity Direct Disbursements/Expenditures</b>	1999	10,000									
88	<b>Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures</b>		0									
89	<b>Student Activity ESTIMATED ENDING FUND BALANCE as of June 30, 2024</b>		10,000									
90												

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
91	Total ESTIMATED BEGINNING FUND BALANCE (All Sources Including Student Activity Funds) as of July 1, 2023		19,257,092	1,991,642	740,491	2,976,992	1,471,493	473	1,939,473	197,180	1,869,229	
92	RECEIPTS/REVENUES (All Sources with Student Activity Funds)											
93	LOCAL SOURCES	1000	23,874,155	2,528,190	1,081,370	454,763	1,019,867	25	193,538	359,769	407,144	
94	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000										
95	STATE SOURCES	3000	14,177,804	0	0	550,000	0	0	0	0	0	
96	FEDERAL SOURCES	4000	3,286,953	0	0	0	0	1,982,712	0	0	0	
97	Total Direct Receipts/Revenues <sup>8</sup>		41,338,912	2,528,190	1,081,370	1,004,763	1,019,867	1,982,737	193,538	359,769	407,144	
98	Receipts/Revenues for "On Behalf" Payments <sup>2</sup>	3998	8,000,000	0	0	0	0	0	0	0	0	
99	Total Receipts/Revenues		49,338,912	2,528,190	1,081,370	1,004,763	1,019,867	1,982,737	193,538	359,769	407,144	
100	DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)											
101	INSTRUCTION	1000	22,501,647				341,386			0		
102	SUPPORT SERVICES	2000	11,785,707	3,079,530		1,748,790	526,295	1,982,712		349,600	0	
103	COMMUNITY SERVICES	3000	363,451	0		0	34,580			0		
104	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	5,072,205	0	0	0	0	0		0	0	
105	DEBT SERVICES	5000	0	0	1,078,500	0	0			0	0	
106	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
107	Total Direct Disbursements/Expenditures <sup>9</sup>		39,723,010	3,079,530	1,078,500	1,748,790	902,261	1,982,712		349,600	0	
108	Disbursements/Expenditures for "On Behalf" Payments <sup>2</sup>	4180	8,000,000	0	0	0	0	0	0	0	0	
109	Total Disbursements/Expenditures		47,723,010	3,079,530	1,078,500	1,748,790	902,261	1,982,712		349,600	0	
110	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		1,615,902	(551,340)	2,870	(744,027)	117,606	25	193,538	10,169	407,144	
111	OTHER SOURCES/USES OF FUNDS											
112	OTHER SOURCES OF FUNDS (7000)											
113	Total Other Sources of Funds <sup>8</sup>		0	0	0	0	0	0	0	0	0	
114	OTHER USES OF FUNDS (8000)											
116	Total Other Uses of Funds <sup>9</sup>		0	0	0	0	0	0	0	0	0	
117	Total Other Sources/Uses of Fund		0	0	0	0	0	0	0	0	0	
118	ESTIMATED ENDING FUND BALANCE (All Sources with Student Activity Funds) as of June 30, 2024		20,872,994	1,440,302	743,361	2,232,965	1,589,099	498	2,133,011	207,349	2,276,373	
119												
120	SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)											
121	Description	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	Total By Object
122	Object Name											
124	Salaries	100	21,679,776	1,459,750		14,630		0		67,600	0	23,221,756
125	Employee Benefits	200	6,078,191	336,680		160	902,261	0		0	0	7,317,292
126	Purchased Services	300	8,190,407	652,060	0	1,734,000		0		282,000	0	10,858,467
127	Supplies & Materials	400	1,132,686	542,610		0		0		0	0	1,675,296
128	Capital Outlay	500	108,000	84,800		0		1,982,712		0	0	2,175,512
129	Other Objects	600	2,467,650	0	1,078,500	0	0	0		0	0	3,546,150
130	Non-Capitalized Equipment	700	56,300	3,630		0		0		0	0	59,930
131	Termination Benefits	800	0	0		0				0	0	0
132	Total Expenditures		39,713,010	3,079,530	1,078,500	1,748,790	902,261	1,982,712		349,600	0	48,854,403

Budget Summary

	A	B	C	D	E	F	G	H	I	J	K
			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
1											
2											
3	<b>BEGINNING CASH BALANCE ON HAND (without Student Activity Funds)7 as of July 1, 2023</b>										
4	Total Direct Receipts & Other Sources <sup>8</sup>		19,128,839	2,196,518	740,491	2,895,333	1,455,442	472	1,939,473	197,180	1,869,229
5	<b>OTHER RECEIPTS</b>										
6	Interfund Loans Payable (Loans from Other Funds)	411									
7	Interfund Loans Receivable (Repayment of Loans)	141									
8	Notes and Warrants Payable	433									
9	Other Current Assets	199									
10	Total Other Receipts		0	0	0	0	0	0	0	0	0
11	Total Direct Receipts, Other Sources, & Other Receipts		41,328,912	2,528,190	1,081,370	1,004,763	1,019,867	1,982,737	193,538	359,769	407,144
12	Total Amount Available		60,457,751	4,724,708	1,821,861	3,900,096	2,475,309	1,983,209	2,133,011	556,949	2,276,373
13	Total Direct Disbursements & Other Uses <sup>9</sup>		39,713,010	3,079,530	1,078,500	1,748,790	902,261	1,982,712	0	349,600	0
14	<b>OTHER DISBURSEMENTS</b>										
15	Interfund Loans Receivable (Loans to Other Funds) <sup>10</sup>	141									
16	Interfund Loans Payable (Repayment of Loans)	411									
17	Notes and Warrants Payable	433									
18	Other Current Liabilities	499									
19	Total Other Disbursements		0	0	0	0	0	0	0	0	0
20	Total Direct Disbursements, Other Uses, & Other Disbursements		39,713,010	3,079,530	1,078,500	1,748,790	902,261	1,982,712	0	349,600	0
21	<b>ENDING CASH BALANCE ON HAND (without Student Activity Funds) as of June 30, 2024</b>										
22			20,744,741	1,645,178	743,361	2,151,306	1,573,048	497	2,133,011	207,349	2,276,373
23	<b>Activity Funds BEGINNING CASH BALANCE ON HAND7 as of July 1, 2023</b>										
24	Total Direct Receipts & Other Sources <sup>8</sup>		10,000								
25	Total Amount Available		10,000								
26	Total Direct Disbursements & Other Uses <sup>9</sup>		10,000								
27	<b>Activity funds ENDING CASH BALANCE ON HAND7 as of June 30, 2024</b>										
28			10,000								
29	<b>Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds)7 as of July 1, 2023</b>										
30	Total Direct Receipts & Other Sources <sup>8</sup>		19,138,839	2,196,518	740,491	2,895,333	1,455,442	472	1,939,473	197,180	1,869,229
31	Total Other Receipts		0	0	0	0	0	0	0	0	0
32	Total Direct Receipts, Other Sources, & Other Receipts		41,338,912	2,528,190	1,081,370	1,004,763	1,019,867	1,982,737	193,538	359,769	407,144
33	Total Amount Available		60,477,751	4,724,708	1,821,861	3,900,096	2,475,309	1,983,209	2,133,011	556,949	2,276,373
34	Total Direct Disbursements & Other Uses <sup>9</sup>		39,723,010	3,079,530	1,078,500	1,748,790	902,261	1,982,712	0	349,600	0
35	Total Other Disbursements		0	0	0	0	0	0	0	0	0
36	Total Direct Disbursements, Other Uses, & Other Disbursements		39,723,010	3,079,530	1,078,500	1,748,790	902,261	1,982,712	0	349,600	0
37	<b>Total ENDING CASH BALANCE ON HAND (with Student Activity Funds)7 as of June 30, 2024</b>										
			20,754,741	1,645,178	743,361	2,151,306	1,573,048	497	2,133,011	207,349	2,276,373

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
3	<b>RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)</b>										
4	<b>AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY</b>	<b>1100</b>									
5	Designated Purposes Levies <sup>11 (1110-1120)</sup>	-	15,855,660	2,408,167	962,811	263,807	336,985	0	96,699	355,545	317,221
6	Leasing Purposes Levy <sup>12</sup>	1130	0	0							
7	Special Education Purposes Levy	1140	1,736,813	0		0	0	0			
8	FICA and Medicare Only Levies	1150					336,985				
9	Area Vocational Construction Purposes Levy	1160		0	0			0			
10	Summer School Purposes Levy	1170	0								
11	Other Tax Levies (Describe & Itemize)	1190	0	0	0	0	0	0	0	0	0
12	<b>Total Ad Valorem Taxes Levied by District</b>		<b>17,592,473</b>	<b>2,408,167</b>	<b>962,811</b>	<b>263,807</b>	<b>673,970</b>	<b>0</b>	<b>96,699</b>	<b>355,545</b>	<b>317,221</b>
13	<b>PAYMENTS IN LIEU OF TAXES</b>	<b>1200</b>									
14	Mobile Home Privilege Tax	1210	0	0	0	0	0	0	0	0	0
15	Payments from Local Housing Authority	1220	0	0	0	0	0	0	0	0	0
16	Corporate Personal Property Replacement Taxes <sup>13</sup>	1230	5,313,060	0	0	0	240,000	0	0	0	0
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290	0	0	0	0	0	0	0	0	0
18	<b>Total Payments in Lieu of Taxes</b>		<b>5,313,060</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>240,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
19	<b>TUITION</b>	<b>1300</b>									
20	Regular Tuition from Pupils or Parents (In State)	1311	0								
21	Regular Tuition from Other Districts (In State)	1312	0								
22	Regular Tuition from Other Sources (In State)	1313	0								
23	Regular Tuition from Other Sources (Out of State)	1314	0								
24	Summer School Tuition from Pupils or Parents (In State)	1321	0								
25	Summer School Tuition from Other Districts (In State)	1322	0								
26	Summer School Tuition from Other Sources (In State)	1323									
27	Summer School Tuition from Other Sources (Out of State)	1324	0								
28	CTE Tuition from Pupils or Parents (In State)	1331	0								
29	CTE Tuition from Other Districts (In State)	1332	0								
30	CTE Tuition from Other Sources (In State)	1333	0								
31	CTE Tuition from Other Sources (Out of State)	1334	0								
32	Special Education Tuition from Pupils or Parents (In State)	1341	0								
33	Special Education Tuition from Other Districts (In State)	1342	0								
34	Special Education Tuition from Other Sources (In State)	1343	0								
35	Special Education Tuition from Other Sources (Out of State)	1344	0								
36	Adult Tuition from Pupils or Parents (In State)	1351	0								
37	Adult Tuition from Other Districts (In State)	1352	0								
38	Adult Tuition from Other Sources (In State)	1353	0								
39	Adult Tuition from Other Sources (Out of State)	1354	0								
40	<b>Total Tuition</b>		<b>0</b>								
41	<b>TRANSPORTATION FEES</b>	<b>1400</b>									
42	Regular Transportation Fees from Pupils or Parents (In State)	1411				0					
43	Regular Transportation Fees from Other Districts (In State)	1412				0					
44	Regular Transportation Fees from Other Sources (In State)	1413				0					
45	Regular Transportation Fees from Co-curricular Activities (In State)	1415				0					
46	Regular Transportation Fees from Other Sources (Out of State)	1416				0					
47	Summer School Transportation Fees from Pupils or Parents (In State)	1421				0					
48	Summer School Transportation Fees from Other Districts (In State)	1422				0					
49	Summer School Transportation Fees from Other Sources (In State)	1423				0					
50	Summer School Transportation Fees from Other Sources (Out of State)	1424				0					
51	CTE Transportation Fees from Pupils or Parents (In State)	1431				0					
52	CTE Transportation Fees from Other Districts (In State)	1432				0					
53	CTE Transportation Fees from Other Sources (In State)	1433				0					
54	CTE Transportation Fees from Other Sources (Out of State)	1434				0					
55	Special Education Transportation Fees from Pupils or Parents (In State)	1441				0					
56	Special Education Transportation Fees from Other Districts (In State)	1442				0					
57	Special Education Transportation Fees from Other Sources (In State)	1443				0					
58	Special Education Transportation Fees from Other Sources (Out of State)	1444				0					
59	Adult Transportation Fees from Pupils or Parents (In State)	1451				0					

1	A	B	C	D	E	F	G	H	I	J	K
			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
60	Adult Transportation Fees from Other Districts (In State)	1452				0					
61	Adult Transportation Fees from Other Sources (In State)	1453				0					
62	Adult Transportation Fees from Other Sources (Out of State)	1454				0					
63	<b>Total Transportation Fees</b>					0					
64	<b>EARNINGS ON INVESTMENTS</b>	1500									
65	Interest on Investments	1510	626,122	108,023	33,559	190,956	105,897	25	96,839	4,224	89,923
66	Gain or Loss on Sale of Investments	1520	0	0	0	0	0	0	0	0	0
67	<b>Total Earnings on Investments</b>		626,122	108,023	33,559	190,956	105,897	25	96,839	4,224	89,923
68	<b>FOOD SERVICE</b>	1600									
69	Sales to Pupils - Lunch	1611	50,000								
70	Sales to Pupils - Breakfast	1612	0								
71	Sales to Pupils - A la Carte	1613	0								
72	Sales to Pupils - Other (Describe & Itemize)	1614	0								
73	Sales to Adults	1620	0								
74	Other Food Service (Describe & Itemize)	1690	0								
75	<b>Total Food Service</b>		50,000								
76	<b>DISTRICT/SCHOOL ACTIVITY INCOME</b>	1700									
77	Admissions - Athletic	1711	0	0							
78	Admissions - Other	1719	0	0							
79	Fees	1720	32,500	0							
80	Book Store Sales	1730	0	0							
81	Other District/School Activity Revenue (Describe & Itemize)	1790	0	0							
82	Student Activity Fund Revenues	1799	10,000								
83	<b>Total District/School Activity Income (without Student Activity Funds 1799)</b>		32,500	0							
84	<b>Total District/School Activity Income (with Student Activity Funds 1799)</b>		42,500								
85	<b>TEXTBOOK INCOME</b>	1800									
86	Textbook Rentals - Regular Textbooks	1811	0								
87	Textbook Rentals - Summer School Textbooks	1812	0								
88	Textbook Rentals - Adult/Continuing Education Textbooks	1813	0								
89	Textbook Rentals - Other (Describe & Itemize)	1819	0								
90	Textbook Sales - Regular Textbooks	1821	0								
91	Textbook Sales - Summer School	1822	0								
92	Textbook Sales - Adult/Continuing Education	1823	0								
93	Textbook Sales - Other (Describe & Itemize)	1829	0								
94	Other Textbook Income (Describe & Itemize)	1890	0								
95	<b>Total Textbooks</b>		0								
96	<b>OTHER REVENUE FROM LOCAL SOURCES</b>	1900									
97	Rentals	1910	0	10,000							
98	Contributions and Donations from Private Sources	1920	0	0	0	0	0	0	0	0	0
99	Impact Fees from Municipal or County Governments	1930	0	0	0	0	0	0	0	0	0
100	Services Provided Other Districts	1940	0	0							
101	Refund of Prior Years' Expenditures	1950	50,000	0	0	0	0	0	0	0	0
102	Payments of Surplus Moneys from TIF Districts	1960	0	0	0	0	0	0	0	0	0
103	Drivers' Education Fees	1970	0								
104	Proceeds from Vendors' Contracts	1980	0	0	0	0	0	0	0	0	0
105	School Facility Occupation Tax Proceeds	1983	0								
106	Payment from Other Districts	1991	0	0	0	0	0	0			
107	Sale of Vocational Projects	1992	0								
108	Other Local Fees (Describe & Itemize)	1993	0	0	0	0	0	0		0	0
109	Other Local Revenues (Describe & Itemize)	1999	200,000	2,000	85,000	0	0	0	0	0	0
110	<b>Total Other Revenue from Local Sources</b>		250,000	12,000	85,000	0	0	0	0	0	0
111	<b>Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)</b>	1000	23,864,155	2,528,190	1,081,370	454,763	1,019,867	25	193,538	359,769	407,144
112	<b>Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)</b>		23,874,155								

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
<b>FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)</b>											
113	Flow-Through Revenue from State Sources	2100	0	0		0	0				
114	Flow-Through Revenue from Federal Sources	2200	0	0		0	0				
115	Other Flow-Through Revenue (Describe & Itemize)	2300	0	0		0	0				
116	<b>Total Flow-Through Receipts/Revenues From One District to Another District</b>	<b>2000</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>				
<b>RECEIPTS/REVENUES FROM STATE SOURCES (3000)</b>											
<b>UNRESTRICTED GRANTS-IN-AID (3001-3099)</b>											
119	Evidence Based Funding Formula (Section 18-8.15)	3001	12,365,602	0	0	0	0	0		0	0
120	Reorganization Incentives (Accounts 3005-3021)	3005	0	0	0	0	0	0		0	0
121	Fast Growth District Grants	3030	0	0	0	0	0	0		0	0
122	Other Unrestricted Grants-in-Aid From State Sources (Describe & Itemize)	3099	0	0	0	0	0	0		0	0
123	<b>Total Unrestricted Grants-in-Aid</b>		<b>12,365,602</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>
<b>RESTRICTED GRANTS-IN-AID (3100-3900)</b>											
<b>SPECIAL EDUCATION</b>											
126	Special Education - Private Facility Tuition	3100	350,000			0					
127	Special Education - Funding for Children Requiring Sp Ed Services	3105									
128	Special Education - Personnel	3110									
129	Special Education - Orphanage - Individual	3120	325,000			0					
130	Special Education - Orphanage - Summer Individual	3130	20,000			0					
131	Special Education - Summer School	3145									
132	Special Education - Other (Describe & Itemize)	3199	0	0		0				0	0
133	<b>Total Special Education</b>		<b>695,000</b>	<b>0</b>		<b>0</b>				<b>0</b>	<b>0</b>
<b>CAREER AND TECHNICAL EDUCATION (CTE)</b>											
134	CTE - Technical Education - Tech Prep	3200	0	0			0				
135	CTE - Secondary Program Improvement (CTEI)	3220	0	0			0				
136	CTE - WECEP	3225	0	0			0				
137	CTE - Agriculture Education	3235	0	0			0				
138	CTE - Instructor Practicum	3240	0	0			0				
139	CTE - Student Organizations	3270	0	0			0				
140	CTE - Other (Describe & Itemize)	3299	0	0			0				
141	<b>Total Career and Technical Education</b>		<b>0</b>	<b>0</b>			<b>0</b>				
<b>BILINGUAL EDUCATION</b>											
142	Bilingual Education - Downstate - TPI and TBE	3305	0				0				
143	Bilingual Education - Downstate - Transitional Bilingual Education	3310	0				0				
144	<b>Total Bilingual Education</b>		<b>0</b>				<b>0</b>				
145	State Free Lunch & Breakfast	3360	5,000								
146	School Breakfast Initiative	3365	0	0			0				
147	Driver Education	3370	0	0			0				
148	Adult Education (from ICCB)	3410	0	0	0	0	0	0	0	0	0
149	Adult Education - Other (Describe & Itemize)	3499	0	0	0	0	0	0	0	0	0
150	<b>Total Bilingual Education</b>		<b>0</b>				<b>0</b>				
<b>TRANSPORTATION</b>											
151	Transportation - Regular and Vocational	3500	0	0		86,000	0				
152	Transportation - Special Education	3510	0	0		464,000	0				
153	Transportation - Other (Describe & Itemize)	3599	0	0		0	0				
154	<b>Total Transportation</b>		<b>0</b>	<b>0</b>		<b>550,000</b>	<b>0</b>				
155	Learning Improvement - Change Grants	3610	0				0				
156	Scientific Literacy	3660	0	0			0				
157	Truant Alternative/Optional Education	3695	0	0			0				
158	Early Childhood - Block Grant	3705	673,005	0		0	0				
159	Chicago General Education Block Grant	3766	0	0		0	0				0
160	Chicago Educational Services Block Grant	3767	0	0		0	0				0
161	School Safety & Educational Improvement Block Grant	3775	0	0	0	0	0	0			0
162	Technology - Technology for Success	3780	0	0	0	0	0	0			0
163	State Charter Schools	3815				0					
164	Extended Learning Opportunities - Summer Bridges	3825				0					

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
168	Infrastructure Improvements - Planning/Construction	3920		0				0			
169	School Infrastructure - Maintenance Projects	3925		0				0			0
170	Other Restricted Revenue from State Sources (Describe & Itemize)	3999	439,197	0	0	0	0	0	0	0	0
171	<b>Total Restricted Grants-In-Aid</b>		<b>1,812,202</b>	<b>0</b>	<b>0</b>	<b>550,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
172	<b>Total Receipts/Revenues from State Sources</b>	<b>3000</b>	<b>14,177,804</b>	<b>0</b>	<b>0</b>	<b>550,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
173	<b>RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)</b>										
174	<b>UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)</b>										
175	Federal Impact Aid	4001	0	0	0	0	0	0	0	0	0
	Other Unrestricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4009	0	0	0	0	0	0	0	0	0
177	<b>Total Unrestricted Grants-In-Aid Received Directly from Fed Govt</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
178	<b>RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)</b>										
179	Head Start	4045	0								
180	Construction (Impact Aid)	4050	0	0				0			
181	MAGNET	4060	0	0			0	0			
182	Other Restricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4090	0	0			0	0			0
183	<b>Total Restricted Grants-In-Aid Received Directly from Federal Govt.</b>		<b>0</b>	<b>0</b>			<b>0</b>	<b>0</b>			<b>0</b>
184	<b>RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT. THRU THE STATE (4100-4999)</b>										
185	<b>TITLE V</b>										
186	Title V - Flexibility and Accountability	4100	0	0			0	0			
187	Title V - SEA Projects	4105	0	0			0	0			
188	Title V - Rural Education Initiative (REI)	4107	0	0			0	0			
189	Title V - Other (Describe & Itemize)	4199	0	0			0	0			
190	<b>Total Title V</b>		<b>0</b>	<b>0</b>			<b>0</b>	<b>0</b>			
191	<b>FOOD SERVICE</b>										
192	Breakfast Start-Up Expansion	4200	0					0			
193	National School Lunch Program	4210	700,000					0			
194	Special Milk Program	4215	0					0			
195	School Breakfast Program	4220	100,000					0			
196	Summer Food Service Admin/Program	4225	0					0			
197	Child and Adult Care Food Program	4226	0					0			
198	Fresh Fruit and Vegetables	4240	0					0			
199	Food Service - Other (Describe & Itemize)	4299	0					0			
200	<b>Total Food Service</b>		<b>800,000</b>					<b>0</b>			
201	<b>TITLE I</b>										
202	Title I - Low Income	4300	1,156,212	0			0	0			
203	Title I - Low Income - Neglected, Private	4305	0	0			0	0			
204	Title I - Migrant Education	4340	0	0			0	0			
205	Title I - Other (Describe & Itemize)	4399	0	0			0	0			
206	<b>Total Title I</b>		<b>1,156,212</b>	<b>0</b>			<b>0</b>	<b>0</b>			
207	<b>TITLE IV</b>										
208	Title IV - Student Support & Academic Enrichment Grant	4400	23,000	0			0	0			
209	Title IV - Part A - Student Support & Academic Enrichment Grants Safe and Drug Free Schools	4415	0	0			0	0			
210	Title IV - 21st Century	4421	0	0			0	0			
211	Title IV - Other (Describe & Itemize)	4499	0	0			0	0			
212	<b>Total Title IV</b>		<b>23,000</b>	<b>0</b>			<b>0</b>	<b>0</b>			
213	<b>FEDERAL - SPECIAL EDUCATION</b>										
214	Federal Special Education - Preschool Flow-Through	4600	22,258	0			0	0			
215	Federal Special Education - Preschool Discretionary	4605	0	0			0	0			
216	Federal Special Education - IDEA Flow Through	4620	544,782	0			0	0			
217	Federal Special Education - IDEA Room & Board	4625	0	0			0	0			
218	Federal Special Education - IDEA Discretionary	4630	0	0			0	0			
219	Federal Special Education - IDEA - Other (Describe & Itemize)	4699	0	0			0	0			

	A	B	C	D	E	F	G	H	I	J	K
1		Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
2	Description: Enter Whole Numbers Only										
220	Total Federal Special Education		567,040	0		0	0				
221	CTE - PERKINS										
222	CTE - Perkins-Title IIIIE Tech Prep	4770	0	0			0				
223	CTE - Other (Describe & Itemize)	4799	0	0			0				
224	Total CTE - Perkins		0	0			0				
225	Federal - Adult Education	4810	0	0			0				
226	ARRA - General State Aid - Education Stabilization	4850	0	0	0	0	0	0		0	0
227	ARRA - Title I - Low Income	4851	0	0		0	0				
228	ARRA - Title I - Neglected, Private	4852	0	0	0	0	0	0		0	0
229	ARRA - Title I - Delinquent, Private	4853	0	0	0	0	0	0		0	0
230	ARRA - Title I - School Improvement (Part A)	4854	0	0	0	0	0	0		0	0
231	ARRA - Title I - School Improvement (Section 1003g)	4855	0	0	0	0	0	0		0	0
232	ARRA - IDEA - Part B - Preschool	4856	0	0	0	0	0	0		0	0
233	ARRA - IDEA - Part B - Flow-Through	4857	0	0	0	0	0	0		0	0
234	ARRA - Title IID - Technology - Formula	4860	0	0	0	0	0	0		0	0
235	ARRA - Title IID - Technology - Competitive	4861	0	0	0	0	0	0		0	0
236	ARRA - McKinney - Vento Homeless Education	4862	0	0			0				
237	ARRA - Child Nutrition Equipment Assistance	4863	0	0							
238	Impact Aid Formula Grants	4864	0	0	0	0	0	0		0	0
239	Impact Aid Competitive Grants	4865	0	0	0	0	0	0		0	0
240	Qualified Zone Academy Bond Tax Credits	4866	0	0	0	0	0	0		0	0
241	Qualified School Construction Bond Credits	4867	0	0	0	0	0	0		0	0
242	Build America Bond Tax Credits	4868	0	0	0	0	0	0		0	0
243	Build America Bond Interest Reimbursement	4869	0	0	0	0	0	0		0	0
244	ARRA - General State Aid - Other Government Services Stabilization	4870	0	0	0	0	0	0		0	0
245	Other ARRA Funds - II	4871	0	0	0	0	0	0		0	0
246	Other ARRA Funds - III	4872	0	0	0	0	0	0		0	0
247	Other ARRA Funds - IV	4873	0	0	0	0	0	0		0	0
248	Other ARRA Funds - V	4874	0	0	0	0	0	0		0	0
249	ARRA - Early Childhood	4875	0	0	0	0	0	0		0	0
250	Other ARRA Funds - VII	4876	0	0	0	0	0	0		0	0
251	Other ARRA Funds - VIII	4877	0	0	0	0	0	0		0	0
252	Other ARRA Funds - IX	4878	0	0	0	0	0	0		0	0
253	Other ARRA Funds - X	4879	0	0	0	0	0	0		0	0
254	Other ARRA Funds - Ed Job Fund Program	4880	0	0	0	0	0	0		0	0
255	Total Stimulus Programs		0	0	0	0	0	0		0	0
256	Race to the Top Program	4901									
257	Race to the Top - Preschool Expansion Grant	4902		0		0	0				
258	Title III - Instruction for English Learners & Immigrant Students	4905				0	0				
259	Title III - English Language Acquisition	4909	78,100			0	0				
260	McKinney Education for Homeless Children	4920		0		0	0				
261	Title II - Eisenhower - Professional Development Formula	4930	15,600			0	0				
262	Title II - Teacher Quality	4932		0		0	0				
263	Title II - Part A - Supporting Effective Instruction - State Grants	4935		0		0	0				
264	Federal Charter Schools	4960		0		0	0				
265	State Assessment Grants	4981		0		0	0				
266	Grant for State Assessments and Related Activities	4982		0		0	0				
267	Medicaid Matching Funds - Administrative Outreach	4991	190,000			0	0				
268	Medicaid Matching Funds - Fee-For-Service Program	4992	75,000	0		0	0				
269	Other Restricted Grants Received from Fed. Govt. thru State (Describe & Itemize)	4998	382,001	0		0	0	1,982,712			0
	Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State		3,286,953	0	0	0	0	1,982,712		0	0
270	TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES	4000	3,286,953	0	0	0	0	1,982,712	0	0	0
272	TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)		41,328,912	2,528,190	1,081,370	1,004,763	1,019,867	1,982,737	193,538	359,769	407,144
273	TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)		41,338,912								

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
3	<b>10 - EDUCATIONAL FUND (ED)</b>										
4	<b>INSTRUCTION (ED)</b>	<b>1000</b>									
5	Regular Programs	1100	7,063,080	2,112,754	71,875	298,200	0	0	2,300	0	9,548,209
6	Tuition Payment to Charter Schools	1115			0						0
7	Pre-K Programs	1125	2,970,220	950,874	0	0					3,921,094
8	Special Education Programs (Functions 1200 - 1220)	1200	2,516,377	603,120	35,250	16,490					3,171,237
9	Special Education Programs Pre-K	1225	1,117,380	403,378	10,240	2,670					1,533,668
10	Remedial and Supplemental Programs K-12	1250	432,520	146,700	94,070	206,990					880,280
11	Remedial and Supplemental Programs Pre-K	1275	336,619	54,495	33,355	18,600		1,700			444,769
12	Adult/Continuing Education Programs	1300	0	0	0	0					0
13	CTE Programs	1400	0	0	0	0					0
14	Interscholastic Programs	1500	321,690	74,080	3,030	6,730		530			406,060
15	Summer School Programs	1600	0	0	0	0					0
16	Gifted Programs	1650	11,300	50	0	0					11,350
17	Driver's Education Programs	1700	0	0	0	0					0
18	Bilingual Programs	1800	1,247,950	323,940	0	21,100		990			1,593,980
19	Truant Alternative & Optional Programs	1900	0	0	0	0		981,000			981,000
20	Pre-K Programs - Private Tuition	1910						0			0
21	Regular K-12 Programs Private Tuition	1911						0			0
22	Special Education Programs K-12 Private Tuition	1912						0			0
23	Special Education Programs Pre-K Tuition	1913						0			0
24	Remedial/Supplemental Programs K-12 Private Tuition	1914						0			0
25	Remedial/Supplemental Programs Pre-K Private Tuition	1915						0			0
26	Adult/Continuing Education Programs Private Tuition	1916						0			0
27	CTE Programs Private Tuition	1917						0			0
28	Interscholastic Programs Private Tuition	1918						0			0
29	Summer School Programs Private Tuition	1919						0			0
30	Gifted Programs Private Tuition	1920						0			0
31	Bilingual Programs Private Tuition	1921						0			0
32	Truants Alternative/Opt Ed Programs Private Tuition	1922						0			0
33	Student Activity Fund Expenditures	1999						10,000			10,000
34	<b>Total Instruction<sup>14</sup> (Without Student Activity Funds 1999)</b>	<b>1000</b>	<b>16,017,136</b>	<b>4,669,391</b>	<b>247,820</b>	<b>570,780</b>	<b>0</b>	<b>984,220</b>	<b>2,300</b>	<b>0</b>	<b>22,491,647</b>
35	<b>Total Instruction<sup>14</sup> (With Student Activity Funds 1999)</b>	<b>1000</b>	<b>16,017,136</b>	<b>4,669,391</b>	<b>247,820</b>	<b>570,780</b>	<b>0</b>	<b>994,220</b>	<b>2,300</b>	<b>0</b>	<b>22,501,647</b>
36	<b>SUPPORT SERVICES (ED)</b>	<b>2000</b>									
37	<b>Support Services - Pupil</b>	<b>2100</b>									
38	Attendance & Social Work Services	2110	949,200	127,890	3,300	41,000		0			1,121,390
39	Guidance Services	2120	0	0	0	0		0			0
40	Health Services	2130	425,000	56,210	4,175	3,770		0			489,155
41	Psychological Services	2140	0	0	0	0		0			0
42	Speech Pathology & Audiology Services	2150	527,940	86,870	1,800	110		120			616,840
43	Other Support Services - Pupils (Describe & Itemize)	2190	0	0	0	0		0			0
44	<b>Total Support Services - Pupil</b>	<b>2100</b>	<b>1,902,140</b>	<b>270,970</b>	<b>9,275</b>	<b>44,880</b>	<b>0</b>	<b>120</b>	<b>0</b>	<b>0</b>	<b>2,227,385</b>
45	<b>Support Services - Instructional Staff</b>	<b>2200</b>									
46	Improvement of Instruction Services	2210	203,100	60,210	606,707	10,400		0			880,417
47	Educational Media Services	2220	553,580	134,330	19,700	11,130		0			718,740
48	Assessment & Testing	2230	0	0	15,200	0		0			15,200
49	<b>Total Support Services - Instructional Staff</b>	<b>2200</b>	<b>756,680</b>	<b>194,540</b>	<b>641,607</b>	<b>21,530</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,614,357</b>
50	<b>Support Services - General Administration</b>	<b>2300</b>									
51	Board of Education Services	2310	0	26,140	637,610	20,000		36,170			719,920
52	Executive Administration Services	2320	272,080	87,140	20,520	13,090		6,500			399,330
53	Special Area Administration Services	2330	150,000	85,820	1,470	200		0			237,490
54	Tort Immunity Services	2361, 2365	0		0	0		0			0
55	<b>Total Support Services - General Administration</b>	<b>2300</b>	<b>422,080</b>	<b>199,100</b>	<b>659,600</b>	<b>33,290</b>	<b>0</b>	<b>42,670</b>	<b>0</b>	<b>0</b>	<b>1,356,740</b>

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
56	<b>Support Services - School Administration</b>	<b>2400</b>									
57	Office of the Principal Services	2410	1,214,070	578,960	39,120	530	0	2,640			1,835,320
58	Other Support Services - School Administration (Describe & Itemize)	2490	0	0	0	0	0	0			0
59	<b>Total Support Services - School Administration</b>	<b>2400</b>	<b>1,214,070</b>	<b>578,960</b>	<b>39,120</b>	<b>530</b>	<b>0</b>	<b>2,640</b>	<b>0</b>	<b>0</b>	<b>1,835,320</b>
60	<b>Support Services - Business</b>	<b>2500</b>									
61	Direction of Business Support Services	2510	130,000	22,600	2,340	400	0	2,150			157,490
62	Fiscal Services	2520	187,620	34,860	525,430	190,250	4,000	0			942,160
63	Operation & Maintenance of Plant Services	2540	26,200	0	0	0	0	0	0		26,200
64	Pupil Transportation Services	2550	0	0	0	0	0	0	0		0
65	Food Services	2560	500,880	23,210	586,970	180	0	0	0		1,111,240
66	Internal Services	2570	0	0	0	0	0	0	0		0
67	<b>Total Support Services - Business</b>	<b>2500</b>	<b>844,700</b>	<b>80,670</b>	<b>1,114,740</b>	<b>190,830</b>	<b>4,000</b>	<b>2,150</b>	<b>0</b>	<b>0</b>	<b>2,237,090</b>
68	<b>Support Services - Central</b>	<b>2600</b>									
69	Direction of Central Support Services	2610	0	0	0	0	0	0			0
70	Planning, Research, Development & Evaluation Services	2620	0	0	0	0	0	0			0
71	Information Services	2630	0	0	0	0	0	0			0
72	Staff Services	2640	155,915	25,900	1,100,600	6,000	0	140			1,288,555
73	Data Processing Services	2660	61,000	25,600	730,140	251,520	104,000	0	54,000		1,226,260
74	<b>Total Support Services - Central</b>	<b>2600</b>	<b>216,915</b>	<b>51,500</b>	<b>1,830,740</b>	<b>257,520</b>	<b>104,000</b>	<b>140</b>	<b>54,000</b>	<b>0</b>	<b>2,514,815</b>
75	<b>Other Support Services - Misc. (Describe &amp; Itemize)</b>	<b>2900</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
76	<b>Total Support Services</b>	<b>2000</b>	<b>5,356,585</b>	<b>1,375,740</b>	<b>4,295,082</b>	<b>548,580</b>	<b>108,000</b>	<b>47,720</b>	<b>54,000</b>	<b>0</b>	<b>11,785,707</b>
77	<b>COMMUNITY SERVICES (ED)</b>	<b>3000</b>	<b>306,055</b>	<b>33,060</b>	<b>11,010</b>	<b>13,326</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>363,451</b>
78	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (ED)</b>	<b>4000</b>									
79	<b>Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>									
80	Payments for Regular Programs	4110			0			0			0
81	Payments for Special Education Programs	4120			3,636,495			195,450			3,831,945
82	Payments for Adult/Continuing Education Programs	4130			0			0			0
83	Payments for CTE Programs	4140			0			0			0
84	Payments for Community College Programs	4170			0			0			0
85	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190			0			130,840			130,840
86	<b>Total Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>			<b>3,636,495</b>			<b>326,290</b>			<b>3,962,785</b>
87	Payments for Regular Programs - Tuition	4210						0			0
88	Payments for Special Education Programs - Tuition	4220						1,109,420			1,109,420
89	Payments for Adult/Continuing Education Programs - Tuition	4230						0			0
90	Payments for CTE Programs - Tuition	4240						0			0
91	Payments for Community College Programs - Tuition	4270						0			0
92	Payments for Other Programs - Tuition	4280						0			0
93	Other Payments to In-State Govt Units - Tuition (Describe & Itemize)	4290						0			0
94	<b>Total Payments to Other Dist &amp; Govt Units - Tuition (In State)</b>	<b>4200</b>						<b>1,109,420</b>			<b>1,109,420</b>
95	Payments for Regular Programs - Transfers	4310						0			0
96	Payments for Special Education Programs - Transfers	4320						0			0
97	Payments for Adult/Continuing Ed Programs - Transfers	4330						0			0
98	Payments for CTE Programs - Transfers	4340						0			0
99	Payments for Community College Program - Transfers	4370						0			0
100	Payments for Other Programs - Transfers	4380						0			0
101	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390						0			0
102	<b>Total Payments to Other Dist &amp; Govt Units-Transfers (In State)</b>	<b>4300</b>			<b>0</b>			<b>0</b>			<b>0</b>
103	Payments to Other Dist & Govt Units (Out of State)	4400						0			0
104	<b>Total Payments to Other Dist &amp; Govt Units</b>	<b>4000</b>			<b>3,636,495</b>			<b>1,435,710</b>			<b>5,072,205</b>

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
105	<b>DEBT SERVICE (ED)</b>	<b>5000</b>									
106	Debt Service - Interest on Short-Term Debt	5100									
107	Tax Anticipation Warrants	5110						0			0
108	Tax Anticipation Notes	5120						0			0
109	Corporate Personal Property Repl Tax Anticipated Notes	5130						0			0
110	State Aid Anticipation Certificates	5140						0			0
111	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
112	<b>Total Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>						<b>0</b>			<b>0</b>
113	Debt Service - Interest on Long-Term Debt	5200						0			0
114	<b>Total Debt Service</b>	<b>5000</b>						<b>0</b>			<b>0</b>
115	<b>PROVISION FOR CONTINGENCIES (ED)</b>	<b>6000</b>						<b>0</b>			<b>0</b>
116	<b>Total Direct Disbursements/Expenditures (without Student Activity Funds (1999))</b>		<b>21,679,776</b>	<b>6,078,191</b>	<b>8,190,407</b>	<b>1,132,686</b>	<b>108,000</b>	<b>2,467,650</b>	<b>56,300</b>	<b>0</b>	<b>39,713,010</b>
117	<b>Total Direct Disbursements/Expenditures (with Student Activity Funds (1999))</b>		<b>21,679,776</b>	<b>6,078,191</b>	<b>8,190,407</b>	<b>1,132,686</b>	<b>108,000</b>	<b>2,477,650</b>	<b>56,300</b>	<b>0</b>	<b>39,723,010</b>
118	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds 1999)										1,615,902
119	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds 1999)										1,615,902
120											
121	<b>20 - OPERATIONS AND MAINTENANCE FUND (O&amp;M)</b>										
122	<b>SUPPORT SERVICES (O&amp;M)</b>	<b>2000</b>									
123	Support Services - Pupil	2100									
124	Other Support Services - Pupils (Describe & Itemize)	2190						0			0
125	<b>Support Services - Business</b>	<b>2500</b>									
126	Direction of Business Support Services	2510						0			0
127	Facilities Acquisition & Construction Services	2530					60,000	0			60,000
128	Operation & Maintenance of Plant Services	2540	1,459,750	336,680	652,060	542,610	24,800	0	3,630		3,019,530
129	Pupil Transportation Services	2550						0			0
130	Food Services	2560						0			0
131	<b>Total Support Services - Business</b>	<b>2500</b>	<b>1,459,750</b>	<b>336,680</b>	<b>652,060</b>	<b>542,610</b>	<b>84,800</b>	<b>0</b>	<b>3,630</b>	<b>0</b>	<b>3,079,530</b>
132	Other Support Services - Misc. (Describe & Itemize)	2900						0			0
133	<b>Total Support Services</b>	<b>2000</b>	<b>1,459,750</b>	<b>336,680</b>	<b>652,060</b>	<b>542,610</b>	<b>84,800</b>	<b>0</b>	<b>3,630</b>	<b>0</b>	<b>3,079,530</b>
134	<b>COMMUNITY SERVICES (O&amp;M)</b>	<b>3000</b>									<b>0</b>
135	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (O&amp;M)</b>	<b>4000</b>									
136	Payments to Other Dist & Govt Units (In-State)	4100									
137	Payments for Regular Programs	4110						0			0
138	Payments for Special Education Programs	4120						0			0
139	Payments for CTE Program	4140						0			0
140	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190						0			0
141	<b>Total Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>						<b>0</b>			<b>0</b>
142	Payments to Other Dist & Govt Units (Out of State) <sup>14</sup>	4400						0			0
143	<b>Total Payments to Other Dist &amp; Govt Unit</b>	<b>4000</b>						<b>0</b>			<b>0</b>
144	<b>DEBT SERVICE (O&amp;M)</b>	<b>5000</b>									
145	Debt Service - Interest on Short-Term Debt	5100									
146	Tax Anticipation Warrants	5110						0			0
147	Tax Anticipation Notes	5120						0			0
148	Corporate Personal Prop Repl Tax Anticipated Notes	5130						0			0
149	State Aid Anticipation Certificates	5140						0			0
150	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
151	<b>Total Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>						<b>0</b>			<b>0</b>
152	Debt Service - Interest on Long-Term Debt	5200						0			0
153	<b>Total Debt Service</b>	<b>5000</b>						<b>0</b>			<b>0</b>
154	<b>PROVISION FOR CONTINGENCIES (O&amp;M)</b>	<b>6000</b>						<b>0</b>			<b>0</b>
155	<b>Total Direct Disbursements/Expenditures</b>		<b>1,459,750</b>	<b>336,680</b>	<b>652,060</b>	<b>542,610</b>	<b>84,800</b>	<b>0</b>	<b>3,630</b>	<b>0</b>	<b>3,079,530</b>
156	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(551,340)
157											

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
158	<b>30 - DEBT SERVICE FUND (DS)</b>										
159	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (DS)</b>	<b>4000</b>									
160	Payments to Other Dist & Govt Units (In-State)	4100									
161	Payments for Regular Programs	4110						0			0
162	Payments for Special Education Programs	4120						0			0
163	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190						0			0
164	<b>Total Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4000</b>						<b>0</b>			<b>0</b>
165	<b>DEBT SERVICE (DS)</b>	<b>5000</b>									
166	<b>Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>									
167	Tax Anticipation Warrants	5110						0			0
168	Tax Anticipation Notes	5120						0			0
169	Corporate Personal Prop Repl Tax Anticipation Notes	5130						0			0
170	State Aid Anticipation Certificates	5140						0			0
171	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
172	<b>Total Debt Service - Interest On Short-Term Debt</b>	<b>5100</b>						<b>0</b>			<b>0</b>
173	<b>Debt Service - Interest on Long-Term Debt</b>	<b>5200</b>						143,500			143,500
174	Debt Service - Payments of Principal on Long-Term Debt <sup>15</sup> (Lease/Purchase Principal Retired) (Describe & Itemize)	5300						935,000			935,000
175	Debt Service - Other (Describe & Itemize)	5400			0			0			0
176	<b>Total Debt Service</b>	<b>5000</b>			<b>0</b>			<b>1,078,500</b>			<b>1,078,500</b>
177	<b>PROVISION FOR CONTINGENCIES (DS)</b>	<b>6000</b>						0			0
178	<b>Total Direct Disbursements/Expenditures</b>				<b>0</b>			<b>1,078,500</b>			<b>1,078,500</b>
179	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										2,870
180											
181	<b>40 - TRANSPORTATION FUND (TR)</b>										
182	<b>SUPPORT SERVICES (TR)</b>	<b>2000</b>									
183	Support Services - Pupils	2100									
184	Other Support Services - Pupils (Describe & Itemize)	2190						0			0
185	<b>Support Services - Business</b>										
186	Pupil Transportation Services	2550	14,630	160	1,734,000			0			1,748,790
187	Other Support Services - Business (Describe & Itemize)	2900						0			0
188	<b>Total Support Services</b>	<b>2000</b>	<b>14,630</b>	<b>160</b>	<b>1,734,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,748,790</b>
189	<b>COMMUNITY SERVICES (TR)</b>	<b>3000</b>						0			0
190	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (TR)</b>	<b>4000</b>									
191	Payments to Other Dist & Govt Units (In-State)	4100									
192	Payments for Regular Program	4110						0			0
193	Payments for Special Education Programs	4120						0			0
194	Payments for Adult/Continuing Education Programs	4130						0			0
195	Payments for CTE Programs	4140						0			0
196	Payments for Community College Programs	4170						0			0
197	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190						0			0
198	<b>Total Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>						<b>0</b>			<b>0</b>
199	Payments to Other Dist & Govt Units (Out-of-State) (Describe & Itemize)	4400						0			0
200	<b>Total Payments to Other Dist &amp; Govt Units</b>	<b>4000</b>						<b>0</b>			<b>0</b>
201	<b>DEBT SERVICE (TR)</b>	<b>5000</b>									
202	<b>Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>									
203	Tax Anticipation Warrants	5110						0			0
204	Tax Anticipation Notes	5120						0			0
205	Corporate Personal Prop Repl Tax Anticipation Notes	5130						0			0
206	State Aid Anticipation Certificates	5140						0			0
207	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
208	<b>Total Debt Service - Interest On Short-Term Debt</b>	<b>5100</b>						<b>0</b>			<b>0</b>
209	<b>Debt Service - Interest on Long-Term Debt</b>	<b>5200</b>						0			0
210	Debt Service - Payments of Principal on Long-Term Debt <sup>15</sup> (Lease/Purchase Principal Retired) (Describe & Itemize)	5300						0			0
211	Debt Service - Other (Describe & Itemize)	5400						0			0
212	<b>Total Debt Service</b>	<b>5000</b>						<b>0</b>			<b>0</b>
213	<b>PROVISION FOR CONTINGENCIES (TR)</b>	<b>6000</b>						0			0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only		(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2		Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
214	Total Direct Disbursements/Expenditures		14,630	160	1,734,000	0	0	0	0	0	1,748,790
215	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(744,027)

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Func#	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
216											
217	<b>50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)</b>										
218	<b>INSTRUCTION (MR/SS)</b>	<b>1000</b>									
219	Regular Program	1100		106,110							106,110
220	Pre-K Programs	1125		41,065							41,065
221	Special Education Programs (Functions 1200-1220)	1200		143,250							143,250
222	Special Education Programs Pre-K	1225		20,480							20,480
223	Remedial and Supplemental Programs K-12	1250		8,320							8,320
224	Remedial and Supplemental Programs Pre-K	1275		1,660							1,660
225	Adult/Continuing Education Programs	1300		0							0
226	CTE Programs	1400		0							0
227	Interscholastic Programs	1500		7,811							7,811
228	Summer School Programs	1600		20							20
229	Gifted Programs	1650		60							60
230	Driver's Education Programs	1700		0							0
231	Bilingual Programs	1800		12,610							12,610
232	Truant Alternative & Optional Programs	1900		0							0
233	<b>Total Instruction</b>	<b>1000</b>		<b>341,386</b>							<b>341,386</b>
234	<b>SUPPORT SERVICES (MR/SS)</b>	<b>2000</b>									
235	<b>Support Services - Pupil</b>	<b>2100</b>									
236	Attendance & Social Work Services	2110		4,370							4,370
237	Guidance Services	2120		0							0
238	Health Services	2130		47,865							47,865
239	Psychological Services	2140		0							0
240	Speech Pathology & Audiology Services	2150		7,570							7,570
241	Other Support Services - Pupils (Describe & Itemize)	2190		0							0
242	<b>Total Support Services - Pupil</b>	<b>2100</b>		<b>59,805</b>							<b>59,805</b>
243	<b>Support Services - Instructional Staff</b>	<b>2200</b>									
244	Improvement of Instruction Services	2210		3,600							3,600
245	Educational Media Services	2220		5,520							5,520
246	Assessment & Testing	2230		0							0
247	<b>Total Support Services - Instructional Staff</b>	<b>2200</b>		<b>9,120</b>							<b>9,120</b>
248	<b>Support Services - General Administration</b>	<b>2300</b>									
249	Board of Education Services	2310		0							0
250	Executive Administration Services	2320		21,490							21,490
251	Special Area Administrative Services	2330		8,600							8,600
252	Claims Paid from Self Insurance Fund	2361		0							0
253	Risk Management and Claims Services Payments	2365		0							0
254	<b>Total Support Services - General Administration</b>	<b>2300</b>		<b>30,090</b>							<b>30,090</b>
255	<b>Support Services - School Administration</b>	<b>2400</b>									
256	Office of the Principal Services	2410		66,090							66,090
257	Other Support Services - School Administration (Describe & Itemize)	2490		0							0
258	<b>Total Support Services - School Administration</b>	<b>2400</b>		<b>66,090</b>							<b>66,090</b>
259	<b>Support Services - Business</b>	<b>2500</b>									
260	Direction of Business Support Services	2510		22,000							22,000
261	Fiscal Services	2520		27,510							27,510
262	Facilities Acquisition & Construction Services	2530		0							0
263	Operation & Maintenance of Plant Service	2540		225,980							225,980
264	Pupil Transportation Services	2550		880							880
265	Food Services	2560		44,700							44,700
266	Internal Services	2570		0							0
267	<b>Total Support Services - Business</b>	<b>2500</b>		<b>321,070</b>							<b>321,070</b>
268	<b>Support Services - Central</b>	<b>2600</b>									
269	Direction of Central Support Services	2610		0							0
270	Planning, Research, Development & Evaluation Services	2620		0							0
271	Information Services	2630		0							0
272	Staff Services	2640		30,920							30,920
273	Data Processing Services	2660		9,200							9,200
274	<b>Total Support Services - Central</b>	<b>2600</b>		<b>40,120</b>							<b>40,120</b>
275	<b>Other Support Services - Misc. (Describe &amp; Itemize)</b>	<b>2900</b>		<b>0</b>							<b>0</b>

1	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
276	Total Support Services	2000		526,295							526,295
277	COMMUNITY SERVICES (MR/SS)	3000		34,580							34,580

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
278	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (MR/SS)</b>	<b>4000</b>									
279	Payments for Regular Programs	4110		0							0
280	Payments for Special Education Programs	4120		0							0
281	Payments for CTE Programs	4140		0							0
282	<b>Total Payments to Other Dist &amp; Govt Units</b>	<b>4000</b>		0							0
283	<b>DEBT SERVICE (MR/SS)</b>	<b>5000</b>									
284	<b>Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>									
285	Tax Anticipation Warrants	5110						0			0
286	Tax Anticipation Notes	5120						0			0
287	Corporate Personal Prop Repl Tax Anticipation Notes	5130						0			0
288	State Aid Anticipation Certificates	5140						0			0
289	Other Interest on Short-Term Debt <i>(Describe &amp; Itemize)</i>	5150						0			0
290	<b>Total Debt Service</b>	<b>5000</b>						0			0
291	<b>PROVISION FOR CONTINGENCIES (MR/SS)</b>	<b>6000</b>									
292	<b>Total Direct Disbursements/Expenditures</b>			902,261				0			902,261
293	<b>Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures</b>										117,606
294											
295	<b>60 - CAPITAL PROJECTS (CP)</b>										
296	<b>SUPPORT SERVICES (CP)</b>	<b>2000</b>									
297	<b>Support Services - Business</b>										
298	Facilities Acquisition & Construction Services	2530					1,982,712	0			1,982,712
299	Other Support Services - Business <i>(Describe &amp; Itemize)</i>	2900						0			0
300	<b>Total Support Services</b>	<b>2000</b>	0	0	0	0	1,982,712	0	0		1,982,712
301	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (CP)</b>	<b>4000</b>									
302	Payments to Other Dist & Govt Units (In-State)	4100									
303	Payments to Regular Programs	4110						0			0
304	Payment for Special Education Programs	4120						0			0
305	Payment for CTE Programs	4140						0			0
306	Payments to Other Govt Units - Programs (In-State) <i>(Describe &amp; Itemize)</i>	4190						0			0
307	<b>Total Payments to Other Districts &amp; Govt Units</b>	<b>4000</b>				0		0			0
308	<b>PROVISION FOR CONTINGENCIES (CP)</b>	<b>6000</b>									
309	<b>Total Direct Disbursements/Expenditures</b>		0	0	0	0	1,982,712	0	0		1,982,712
310	<b>Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures</b>										25
311											
312	<b>70 WORKING CASH FUND (WC)</b>										
313											
314	<b>80 - TORT FUND (TF)</b>										
315	<b>INSTRUCTION (TF)</b>	<b>1000</b>									
316	Regular Programs	1100						0			0
317	Tuition Payment to Charter Schools	1115									0
318	Pre-K Programs	1125						0			0
319	Special Education Programs (Functions 1200 - 1220)	1200						0			0
320	Special Education Programs Pre-K	1225						0			0
321	Remedial and Supplemental Programs K-12	1250						0			0
322	Remedial and Supplemental Programs Pre-K	1275						0			0
323	Adult/Continuing Education Programs	1300						0			0
324	CTE Programs	1400						0			0
325	Interscholastic Programs	1500						0			0
326	Summer School Programs	1600						0			0
327	Gifted Programs	1650						0			0
328	Driver's Education Programs	1700						0			0
329	Bilingual Programs	1800						0			0
330	Truant Alternative & Optional Programs	1900						0			0
331	Pre-K Programs - Private Tuition	1910						0			0
332	Regular K-12 Programs Private Tuition	1911						0			0
333	Special Education Programs K-12 Private Tuition	1912						0			0
334	Special Education Programs Pre-K Tuition	1913						0			0
335	Remedial/Supplemental Programs K-12 Private Tuition	1914						0			0
336	Remedial/Supplemental Programs Pre-K Private Tuition	1915						0			0
337	Adult/Continuing Education Programs Private Tuition	1916						0			0

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
338	CTE Programs Private Tuition	1917						0			0
339	Interscholastic Programs Private Tuition	1918						0			0
340	Summer School Programs Private Tuition	1919						0			0
341	Gifted Programs Private Tuition	1920						0			0
342	Bilingual Programs Private Tuition	1921						0			0
343	Truants Alternative/Opt Ed Programs Private Tuition	1922						0			0
344	<b>Total Instruction<sup>14</sup></b>	<b>1000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
345	<b>SUPPORT SERVICES (TF)</b>	<b>2000</b>									
346	<b>Support Services - Pupil</b>	<b>2100</b>									
347	Attendance & Social Work Services	2110						0			0
348	Guidance Services	2120						0			0
349	Health Services	2130						0			0
350	Psychological Services	2140						0			0
351	Speech Pathology & Audiology Services	2150						0			0
352	Other Support Services - Pupils (Describe & Itemize)	2190						0			0
353	<b>Total Support Services - Pupil</b>	<b>2100</b>	0	0	0	0	0	0	0	0	0
354	<b>Support Services - Instructional Staff</b>	<b>2200</b>									
355	Improvement of Instruction Services	2210						0			0
356	Educational Media Services	2220						0			0
357	Assessment & Testing	2230						0			0
358	<b>Total Support Services - Instructional Staff</b>	<b>2200</b>	0	0	0	0	0	0	0	0	0
359	<b>Support Services - General Administration</b>	<b>2300</b>									
360	Board of Education Services	2310						0			0
361	Executive Administration Services	2320						0			0
362	Special Area Administration Services	2330						0			0
363	Claims Paid from Self Insurance Fund	2361						0			0
364	Risk Management and Claims Services Payments	2365	67,600	0	282,000			0			349,600
365	<b>Total Support Services - General Administration</b>	<b>2300</b>	67,600	0	282,000	0	0	0	0	0	349,600
366	<b>Support Services - School Administration</b>	<b>2400</b>									
367	Office of the Principal Services	2410						0			0
368	Other Support Services - School Administration (Describe & Itemize)	2490						0			0
369	<b>Total Support Services - School Administration</b>	<b>2400</b>	0	0	0	0	0	0	0	0	0
370	<b>Support Services - Business</b>	<b>2500</b>									
371	Direction of Business Support Services	2510						0			0
372	Fiscal Services	2520						0			0
373	Facilities Acquisition & Construction Services	2530						0			0
374	Operation & Maintenance of Plant Services	2540						0			0
375	Pupil Transportation Services	2550						0			0
376	Food Services	2560						0			0
377	Internal Services	2570						0			0
378	<b>Total Support Services - Business</b>	<b>2500</b>	0	0	0	0	0	0	0	0	0
379	<b>Support Services - Central</b>	<b>2600</b>									
380	Direction of Central Support Services	2610						0			0
381	Planning, Research, Development & Evaluation Services	2620						0			0
382	Information Services	2630						0			0
383	Staff Services	2640						0			0
384	Data Processing Services	2660						0			0
385	<b>Total Support Services - Central</b>	<b>2600</b>	0	0	0	0	0	0	0	0	0
386	<b>Other Support Services - Misc. (Describe &amp; Itemize)</b>	<b>2900</b>									
387	<b>Total Support Services</b>	<b>2000</b>	67,600	0	282,000	0	0	0	0	0	349,600
388	<b>COMMUNITY SERVICES (TF)</b>	<b>3000</b>									
389	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (TF)</b>	<b>4000</b>									
390	<b>Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>									
391	Payments for Regular Programs	4110						0			0
392	Payments for Special Education Programs	4120						0			0
393	Payments for Adult/Continuing Education Programs	4130						0			0
394	Payments for CTE Programs	4140						0			0
395	Payments for Community College Programs	4170						0			0
396	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190						0			0
397	<b>Total Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>			0			0			0
398	Payments for Regular Programs - Tuition	4210						0			0
399	Payments for Special Education Programs - Tuition	4220						0			0
400	Payments for Adult/Continuing Education Programs - Tuition	4230						0			0
401	Payments for CTE Programs - Tuition	4240						0			0
402	Payments for Community College Programs - Tuition	4270						0			0
403	Payments for Other Programs - Tuition	4280						0			0
404	Other Payments to In-State Govt Units - Tuition (Describe & Itemize)	4290						0			0

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
405	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
406	Payments for Regular Programs - Transfers	4310						0			0
407	Payments for Special Education Programs - Transfers	4320						0			0
408	Payments for Adult/Continuing Ed Programs - Transfers	4330						0			0
409	Payments for CTE Programs - Transfers	4340						0			0
410	Payments for Community College Program - Transfers	4370						0			0
411	Payments for Other Programs - Transfers	4380						0			0
412	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390						0			0
413	<b>Total Payments to Other Dist &amp; Govt Units-Transfers (In State)</b>	<b>4300</b>			0			0			0
414	Payments to Other Dist & Govt Units (Out of State)	4400						0			0
415	<b>Total Payments to Other Dist &amp; Govt Units</b>	<b>4000</b>			0			0			0
416	<b>DEBT SERVICE (TF)</b>	<b>5000</b>									
417	<b>Debt Service - Interest on Short-Term Debt</b>										
418	Tax Anticipation Warrants	5110						0			0
419	Tax Anticipation Notes	5120						0			0
420	Corporate Personal Property Replacement Tax Anticipation Notes	5130						0			0
421	State Aid Anticipation Certificates	5140						0			0
422	Other Interest or Short-Term Debt (Describe & Itemize)	5150						0			0
423	<b>Debt Service - Interest on Long-Term Debt</b>	<b>5200</b>						0			0
424	Debt Service - Payments of Principal on Long-Term Debt <sup>15</sup> (Lease/Purchase Principal Retired) (Describe & Itemize)	5300						0			0
425	Debt Service - Other (Describe & Itemize)	5400						0			0
426	<b>Total Debt Service</b>	<b>5000</b>			0			0			0
427	<b>PROVISION FOR CONTINGENCIES (TF)</b>	<b>6000</b>						0			0
428	<b>Total Direct Disbursements/Expenditures</b>		67,600	0	282,000	0	0	0	0	0	349,600
429	<b>Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures</b>										10,169
430											
431	<b>90 - FIRE PREVENTION &amp; SAFETY FUND (FP&amp;S)</b>										
432	<b>SUPPORT SERVICES (FP&amp;S)</b>	<b>2000</b>									
433	<b>Support Services - Business</b>	<b>2500</b>									
434	Facilities Acquisition & Construction Services	2530	0	0	0	0	0	0	0		0
435	Operation & Maintenance of Plant Service	2540	0	0	0	0	0	0	0		0
436	<b>Total Support Services - Business</b>	<b>2500</b>	0	0	0	0	0	0	0		0
437	<b>Other Support Services - Misc. (Describe &amp; Itemize)</b>	<b>2900</b>	0	0	0	0	0	0	0		0
438	<b>Total Support Services</b>	<b>2000</b>	0	0	0	0	0	0	0		0
439	<b>PAYMENTS TO OTHER DISTRICTS &amp; GOVT UNITS (FP&amp;S)</b>	<b>4000</b>									
440	Payments to Regular Programs	4110						0			0
441	Payments to Special Education Programs	4120						0			0
442	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190						0			0
443	<b>Total Payments to Other Districts &amp; Govt Units (FPS)</b>	<b>4000</b>						0			0
444	<b>DEBT SERVICE (FP&amp;S)</b>	<b>5000</b>									
445	<b>Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>									
446	Tax Anticipation Warrants	5110						0			0
447	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
448	<b>Total Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>						0			0
449	<b>Debt Service - Interest on Long-Term Debt</b>	<b>5200</b>						0			0
450	Debt Service - Payments of Principal on Long-Term Debt <sup>15</sup> (Lease/Purchase Principal Retired) (Describe & Itemize)	5300						0			0
451	<b>Total Debt Service</b>	<b>5000</b>						0			0
452	<b>PROVISIONS FOR CONTINGENCIES (FP&amp;S)</b>	<b>6000</b>						0			0
453	<b>Total Direct Disbursements/Expenditures</b>		0	0	0	0	0	0	0		0
454	<b>Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures</b>										407,144

	B	C	D	E	F	G	H
1	If there is an amount in column C or column G, please describe the type of revenue or expenditure in column D or column H.						
2	Revenue Check:	OK					
3	Expenditure Check:	OK					
4	Revenues Acct. (EstRev tab)	Amount	Describe Revenue	Expenditures Fund-Function (EstExp tab)	Amount	Describe Expenditures	
5	1190			10-2190			
6	1290			10-2490			
7	1614			10-2900			
8	1690			10-4190	\$ 130,840	Consumables for classrooms	
9	1790			10-4290			
10	1819			10-4390			
11	1829			10-4400			
12	1890			10-5150			
13	1993			20-2190			
14	1999	\$ 287,000	Other Local Funds	20-2900			
15	2300			20-4190			
16	3099			20-4400			
17	3199			20-5150			
18	3299			30-4190			
19	3499			30-5150			
20	3599			30-5300	\$ 935,000	Principal - Bond	
21	3999	\$ 439,197	Other State Grant	30-5400			
22	4009			40-2190			
23	4090			40-2900			
24	4199			40-4190			
25	4299			40-4400			
26	4399			40-5150			
27	4499			40-5300			
28	4699			40-5400			
29	4799			50-2190			
30	4998	\$ 2,364,713	ESSER grant	50-2490			
31				50-2900			
32				50-5150			
33				60-2900			
34				60-4190			
35				80-2190			
36				80-2490			
37				80-2900			
38				80-4190			
39				80-4290			
40				80-4390			
41				80-4400			
42				80-5150			
43				80-5300			
44				80-5400			
45				90-2900			
46				90-4190			
47				90-5150			
48				90-5300			

	A	B	C	D	E	F	G	
1	<b>DEFICIT BUDGET SUMMARY INFORMATION - Operating Funds Only (School Districts Only)</b>							
2		<b>Description</b>	<b>EDUCATIONAL FUND (10)</b>	<b>OPERATIONS &amp; MAINTENANCE FUND (20)</b>	<b>TRANSPORTATION FUND (40)</b>	<b>WORKING CASH FUND (70)</b>	<b>TOTAL</b>	
3		Direct Revenues	41,328,912	2,528,190	1,004,763	193,538	45,055,403	
4		Direct Expenditures	39,713,010	3,079,530	1,748,790		44,541,330	
5		Difference	1,615,902	(551,340)	(744,027)	193,538	514,073	
6		Estimated Fund Balance - June 30, 2024	20,862,994	1,440,302	2,232,965	2,133,011	26,669,272	
7		<b>Balanced budget; no Deficit Reduction Plan is required.</b>						
8		<p><i>A deficit reduction plan is required if the local board of education adopts (or amends) the 2023-2024 school district budget in which the "operating funds" listed above result in direct revenues (line 9, BudgetSum 2-4) being less than direct expenditures (line 19, BudgetSum 2-4) by an amount equal to or greater than one-third (1/3) of the ending fund balance (line 81, BudgetSum 2-4).</i></p>						
9		<p><i>Note: The balance is determined using only the four funds listed above. That is, if the estimated ending fund balance is less than three times the deficit spending, the district must adopt and file with ISBE a deficit reduction plan to balance the shortfall within three years.</i></p>						
11								
13		<p><i>Per School Code (105 ILCS 5/17-1) - If the Deficit AFR Summary Information tab from the 2022-2023 Annual Financial Report (AFR) reflects a deficit as defined above, then the school district shall adopt and submit a deficit reduction plan (found here on page 23-27) to ISBE within 30 days after acceptance of the AFR.</i></p>						
14								
15		<p><i>The deficit reduction plan, if required, is developed using ISBE guidelines and format.</i></p>						

	A	B	C	D	E	F	G															
1	<b>*School Districts Only</b>		<b>DEFICIT REDUCTION PLAN</b>																			
2								<b>ESTIMATED BUDGET</b>														
3	<b>06016103002</b>												<b>FY2023-2024</b>									
4	<i>District Number</i>																					
5	<b>Lyons SD 103</b>																					
6	<i>District Name</i>																					
								Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total										
7	<b>ESTIMATED BEGINNING FUND BALANCE</b> <i>(must equal prior Ending Fund Balance)</i>							19,247,092	1,991,642	2,976,992	1,939,473	26,155,199										
8	<b>RECEIPTS/REVENUES</b>	<b>Acct #</b>																				
9	LOCAL SOURCES	1000						23,864,155	2,528,190	454,763	193,538	27,040,646										
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0		0															
11	STATE SOURCES	3000	14,177,804	0	550,000	0	14,727,804															
12	FEDERAL SOURCES	4000	3,286,953	0	0	0	3,286,953															
13	<b>Total Receipts/Revenues</b>		41,328,912	2,528,190	1,004,763	193,538	45,055,403															
14	<b>DISBURSEMENTS/EXPENDITURES</b>	<b>Funct #</b>																				
15	INSTRUCTION	1000	22,491,647				22,491,647															
16	SUPPORT SERVICES	2000	11,785,707	3,079,530	1,748,790		16,614,027															
17	COMMUNITY SERVICES	3000	363,451	0	0		363,451															
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	5,072,205	0	0		5,072,205															
19	DEBT SERVICES	5000	0	0	0		0															
20	PROVISION FOR CONTINGENCIES	6000	0	0	0		0															
21	<b>Total Disbursements/Expenditures</b>		39,713,010	3,079,530	1,748,790		44,541,330															
22	<b>Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures</b>		1,615,902	(551,340)	(744,027)	193,538	514,073															
23	<b>OTHER SOURCES/USES OF FUNDS</b>																					
24	OTHER SOURCES OF FUNDS (7000)		0	0	0	0	0															
25	OTHER USES OF FUNDS (8000)		0	0	0	0	0															
26	<b>TOTAL OTHER SOURCES/USES OF FUNDS</b>		0	0	0	0	0															
27	<b>ESTIMATED ENDING FUND BALANCE</b>		20,862,994	1,440,302	2,232,965	2,133,011	26,669,272															

Budget Summary

	A	B	H	I	J	K	L
1	<b>*School Districts Only</b>		<b>ESTIMATED BUDGET FY2024-2025</b>				
2							
3	<b>06016103002</b>						
4	<i>District Number</i>						
5	<b>Lyons SD 103</b>						
6	<i>District Name</i>		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	<b>ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)</b>		20,862,994	1,440,302	2,232,965	2,133,011	26,669,272
8	<b>RECEIPTS/REVENUES</b>	Acct #					
9	<b>LOCAL SOURCES</b>	1000					0
10	<b>FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT</b>	2000					0
11	<b>STATE SOURCES</b>	3000					0
12	<b>FEDERAL SOURCES</b>	4000					0
13	<b>Total Receipts/Revenues</b>		0	0	0	0	0
14	<b>DISBURSEMENTS/EXPENDITURES</b>	Funct #					
15	<b>INSTRUCTION</b>	1000					0
16	<b>SUPPORT SERVICES</b>	2000					0
17	<b>COMMUNITY SERVICES</b>	3000					0
18	<b>PAYMENTS TO OTHER DISTRICTS &amp; GOVT. UNITS</b>	4000					0
19	<b>DEBT SERVICES</b>	5000					0
20	<b>PROVISION FOR CONTINGENCIES</b>	6000					0
21	<b>Total Disbursements/Expenditures</b>		0	0	0		0
22	<b>Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures</b>		0	0	0	0	0
23	<b>OTHER SOURCES/USES OF FUNDS</b>						
24	<b>OTHER SOURCES OF FUNDS (7000)</b>						0
25	<b>OTHER USES OF FUNDS (8000)</b>						0
26	<b>TOTAL OTHER SOURCES/USES OF FUNDS</b>		0	0	0	0	0
27	<b>ESTIMATED ENDING FUND BALANCE</b>		20,862,994	1,440,302	2,232,965	2,133,011	26,669,272

	A	B	M	N	O	P	Q
1	<b>*School Districts Only</b>		<b>ESTIMATED BUDGET FY2025-2026</b>				
2							
3	<b>06016103002</b>						
4	<i>District Number</i>						
5	<b>Lyons SD 103</b>						
6	<i>District Name</i>		<b>Educational Fund</b>	<b>Operations &amp; Maintenance Fund</b>	<b>Transportation Fund</b>	<b>Working Cash Fund</b>	<b>Total</b>
7	<b>ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)</b>		20,862,994	1,440,302	2,232,965	2,133,011	26,669,272
8	<b>RECEIPTS/REVENUES</b>	<b>Acct #</b>					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	<b>Total Receipts/Revenues</b>		0	0	0	0	0
14	<b>DISBURSEMENTS/EXPENDITURES</b>	<b>Funct #</b>					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	<b>Total Disbursements/Expenditures</b>		0	0	0		0
22	<b>Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures</b>		0	0	0	0	0
23	<b>OTHER SOURCES/USES OF FUNDS</b>						
24	<b>OTHER SOURCES OF FUNDS (7000)</b>						0
25	<b>OTHER USES OF FUNDS (8000)</b>						0
26	<b>TOTAL OTHER SOURCES/USES OF FUNDS</b>		0	0	0	0	0
27	<b>ESTIMATED ENDING FUND BALANCE</b>		20,862,994	1,440,302	2,232,965	2,133,011	26,669,272

Budget Summary

	A	B	R	S	T	U	V
1	<b>*School Districts Only</b>		<b>ESTIMATED BUDGET FY2026-2027</b>				
2							
3	<b>06016103002</b>						
4	<i>District Number</i>						
5	<b>Lyons SD 103</b>						
6	<i>District Name</i>		<b>Educational Fund</b>	<b>Operations &amp; Maintenance Fund</b>	<b>Transportation Fund</b>	<b>Working Cash Fund</b>	<b>Total</b>
7	<b>ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)</b>		20,862,994	1,440,302	2,232,965	2,133,011	26,669,272
8	<b>RECEIPTS/REVENUES</b>	<b>Acct #</b>					
9	<b>LOCAL SOURCES</b>	1000					
10	<b>FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT</b>	2000					
11	<b>STATE SOURCES</b>	3000					
12	<b>FEDERAL SOURCES</b>	4000					
13	<b>Total Receipts/Revenues</b>		0	0	0	0	0
14	<b>DISBURSEMENTS/EXPENDITURES</b>	<b>Funct #</b>					
15	<b>INSTRUCTION</b>	1000					
16	<b>SUPPORT SERVICES</b>	2000					
17	<b>COMMUNITY SERVICES</b>	3000					
18	<b>PAYMENTS TO OTHER DISTRICTS &amp; GOVT. UNITS</b>	4000					
19	<b>DEBT SERVICES</b>	5000					
20	<b>PROVISION FOR CONTINGENCIES</b>	6000					
21	<b>Total Disbursements/Expenditures</b>		0	0	0	0	0
22	<b>Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures</b>		0	0	0	0	0
23	<b>OTHER SOURCES/USES OF FUNDS</b>						
24	<b>OTHER SOURCES OF FUNDS (7000)</b>						
25	<b>OTHER USES OF FUNDS (8000)</b>						
26	<b>TOTAL OTHER SOURCES/USES OF FUNDS</b>		0	0	0	0	0
27	<b>ESTIMATED ENDING FUND BALANCE</b>		20,862,994	1,440,302	2,232,965	2,133,011	26,669,272

Budget Summary

	A	B	W	X	Y	Z
1	<b>*School Districts Only</b>		<b>SUMMARY</b> <b>BUDGET ADDENDUM - DEFICIT REDUCTION PLAN</b> <b>ESTIMATED BUDGET</b> Date of Adoption: <input type="text"/> (Enter as MM/DD/YY)			
2						
3	06016103002					
4	District Number					
5	Lyons SD 103					
6	District Name		FY2023-2024	FY2024-2025	FY2025-2026	FY2026-2027
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		26,155,199	26,669,272	26,669,272	26,669,272
8	RECEIPTS/REVENUES	Acct #				
9	LOCAL SOURCES	1000	27,040,646	0	0	0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0	0
11	STATE SOURCES	3000	14,727,804	0	0	0
12	FEDERAL SOURCES	4000	3,286,953	0	0	0
13	Total Receipts/Revenues		45,055,403	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #				
15	INSTRUCTION	1000	22,491,647	0	0	0
16	SUPPORT SERVICES	2000	16,614,027	0	0	0
17	COMMUNITY SERVICES	3000	363,451	0	0	0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	5,072,205	0	0	0
19	DEBT SERVICES	5000	0	0	0	0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0	0
21	Total Disbursements/Expenditures		44,541,330	0	0	0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		514,073	0	0	0
23	OTHER SOURCES/USES OF FUNDS					
24	OTHER SOURCES OF FUNDS (7000)		0	0	0	0
25	OTHER USES OF FUNDS (8000)		0	0	0	0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		26,669,272	26,669,272	26,669,272	26,669,272

A	B
1	<b>Deficit Reduction Plan-Background/Assumptions (School Districts Only)</b>
2	<b>Fiscal Year 2023-2024</b>
3	<b>through Fiscal Year 2026-2027</b>
4	
5	<b>Lyons SD 103      06016103002</b>
6	<i>Please complete the following schedule and include a brief description to identify any areas of the budget that will be impacted from one year to the next. If the deficit reduction plan relies upon new local revenues, identify contingencies for further budget reductions which will be enacted in the event those new revenues are not available.</i>
7	
8	
9	<b>1. <u>Background and Narrative of Budget Reductions:</u></b>
10	
11	
12	<b>2. <u>Assumptions Used in the Deficit Reduction Plan:</u></b>
13	
14	
15	- EBF and Estimated New Tier Funding:
16	
17	
18	- Equal Assessed Valuation and Tax Rates:
19	
20	
21	- Employee Salaries and Benefits:
22	
23	

A	B
1	<b>Deficit Reduction Plan-Background/Assumptions (School Districts Only)</b>
2	<b>Fiscal Year 2023-2024</b>
3	<b>through Fiscal Year 2026-2027</b>
24	- Short- and Long-Term Borrowing:
25	
26	
27	- Educational Impact:
28	
29	
30	- Other Assumptions:
31	
32	
33	- Has the district considered shared services or outsourcing (Ex: Transportation, Insurance)? If yes, please explain:
34	
35	

	A	B	C	D	E	F	G	H	I	J	K	L	M	
1	<b>Evidence-Based Funding: Fiscal Year 2024 Spending Plan</b>													
2	<b>LYONS SCHOOL DIST 103</b>													
3	<b>Part I: Achieving Student Growth and Making Progress Toward State Education Goals</b>													
4	The questions below allow you to indicate the strategic priorities and strategies that will drive your efforts to achieve student growth and make progress toward state education goals. These may involve investing in any combination of an Organizational Unit's core resource time, money, people, and programs.													
5	<i>Collaboration Opportunity - Organizational Units may find that Part I is most easily and effectively completed if led by program leaders in consultation with finance leaders.</i>													
6	1) What are the Organizational Unit's strategic goals for student success for the 2023-24 school year? What measures will be used to evaluate progress? (No more than 2000 characters, including spaces.)													
7	The district will continue to provide instructional services to the students using EBF Tier allocation. In addition we will continue to provide professional development in regard to serving special education, english learners and low income students.													
8														
9														
10						Top Strategy 1			Top Strategy 2			Top Strategy 3		
11	2) Select the top three strategies that the Organizational Unit will employ to achieve student growth and make progress toward state education goals. (Select three different responses from the dropdown list.)					Increase the number of high-quality educators dedicated to special student groups			Increase number and/or quality of professional development opportunities			Maintain or expand early childhood programming		
12	If "Other" was selected in question 2, please describe. (No more than 1000 characters, including spaces.)													
13														
14														
15	<b>Part II: Planned Use of Evidence-Based Funding</b>													
16	The questions below provide an opportunity to document the stakeholders with whom you consulted and the data you analyzed as you determined your strategic allocations of FY 2024 EBF dollars. Key statistics related to EBF distributions are provided for your reference. Form 50-36/50-39 is typically released before current-year appropriations are known. Therefore, the figures provided are for the prior fiscal year.													
17	<i>Collaboration Opportunity - Organizational Units may find that questions in this section are most easily and effectively completed if led by finance leaders in consultation with program leaders.</i>													
18	Evidence-Based Funding Organizational Unit Results (FY 2023)		Final Resources / Adequacy Target = Percent of Adequacy		Average Student Enrollment	2,169.47	Adequacy Target	\$35,631,033.74						
19					Final Resources	\$27,181,918.27	Percent of Adequacy	76%						
20			Base Funding Minimum + Tier Funding = Gross State Contribution		Tier Assignment	2	Gross State Contribution	\$12,259,554.99						
21					FY23 Base Funding Minimum	\$12,037,247.01	FY 2023 Tier Funding	\$222,307.98						
22					Within FY 2023 Gross State Contribution, Resources Attributable to Specific Populations		Low-Income Students	\$3,255,384.95						
23			English Learners (Els)	\$439,411.53										
24			Special Education	\$1,170,517.17										
25							FY 2024 Tier Funding		Funding Type (Select)					
26							\$106,047.09		Actual					
27					89									
28													*Note: Tier Funding allocations are published annually at <a href="https://www.isbe.net/Pages/ebfdistribution.aspx">https://www.isbe.net/Pages/ebfdistribution.aspx</a> . Amounts are available in early August. Districts are encouraged to use actual funding amounts if they are available before transmitting the budget to ISBE.	
29														
30														
31														
32														

	A	B	C	D	E	F	G	H	I	J	K	L	M
33													

	A	B	C	D	E	F	G	H	I	J	K	L	M
34	Select the <b>top three</b> sources of data used to inform the Organizational Unit's planned allocation of EBF dollars. (Select three different responses.)						Data Source 1		Data Source 2		Data Source 3		
35							Climate and culture survey data (e.g., Five Essentials Survey)		Student growth and achievement data, disaggregated by student groups		Student grades or other local academic performance data		
37	Indicate with which groups the Organizational Unit engaged to inform its intended allocation of EBF dollars. (Select any that apply; otherwise leave blank.)						Bilingual Program Director(s)	Yes	Principals	Yes	Bilingual Parent Advisory Committee		
38							Special Ed. Program Director(s)	Yes	School Improvement Teams		Other Parent Group(s)		
39							Other Program Leaders	Yes	Teacher or Support Staff Unions		Community Focus Group(s)		
40							School Board Members		Other School Staff		Other		
41	[Optional] Provide a brief description of the Organizational Unit's process for consulting with internal and external stakeholders in determining the allocation of EBF dollars. (No more than 1000 characters, including spaces.)												
42	Given the data analyzed, the stakeholders consulted, and the priorities identified in Part I, indicate the top three priority investments the Organizational Unit will make with its FY 2024 Base Funding Minimum (e.g., excluding Tier Funding). Choose "Other" if investments do not match the provided list. (Select three different responses. "Other" may be selected more than once if needed.)						Priority Investment 1		Priority Investment 2		Priority Investment 3		
43							Core Teachers		Specialist Teachers		Instructional Facilitator		
44	If "Other" was selected in question 4, please describe. (No more than 1000 characters, including spaces.)												
45													

**Cost Factor Table**

The table below presents the regionally adjusted amount embedded in the Organizational Unit's FY 2023 Adequacy Target for each of the 34 cost factors in the Evidence-Based Funding model (Column F). Column G is required for all Organizational Units that receive at least \$5,000 in Tier Funding, while column H is optional. Organizational Units may choose to provide additional narrative context in Columns I-M to elaborate on the figures included in the table. ISBE has produced guidance for populating the cost factor table. The guidance includes a definition for each cost factor, along with suggestions for using Employee Information System position codes and common expenditure accounts to support a determination of expenditures. This guidance is available at <https://www.isbe.net/ebfspendingplan>.

**Column G:** If the Organizational Unit will receive at least \$5,000 in FY 2024 Tier Funding (as entered in Q2.1/cell G31), column G is required. Please indicate the Organizational Unit's planned expenditures in FY 2024 from Tier Funds only. Organizational Units are not expected to place a value in each cell. Rather, the table allows for the communication of priority investments with new state resources for the current fiscal year. During years in which there is no new Tier Funding, column G will not be required. During years in which Tier Funding is available, the amount of new Tier Funding entered in Q2.1/cell G31 above must equal the sum in cell G90 below. If some or all Tier Funding is invested outside of the cost factors, enter a dollar amount in cell G89 and provide additional context in the space for a narrative beginning in row 93.

**Column H:** Optionally, Organizational Units may populate column H with total planned expenditures in FY 2024 for each cost factor from all revenue sources (e.g., not just from EBF). By comparing the figures in column F to the figures entered in column H, the Organizational Unit may engage local stakeholders in productive dialogue about resource allocation decisions.

	Cost Factors	Amount in FY 2023 Adjusted Adequacy Target	Budgeted FY 2024 Investments with New Tier Funding [Required]	Budgeted FY 2024 Expenditures (All Resources) [Optional]	Optional District Narratives
52	Core Teachers	\$8,019,735.99	\$106,047.09		Enter optional context for core investment decisions.
53	Specialist Teachers	\$1,603,947.19			
54	Instructional Facilitator	\$780,076.70			
55	Core Intervention Teacher	\$346,460.66			
56	Substitute Teachers	\$326,854.55			
57	Guidance Counselor	\$479,449.27			

	A	B	C	D	E	F	G	H	I	J	K	L	M
58	<b>Core Investments</b>				Nurse	\$185,023.49							
59					Supervisory Aide	\$288,850.18							
60					Librarian	\$397,322.35							
61					Librarian Aide	\$216,562.65							
62					Principal	\$593,318.65							
63					Assistant Principal	\$511,739.56							
64					School Site Staff	\$346,601.89							
65					<b>Subtotal</b>	<b>\$14,095,943.13</b>	<b>\$106,047.09</b>						

	A	B	C	D	E	F	G	H	I	J	K	L	M	
66	Per Student Investments			Gifted		\$192,207.60			Enter optional context for per student investment decisions.					
67				Professional Development		\$271,183.75								
68				Instructional Materials		\$583,587.43								
69				Assessments		\$62,914.63								
70				Computer & Tech Equipment		\$1,238,767.37								
71				Student Activities		\$324,889.69								
72				Maintenance & Operations		\$2,661,939.69								
73				Central Office		\$1,915,642.01								
74				Employee Benefits		\$6,633,992.98								
75				Subtotal*		\$13,997,542.70								
76	Additional Investments			Low-Income Intervention Teacher		\$790,685.21			Enter optional context for additional investment decisions.					
77				Low-Income Pupil Support Staff		\$790,685.21								
78				Low-Income Extended Day Teacher		\$823,945.40								
79				Low-Income Summer School Teacher		\$823,945.40								
80				EL Intervention Teacher		\$469,422.10								
81				EL Pupil Support Staff		\$469,422.10								
82				EL Extended Day Teacher		\$489,075.84								
83				EL Summer School Teacher		\$489,075.84								
84				EL Core Teacher		\$586,588.65								
85				Sp Ed Teacher		\$1,162,594.51								
86			Sp Ed Instructional Assistant		\$461,320.44									
87			Sp Ed Psychologist		\$180,787.06									
88				Subtotal		\$7,537,547.76								
89				Other Investments										
90				Total**		\$35,631,033.74	\$106,047.09		Tier Funding Check (Cell G90)		Complete, G90-G31			
91	<p>*The subtotal for Per Student Investments is a calculated figure that adjusts salary portions of Central Office and Maintenance &amp; Operations to account for regional salary differences. As a result, the sum of each individual cost factor will not equal the subtotal.</p> <p>**The total is the Final Adequacy Target (adjusted for Regionalization Factor) calculated in the Full FY 2023 EBF Calculation file. Due to differences in rounding, this figure may vary slightly from the sum of the subtotals in this table.</p>													
93	<p>If some or all Tier Funding was invested outside of the cost factors, please describe. (No more than 1000 characters, including spaces.)</p>													
94														
96	<b>Part III: Support for Special Student Groups</b>													
97	<p>EBF statute sets aside specific allocations to be spent for special education, English learners, and low-income students. Per statute these designated funds must be spent on programs and services benefiting these specific student groups. Funds for English learners and low-income students must be spent in addition to, and not in lieu of, funding that supports general programs of instruction for all students. Funds attributable to special education must be used for the provision of special education facilities and services as outlined in ILCS 14-1.08 Current-year EBF amounts attributable to each of the special student groups must be reported in cells G100-G102 below. If the Organizational Unit received at least \$5,000 for any of the student groups, a response to the questions below is required. For amounts less than \$5,000, a response is optional. All other EBF funds may be spent in any manner deemed appropriate by the school district.</p>													
98	<i>Collaboration Opportunity - Organizational Units may find that questions in this section are most easily and effectively completed through collaboration between program leaders affiliated with each student group and finance leaders.</i>													
99							Enter Amounts	Select type	*Note: Allocations for each of the three student groups are published annually at isbe.net/ebfdist under "Reports." Amounts are typically available by September 1. Districts are encouraged to use actual amounts if they are available before transmitting the budget to ISBE.					
100	FY 2024 Student Population Allocations*: Enter the dollar amount of resources attributable to Specific Populations within the FY24 Gross State Contribution. Enter "0" if no funds are allocated for a student group. Select whether amounts are estimated or actual.						Low-Income Students	\$17,699.25	Actual					
101							English Learners	\$9,756.33	Actual					
102							Special Education	\$6,924.87	Actual					

A	B	C	D	E	F	G	H	I	J	K	L	M
104	2)	Organizational Unit investment of EBF dollars for low-income students: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) <b>Response Required</b>				Low-Income Intervention Teacher	Yes	Low-Income Extended Day Teacher			Other Investments	
105							[Optional - Enter \$]		[Optional - Enter \$]		[Optional - Enter \$]	
106						Low-Income Pupil Support Staff		Low-Income Summer School Teacher				
107							[Optional - Enter \$]		[Optional - Enter \$]			
108		Additional context for the Organizational Unit's planned use of dollars attributable to low-income students in FY 2024. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)										
111	3)	Organizational Unit investment of EBF dollars for English learners: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) <b>Response Required</b>				English Learner Intervention Teacher	Yes	English Learner Extended Day Teacher			English Learner Core Teacher	
112							[Optional - Enter \$]		[Optional - Enter \$]		[Optional - Enter \$]	
113						English Learner Pupil Support Staff		English Learner Summer School Teacher		Other Investments		
114							[Optional - Enter \$]		[Optional - Enter \$]		[Optional - Enter \$]	
115		Additional context for the Organizational Unit's planned use of dollars attributable to English learners in FY 2024. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)										
118	4)	Organizational Units investment of EBF dollars for Special Education: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) <b>Response Required</b>				Special Education Teacher	Yes	Special Education Psychologist	Yes			
119							[Optional - Enter \$]		[Optional - Enter \$]			
120						Special Education Instructional Assistant		Other Investments				
121							[Optional - Enter \$]		[Optional - Enter \$]			
122		Additional context for the Organizational Unit's planned use of dollars attributable to Special Education students in FY 2024. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)										
125	<b>Plan Assurances</b>											
126	Please complete the assurances below related to Article 14C of the Illinois School Code, which stipulates allowable expenditures for English learners. Organizational Units should maintain supporting documentation (e.g., sign-in sheets, meeting agendas) to affirm the veracity of the below assurances. Note that a separate collection of the Bilingual Service Plan takes place before each school year and must be separately reviewed by the Bilingual Parent Advisory Committee (BPAC). Responses in this plan should be aligned with information contained in the Bilingual Service Plan. Responses in this section are only required if an Organizational Unit receives any amount of EBF dollars attributable to English learners.											
127	<i>Collaboration Opportunity - Organizational Units may find that the plan assurances are most easily and effectively completed if led by program leaders.</i>											
128	1). "I hereby affirm that at least 60% of the school district's state funds attributable to English learners will be used for instructional costs of programs and services for English learners (function 1000), in accordance with Article 14C of the Illinois School Code. The remaining balance of state funds attributable to English learners will also be used to serve English learners."											
129	<b>Required</b> <input type="text" value="Yes"/>											
130	2). "My school district has at least one attendance center with 20 or more English learners (including parental refusals) who speak the same home language other than English in grades K-12. Alternatively and/or additionally, my school district has at least one attendance center with 20 or more English learners (including parent refusals) who speak the same home language other than English in pre-K."											
131	<b>Required</b> <input type="text" value="Yes"/>											
132	3). "I hereby affirm that the school district's BPAC will review this EBF Spending Plan by or before October 31, 2023."											
133	<b>Required</b> <input type="text" value="Yes"/>											
134												

	A	B	C	D	E	F	G	H	I	J	K	L	M
135				<b>Required</b>	Yes								
136	4). Enter the anticipated date on which the BPAC review will take place and the name of the BPAC chair for SY 2023-24.												
137				<b>Required</b>	BPAC Meeting (MM/DD/YYYY)		10/25/2023						
138				<b>Required</b>	Name of Chair		Guadalupe Vander Ploeg						
139													
140													

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

A	B	C	D	E	F	G	H	I	J	K	L	M
1	<b>ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS (School Districts Only)</b>											
2	<i>(For Local Use Only)</i>											
3	This is an estimated Limitation of Administrative Costs Worksheet only and <u>will not be accepted for Official Submission of the Limitation of Administrative Costs Worksheet.</u>											
4												
5	The worksheet is intended for use during the budgeting process to estimate the district's percent increase of FY2024 budgeted expenditures over actual FY2023 expenditures. Budget information is copied to this page. Insert the prior year estimated actual expenditures to compute the estimated percentage increase (decrease).											
6												
7												
8	The official Limitation of Administrative Costs Worksheet is attached to the end of the Annual Financial Report (ISBE Form 50-35) and may be submitted in conjunction with that report.											
9	An official Limitation of Administrative Costs Worksheet can also be found on the ISBE website at: <a href="#">Limitation of Administrative Costs</a>											
10												
11	<b>ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS WORKSHEET</b>						School District Name: <b>Lyons SD 103</b>					
12	(Section 17-1.5 of the School Code)						RCDT Number: <b>06016103002</b>					
13												
14												
15												
16			<b>Estimated Actual Expenditures, Fiscal Year 2023</b>				<b>Budgeted Expenditures, Fiscal Year 2024</b>					
			(10)	(20)	(80)		(10)	(20)	(80)			
	Description	Funct. No.	Educational Fund	Operations & Maintenance Fund	Tort Fund	Total	Educational Fund	Operations & Maintenance Fund	Tort Fund	Total		
17	1. Executive Administration Services	2320	359,158			359,158	399,330		0	399,330		
18	2. Special Area Administration Services	2330	252,476			252,476	237,490		0	237,490		
19	3. Other Support Services - School Administration	2490	0			0	0		0	0		
20	4. Direction of Business Support Services	2510	147,871			147,871	157,490	0	0	157,490		
21	5. Internal Services	2570				0	0		0	0		
22	6. Direction of Central Support Services	2610				0	0		0	0		
23	7. Deduct - Early Retirement or other pension obligations required by state law and included above.					0				0		
24	<b>8. Totals</b>		<b>759,505</b>	<b>0</b>	<b>0</b>	<b>759,505</b>	<b>794,310</b>	<b>0</b>	<b>0</b>	<b>794,310</b>		
25	<b>9. Estimated Percent Increase (Decrease) for FY2024 (Budgeted) over (Actual) FY 2023</b>									<b>5%</b>		
26												
27												
28												

	A	B	C	D	E	F
1	<b>REPORTING OF PUBLIC VENDOR CONTRACTS OF \$1,000 OR MORE (School Districts Only)</b>					
2	<p><i>In accordance with the School Code, Section 10-20.21, all <u>school districts</u> are required to file a report listing 'vendor contracts' as an attachment to their budget. In this context, the term "vendor contracts" refers to "all contracts and agreements that pertain to goods and services that were intended to generate additional revenue and other remunerations for the <u>school district</u> in excess of \$1,000, including without limitation vending machine contracts, sports and other attire, class rings, and photographic services. The report is to list information regarding such contracts for the fiscal year immediately preceding the fiscal year of the budget. All such contracts executed on or after July 1, 2007 must be approved by the school board.</i></p>					
3	<p><i>See: <a href="#">School Code, Section 10-20.21 - Contracts</a></i></p>					
4						
5	<b>Name of Vendor</b>	<b>Product or Service Provided</b>	<b>Net Revenue</b>	<b>Non-Monetary Remuneration</b>	<b>Purpose of Proceeds</b>	<b>Distribution Method and Recipient of Non-Monetary Remunerations Distributed</b>
6						
7						
8						
9						
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14						
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16						
17						
18						
19						
20						
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31						
32						
33						
34						
35						
36						

A	B
1	<b>Reference Description</b>
3	1 Each fund balance should correspond to the fund balance reflected on the books as of June 30th - Balance Sheet Accounts #720 and #730 (audit figures, if available).
5	2 Accounting and Financial Reporting for Certain Grants and Other Financial Assistance. The "On-Behalf" Payments should only be reflected on this page (Budget Summary, Lines 10 and 20).
7	3 Requires the secretary of the school board to notify the county clerk (within 30 days of the transfer approval) to abate an equal amount of taxes to be next extended. See Sec. 10-22.14 & 17-2.11.
8	3a Requires notification to the county clerk to abate an equal amount from taxes next extended. See section 10-22.14
9	4 Principal on Bonds Sold:
10	(1) Funding Bonds are to be entered in the fund or funds in which the liability occurs.
11	(2) Refunding Bonds can be entered in the Debt Services Fund only.
12	(3) Building Bonds can be entered in the Capital Projects Fund only.
13	(4) Fire Prevention and Safety Bonds can be entered in the Fire Prevention & Safety Fund only.
15	5 The proceeds from the sale of school sites, buildings, or other real estate shall be used first to pay the principal and interest on any outstanding bonds on the property being sold, and after all such bonds have been retired, the remaining proceeds from the sale next shall be used by the school board to meet any urgent district needs as determined under Sections 2-3.12 and 17-2.11 of the School Code. Once these issues have been addressed, any remaining proceeds may be used for any other authorized purpose and for deposit into any district fund.
17	6 The School Code, Section 10-22.44 prohibits the transfer of interest earned on the investment of "any funds for purposes of Illinois Municipal Retirement under the Pension Code." This prohibition does not include funds for Social Security and Medicare-only purposes. For additional requirements on interest earnings, see 23 Illinois Administrative Code, Part 100, Section 100.50.
19	7 Cash plus investments must be greater than or equal to zero.
21	8 For cash basis budgets, this total will equal the Budget Summary - Total Direct Receipts/Revenues (Line 9) plus Total Other Sources of Funds (Line 46).
23	9 For cash basis budgets, this total will equal the Budget Summary - Total Direct Disbursements/Expenditures (Line 19) plus Total Other Uses of Funds (Line 79).
25	10 Working Cash Fund loans may be made to any district fund for which taxes are levied (Section 20-5 of the School Code).
27	11 Include revenue accounts 1110 through 1115, 1117, 1118 & 1120.
29	12 The School Code Section 17-2.2c. Tax for leasing educational facilities or computer technology or both, and for temporary relocation expense purposes.
31	13 Corporate personal property replacement tax revenue must be first applied to the Municipal Retirement/Social Security Fund to replace tax revenue lost due to the abolition of the corporate personal property tax (30 ILCS 115/12). This provision does not apply to taxes levied for Medicare-Only purposes.
33	14 Only tuition payments made to <u>private facilities</u> . See Functions 4200 or 4400 for estimated public facility disbursements/expenditures.
35	15 Payment towards the retirement of lease/purchase agreements or bonded/other indebtedness ( <u>principal only</u> ) otherwise reported within the fund - e.g.: alternate revenue bonds. (Describe & Itemize)
37	16 Only abolishment of Working Cash Fund must transfer its funds directly to the Educational Fund upon adoption of a resolution and
38	at the close of the current school Year (see 105 ILCS 5/20-8 for further explanation)
39	Only abatement of working cash fund can transfer its funds to any fund in most need of money
40	(see 105 ILCS 5/20-10 for further explanation)

A	B	C
1	<b>CHECK FOR ERRORS</b>	
2	This worksheet checks various cells to assure that selected items are in balance.	
3	Please fix errors below before submitting to ISBE.	
4	<b>Budget Item References</b>	<b>Message</b>
5	<b>1. Deficit Reduction Plan (DefReductPlan 23-27 tab)</b>	
6	Is Deficit Reduction Plan Required? (Joint Agreements do not complete Deficit Reduction Plan.)	Deficit Reduction Plan is not required
7	If required, is Deficit Reduction Plan completed? (DefReductPlan 23-27 tab)	
8	<b>2. Cover Page (Cover tab)</b>	
9	District Name must be selected from drop-down. (Cell H13)	OK
10	Accounting Basis must be selected on Cover sheet.	OK
11	Dates (Day, Month, Year) must be input on Cover sheet.	OK
12	Board Names must be typed on Cover sheet.	OK
13	<b>3. Budget Summary: Other Sources (BudgetSum 2-4 tab - Acct 7000) must equal Other Uses (BudgetSum 2-4 tab - Acct 8000).</b>	
14	Estimated Beginning Fund Balance July, 1 2023 for all Funds (Cells C3 - K3) (Line must have a number or zero. Do not leave blank.)	OK
15	Estimated Activity Fund Beginning Fund Balance July, 1 2023 (Cell C83) (Cell must have a number or zero. Do not leave blank.)	OK
16	Transfer Among Funds (Funds 10, 20, 40 - Acct 7130 - Cells C29, D29, F29), must equal (Funds 10, 20 & 40 - Acct 8130 - Cells C52, D52, F52).	OK
17	Transfer of Interest (Funds 10 thru 90 - Acct 7140 - Cells C30:K30), must equal (Funds 10 thru 60, & 80 - Acct 8140 - Cells C53:H53, J53).	OK
18	Transfer to Debt Service to Pay Principal on GASB 87 Leases (Fund 30 - Acct 7400 - Cell E39) must equal (Funds 10, 20 & 60 - Acct 8400 Cells C57:H60).	OK
19	Transfer to Debt Service to Pay Interest on GASB 87 Leases (Fund 30 - Acct 7500 - Cell E40) must equal (Funds 10, 20 & 60 - Acct 8500 - Cells C61:H64).	OK
20	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds (Fund 30 - Acct 7600 - Cell E41) must equal (Funds 10 & 20 - Acct 8600 - Cells C65:D68).	OK
21	Transfer to Debt Service to Pay Interest on Revenue Bonds (Fund 30 - Acct 7700 - Cell E42) must equal (Funds 10 & 20 - Acct 8700 - Cells C69:D72).	OK
22	Transfer to Capital Projects Fund (Fund 60 - Acct 7800 - Cell H43) must equal (Fund 10 & 20, Acct 8800 - Cells C73:D76).	OK
23	<b>4. Summary of Cash Transactions: Beginning Cash Balance on Hand July 1, 2023 (CashSum 5 tab, All Funds) cannot be negative.</b>	
24	Educational (Fund 10 - Cell C3)	OK
25	Operations & Maintenance (Fund 20 - Cell D3)	OK
26	Debt Service (Fund 30 - Cell E3)	OK
27	Transportation (Fund 40 - Cell F3)	OK
28	Municipal Retirement/Social Security (Fund 50 - Cell G3)	OK
29	Capital Projects (Fund 60 - Cell H3)	OK
30	Working Cash (Fund 70 - Cell I3)	OK
31	Tort (Fund 80 - Cell J3)	OK
32	Fire Prevention & Safety (Fund 90 - Cell K3)	OK
33	Activity Funds (Cell C23)	OK
34	<b>5. Summary of Cash Transactions: Ending Cash Balance on Hand June 30, 2024 (CashSum 5 tab - All Funds) cannot be negative.</b>	
35	Educational (Fund 10 - Cell C21)	OK
36	Operations & Maintenance (Fund 20 - Cell D21)	OK
37	Debt Service (Fund 30 - Cell E21)	OK
38	Transportation (Fund 40 - Cell F21)	OK
39	Municipal Retirement/Social Security (Fund 50 - Cell G21)	OK
40	Capital Projects (Fund 60 - Cell H21)	OK
41	Working Cash (Fund 70 - Cell I21)	OK
42	Tort (Fund 80 - Cell J21)	OK
43	Fire Prevention & Safety (Fund 90 - Cell K21)	OK
44	<b>6. Summary of Cash Transactions: Other Receipts (CashSum 5 tab) must equal Other Disbursements (CashSum 5 tab).</b>	
45	Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C6:H6, J6:K6) must equal Interfund Loans Receivable (Funds 10:20, 40, 70 - Acct 141 - Cells C15:D15, F15, I15).	OK
46	Interfund Loans Receivable (Funds 10, 20, 40, 70 - Acct 141 - Cells C7:D7, F7, I7) must equal Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C16:H16, J16, K16).	OK
47	<b>7. Estimated Revenue (EstRev 6-11 tab)</b>	
48	Amounts must be input for revenue.	OK
49	<b>8. Estimated Expenditures (EstExp 12-20 tab)</b>	
50	Amounts must be input for expenditures.	OK
51	<b>9. Itemization Notes: Revenues/Expenditures reported that require note on Itemize 21 tab.</b>	
52	Include brief note(s) describing revenue source.	OK
53	Include brief note(s) describing expenditure use.	OK
54	<b>10. EBF Spending Plan</b>	
55	All required questions have been answered.	100 OK
56	<i>End of Balancing</i>	

STATE OF ILLINOIS     )  
                                  )  
COUNTY OF COOK     )     SS

I, the undersigned, do hereby certify that I am the duly qualified and active Secretary of the Board of Education of Lyons Elementary School District No. 103 (the "Board"), County of Cook, State of Illinois (the "District"), and that as such official I am the keeper of the records and files of the Board.

I do further certify that the document attached hereto is a full, true and complete copy of the Resolution to Adopt the Annual Budget for Fiscal Year 2023-2024, adopted by the Board at its special meeting on the 26<sup>th</sup> day of September, 2023.

I do further certify that the deliberations and the vote of the Board on the adoption of said Resolution were conducted openly, that notice of said meeting was duly given to all of the news media requesting such notice, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and with all of the procedural rules of the Board.

IN WITNESS WHEREOF, I have hereunto affixed my official signature at Lyons, Illinois this 26<sup>th</sup> day of September, 2023.

---

Sara Andreas  
Board Secretary  
Lyons Elementary School District No. 103  
County of Cook  
State of Illinois

STATE OF ILLINOIS     )  
                                  )  
COUNTY OF COOK     )     SS

I, the undersigned, do hereby certify that I am the duly appointed Superintendent of Lyons Elementary School District No. 103 (the "District"), County of Cook, State of Illinois.

I do further certify that the document attached hereto is a full, true and complete copy of the Annual Budget for the District's Fiscal Year beginning July 1, 2023 and ending June 30, 2024, as adopted by the Board of Education at its regular meeting on the 26<sup>th</sup> day of September, 2023, and that said Annual Budget contains an estimate of anticipated revenues to be received by the District, by source, for the said following Fiscal Year.

IN WITNESS WHEREOF, I have hereunto affixed my official signature at Lyons, Illinois this 26<sup>th</sup> day of September, 2023.

---

Kristopher Rivera  
Superintendent of Schools  
Lyons Elementary School District No. 103  
County of Cook  
State of Illinois

# Lyons School District 103 | 2023-2024 SCHOOL CALENDAR

JULY 2023						
S	M	T	W	Th	F	S
						1
2	3	HOL	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4 Independence Day

July: Attendance 0 Days

AUGUST 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14 Teacher Institute

15 Teacher Institute

15 K-5 Open House 5:30-7

16 Teacher Institute

17 First Day of School

30 Early Dismissal

GWMS Open House- 5:30-7

Attendance: 11 Days

Accum: 11 Days

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	HOL	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4 Labor Day

13 School Improvement Day (SIP)

(Student Dismissal: K-5 11:50 a.m. GWMS – 11:05 a.m.)

Attendance: 20 Days

Accum: 31 Days

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	HOL	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9 Columbus Day

11 School Improvement Day (SIP)

(Student Dismissal: K-5 11:50 a.m. GWMS – 11:05 a.m.)

26 Half Day/ Parent Teacher Conf.

27 Half Day

October 13-End of 1<sup>st</sup> Quarter

Attendance: 21 Days

Accum: 52 Days

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	NIA	HOL	NIA	25
26	27	28	29	30		

8 School Improvement Day(SIP)

(Student Dismissal: K-5 11:50 a.m. GWMS – 11:05 a.m.)

22 Not In Attendance

23 Thanksgiving Day

24 Not in Attendance

Attendance: 19

Accum: 71

JANUARY 2024						
S	M	T	W	Th	F	S
	HOL	NIA	NIA	NIA	NIA	6
7	8	9	10	11	12	13
14	HOL	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

12/22 – 1/5 Winter Break

10 School Improvement Day (SIP)

(Student Dismissal: K-5 11:50 a.m. GWMS – 11:05 a.m.)

15 ML King Day

25 Half Day/ Parent/Teacher Conf

26 Half Day

Attendance: 17

Accum: 103

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	HOL	20	21	22	23	24
25	26	27	28	29		

7 School Improvement Day (SIP)

(Student Dismissal: K-5 11:50 a.m. GWMS – 11:05 a.m.)

19 Presidents' Day

Attendance: 20

Accum:123

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	HOL	30
31						

6 School Improvement Day (SIP)

(Student Dismissal: K-5 11:50 a.m. GWMS – 11:05 a.m.)

19 Teacher Institute

28 Early Dismissal

29 Good Friday

March 15-End of 3<sup>rd</sup> Quarter

Attendance: 19

Accum: 142

APRIL 2024						
S	M	T	W	Th	F	S
	NIA	NIA	NIA	NIA	NIA	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

4/1-4/5 Spring Break

10 School Improvement Day (SIP)

(Student Dismissal: K-5 11:50 a.m. GWMS – 11:05 a.m.)

Attendance: 17

Accum: 159

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	HOL	28	29	30	31	

8 School Improvement Day (SIP)

(Student Dismissal: K-5 11:50 a.m. GWMS – 11:05 a.m.)

23 Last Day of School

5/24, 5/28, 5/29, 5/30, 5/31

Emergency Days

27 Memorial Day

May 23-End of 4<sup>th</sup> Quarter

\*\*XED – please see note below

Attendance: 17

Accum: 176 Days + 5 Emer

# Lyons School District 103 | 2023-2024 SCHOOL CALENDAR

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	NIA	23
HOL	HOL	NIA	NIA	NIA	NIA	30
HOL						

**6 School Improvement Day (SIP)**  
 (Student Dismissal: K-5 11:50 a.m.  
 GWMS – 11:05 a.m.)

**21 Early Dismissal**

**22-1/5 Winter Break**

**December 21 –End of 2<sup>nd</sup> Quarter**

**Attendance: 15**  
**Accum: 86**

**19 Juneteenth**

**\*\*XED - Emergency Days may be used as school days if school closes unexpectedly during the regular school year.**

## District Calendar Information

First day of school: August 17  
 Last day of school: May 23 (if no emergency days are used)  
 Regular school day schedule: GWMS: 7:55 a.m.-2:40 p.m.  
 K-5: 8:35 a.m.-3:05 p.m.  
 Early Dismissal Days (DS): GWMS: 7:55 a.m.-2:05 p.m.  
 K-5: 8:35 a.m.-2:35 p.m.  
 Parent Teacher Conference (XHPT) and SIP Day (SIP) GWMS: 7:55 a.m.-11:05 p.m.  
 K-5: 8:35 a.m.-11:50 p.m.  
 schedules:  
 NIA: Non-Attendance Day

- Teacher Institutes (TI): August 14, August 15, August 16, March 19
  - Early Dismissal Days (DS): August 30, December 21, March 28
  - Holidays (HOL): September 4, October 9, November 23, December 25, January 1, January 15, February 19, March 29, May 27, June 19
  - Parent-Teacher Conferences (XHPT): October 26, January 25
  - SIP Days: September 13, October 11, November 8, December 6, January 10, February 7, March 6, April 10, May 8
  - Half Day (HALF): October 26, October 27, January 25, January 26
  - Thanksgiving Break: November 22 – 24
  - Winter Break: December 22 – January 5
  - Spring Break: April 1 – April 5
- 
- First Quarter: August 17 - October 13
  - Second Quarter: October 16 – December 21
  - Third Quarter: January 8 - March 15
  - Fourth Quarter: March 20 - May 23
- 
- Emergency Days: May 24, 28, 29, 30, 31

Board Approved 09/26/23

**Sunbelt Staffing, LLC** (hereafter referred to as “Sunbelt”) and **Lyons Sd 103** whose location is 4100 S Joliet Ave, Lyons, IL 60534 (hereafter referred to as “Client”) enter into this non-exclusive Client Services Agreement for the purpose of referring and placing Consultants (“Consultants”) with Client. This Agreement shall govern the overall terms of the relationship, while a separate assignment confirmation for each placement will outline specifics as to bill rates, personnel, and assignment lengths.

### **1. Scope of Services.**

Sunbelt, a licensed staffing agency in the business of providing supplemental staffing to the public and private education sector and not a healthcare provider, will use its commercially reasonable efforts to provide Consultants for assignment with Client. Sunbelt will be responsible for payment of each Consultant's wages and applicable payroll taxes, deductions, and insurance, including workers' compensation, general liability and professional liability coverage for the benefit of the Consultants. If a Consultant is unable to complete the specified assignment, Sunbelt will use its commercially reasonable efforts to find a replacement in a timely manner.

### **2. Independent Contractor.**

The parties hereto specify and intend that the relationship of each to the other is that of an independent contractor that each Consultant shall be an employee of Sunbelt and that no qualified Consultant shall at any time be an employee of Client, unless the parties shall otherwise agree in writing. Sunbelt agrees to provide and maintain all payroll services for any qualified Consultant placed with Client, to maintain payroll records and to withhold and remit all payroll taxes and social security payments. Sunbelt does not ordinarily use subcontractors in providing services. Should the need to use a separate staffing firm or independent contractor arise, Sunbelt will notify Client in advance of the assignment in order to receive approval of this arrangement.

### **3. Telepractice Services.**

Sunbelt, at Client's specific request, may provide telepractice services through VocoVision. Should utilization of VocoVision occur, Client shall, at that time, receive in addition to Addendum A – Client Assignment Confirmation, an Addendum B – Teleservices Provisions, Addendum C – Duties and Responsibilities and Addendum D –VocoVision Equipment Policies which, collectively, outline specific terms and conditions regarding VocoVision's telepractice services.

### **4. Insurance.**

Sunbelt will maintain at least the following minimum amounts of insurance:

General Liability - \$2,000,000 per occurrence and \$4,000,000 aggregate.

Workers Compensation - in accordance with state regulations.

Employer's Liability - \$1,000,000.

Excess Liability over General Liability and Employer's Liability - \$5,000,000 per occurrence and \$5,000,000 aggregate.

Professional Liability of \$1,000,000 per occurrence and \$3,000,000 aggregate.

Sexual Abuse and Molestation - \$1,000,000 per occurrence and \$3,000,000 aggregate.

### **5. Competency and Licensing.**

Sunbelt will conduct comprehensive pre-employment screening to provide licensed Consultants who meet applicable professional standards. Sunbelt will endeavor to present only Consultants who are qualified for Client's open position(s) on job requirements established by Client either verbally or in writing. While Sunbelt will make every effort to pre-screen job candidates based on these requirements, Client acknowledges the candidate assignment decision is ultimately the responsibility of the Client. To this end, Sunbelt will make available to Client all appropriate Consultant records that Sunbelt may permissibly disclose and will facilitate an interview between Client and Consultant in order to assist Client in the hiring decision. Sunbelt will do its due diligence to ascertain the professional and applicable Department of Education licensing and certification requirements for the Consultant discipline placed with Client, however, it is ultimately the responsibility of the Client to approve the Consultant's licensure and certifications as acceptable.

### **6. On-Site Responsibility.**

Client is responsible for providing all orientation, support, facilities, training, direction, and means for the Consultant to complete the assignment. Client acknowledges that Sunbelt is not providing special education and/or related services, but rather is providing candidate identification and placement services. As such, Client is responsible for the Consultant's adherence to the applicable standard of practice and acknowledges that Sunbelt is not responsible for the Consultant's on-site performance given that Sunbelt does not have the capacity to provide direct, on-site supervision of daily activity.



Client acknowledges that any deviation of the Client's policies and procedures as orientated to Sunbelt's Consultant should be reported in writing and directly to Sunbelt immediately so that Sunbelt may be provided an opportunity to offer correction and/or counseling of unacceptable practices by Consultant. Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards, including OSHA standards, and that Client will be responsible for providing all safety training and equipment, and for each Consultant's compliance with health and safety requirements, including those instituted by Client.

**7. Employment of Consultants.**

Client agrees that it will not directly or indirectly, personally or through an agent or agency, contract with or employ any Consultant introduced or referred by Sunbelt for a period of one year after the latest date of introduction, referral, or placement or the conclusion of Consultant's assignment through Sunbelt. If Client or its affiliate enters into such a relationship or refers Consultant to a third party for employment, Client agrees to pay an amount equal to \$22,500 or thirty-five (35) percent (whichever is greater) of the Consultant's first year's annual salary, including any signing bonus, as agreed upon at the time of hiring. Payment is due and payable to Sunbelt upon start date.

**8. Equal Opportunity.**

It is the policy of Sunbelt to provide equal opportunity to all Consultants for employment. Sunbelt and Client will screen based on merit only. All Consultants will be free from discrimination due to race, religion, color, sex, national origin, age, or disability.

**9. Professional Fees.**

Client will pay Sunbelt based on the service charges specified in the Assignment Confirmation included as an addendum to this Agreement. Sunbelt pays its Consultant(s) overtime in compliance with federal, state, and/or local laws. Sunbelt will bill Client at one and one-half times the regular bill rate for all hours Sunbelt is required to pay the Consultant(s) overtime. It is Client's responsibility to notify Sunbelt if pre-approval is required for any or all overtime hours prior to any such hours being worked.

**10. Payment Terms.**

Client will be billed on a weekly basis for all services provided during the previous week. Payment is due within fifteen (15) days of receipt of invoices. Invoices shall be considered past due if not paid by the agreed-upon due date. Client agrees to pay all necessary collection costs of amounts past due, including reasonable attorney's fees and costs. Additionally, Sunbelt reserves the right to approve or to discontinue any extension of credit and the terms governing such credit.

**11. Timekeeping and Invoicing.**

Client will ensure that Consultants accurately record the start and stop times for all hours worked, in accordance with the Client's policies utilizing the Client designated method which may include the submission of Sunbelt's timesheet. Timesheets are due weekly by 12:00 PM on the Monday following the end of Client's designated workweek.

Sunbelt will generate an invoice for Client based on timesheets submitted. Client must review the invoice and notify Sunbelt of any errors, including billed hours or improper rates, immediately and in writing. Invoicing errors not received within thirty (30) days of the date of invoice shall not be disputed and invoices will be due in full.

**12. Administrative Responsibilities.**

Client shall be responsible for orienting Consultant to Client's policies and procedures regarding the submission of any requisite paperwork which must be tendered for reimbursement by funding entities such as Medicare, Medicaid, or health insurance. Such paperwork may include, but is not limited to, patient care plans, comprehensive patient histories, individual education plans, or Client specific program plans. During the contracted assignment, should Consultant fail to submit paperwork as required per Client's policies and procedures, Client must notify Sunbelt in writing within three (3) business days of alleged failure. Failure to notify Sunbelt before assignment ends shall negate any Client claim to withhold payment due to untimely work and/or paperwork non-compliance by Consultant. Client agrees that all approved time sheets by Client's assigned representative are not subjected to billing dispute if Client fails to notify Sunbelt of time sheet and work performed discrepancies.

**13. Limitation of Liability.**

NEITHER PARTY SHALL BE LIABLE TO THE OTHER WHATSOEVER FOR ANY SPECIAL, CONSEQUENTIAL, INDIRECT, EXEMPLARY OR PUNITIVE DAMAGES, INCLUDING ANY DAMAGES ON ACCOUNT OF LOST PROFITS, LOST DATA, LOSS OF USE OF DATA, OR LOST OPPORTUNITY, WHETHER OR NOT PLACED ON NOTICE OF ANY SUCH ALLEGED DAMAGES AND REGARDLESS OF THE FORM OF



ACTION IN WHICH SUCH DAMAGES MAY BE SOUGHT. THE FEES AND BILLINGS DUE UNDER THIS AGREEMENT ARE NOT CONSIDERED SPECIAL DAMAGES OR LOST PROFITS AND SHALL NOT BE LIMITED BY THESE PROVISIONS.

**14. Incident and Error Tracking.**

Client will report to Sunbelt any performance issues, incidents, errors and other events related to the care and services provided by Sunbelt employees. Sunbelt will document reported incidents in employee's personnel file and track all such events for quality assurance purposes. All supporting documentation is required within seventy-two (72) hours of the occurrence.

**15. Reporting of Work-Related Injuries.**

Client will maintain a safe working environment and provide all appropriate personal protective equipment as deemed appropriate by the Client and suitable to the setting to which Sunbelt's Consultant has been assigned. Client ensures compliance with all applicable OSHA obligations to include general training on the reporting of work-place injuries, incidents, and occupational exposure to bloodborne pathogens occurring at Client facility. Records of such occurrences must be maintained by the Client and accessible to Sunbelt within guidelines set forth by governing entities. In the event of work-place injury, incident or exposure, each affected Consultant will contact their immediate Client-appointed supervisor and report to the applicable treating department as per Client protocol. Consultant shall also report work-place injury, incident or exposure to Sunbelt concurrently with Client for the purpose of reporting such event to Sunbelt's worker's compensation carrier. If Sunbelt's Consultants are not eligible for treatment of work-place injury, incident or exposure by Client or if reporting requirements change during the term of this Agreement, Client is responsible for written notification of such information to both Sunbelt and Sunbelt's Consultant.

**16. Termination of Contracted Assignment with Cause.**

Immediately upon occurrence, Client has the obligation to report each deviation from the accepted standard of practice, policies and procedures as orientated to Consultant, behavior, and or any incident that would be considered averse to the overall operation of Client. Client may request that Sunbelt facilitate the immediate removal of Consultant due to any of the issues preceding with written and/or verbal notice. The Client, however, may not immediately terminate a Consultant unless Sunbelt has been notified prior to final incident or unless a single incident warrants immediate dismissal prior to Sunbelt's notification. All supporting documentation specifying the reasons and facts of the termination is required within forty-eight (48) hours of termination. If the Client does not report such deviation(s) and subsequently terminates Consultant or if Client does not provide required documentation following a termination within the required timeframe, Client will be assessed as liquidated damages and not as a penalty, an amount equal to one (1) week of billing. The parties agree that Sunbelt's Consultants are an integral part of its operation and a resource that may have been developed over a number of years. Any delay or absence of a written and verbal notice could result in lost revenue or other consequences not foreseen at this time and therefore the liquidated damages are not unreasonable to the probable loss to be suffered by Sunbelt in the event of your breach of this provision. Client will be responsible for all professional fees (and expenses if applicable) up to the point of termination. Termination with cause must be documented prior to termination in accordance with the Incident and Error Tracking procedures set forth in paragraph 14 of this agreement. Sunbelt shall have five (5) business days to refill the position in the event of termination with cause. Should Sunbelt identify a suitable Consultant, Client agrees to original terms or extended terms of the terminated Consultant's assignment.

**17. Termination of Contracted Assignment without Cause.**

Client may cancel an assignment with sixty (60) days written notice. Client is responsible for all charges and fees prior to cancellation date and through the 60-day period of notice. In the event Client is unable to provide sixty (60) days' notice of termination, Client will be billed for sixty (60) days at the agreed upon regular bill rate and minimum hours. In the event of termination without cause, Client will be responsible for any housing and travel costs actually incurred by Sunbelt as a result of such cancellation.

**18. Guaranteed Minimum Hours.**

Client agrees to provide Consultant the guaranteed number of work hours per week specified in the attached Assignment Confirmation Addendum A. Cancellation of prescheduled workdays or reduction in work hours by Client will be billed reflecting the guaranteed minimum work hours. Minimum work hours shall be reduced to reflect scheduled school closings for holidays and planning days.



**19. Paid Sick Leave.**

For those jurisdictions that have passed or will pass legislation requiring Paid Sick Leave, Paid Sick Time will be billed back to Client at the straight-time bill rate for all hours taken by any Consultant assigned to Client. This section is not applicable until the effective date of such legislation has been reached.

**20. Unscheduled Facility Closure Policy.**

Sunbelt will incur fixed expenses over the entire course of a Consultant's contract assignment with Client related to the Consultant's housing and per diem costs. The parties agree that in the event of an unforeseen or unexpected interruption in a Consultant's assignment resulting from an unscheduled closure, complete or partial, of Client's facilities due to natural or manmade disasters, such as, and without limiting the generality of the foregoing, fire, storms, flooding, earthquake, labor unrest, riots, and/or acts of terrorism or war (each an "Unscheduled Closure"), Client will transition to virtual services for all Consultants whose services can be performed in such a setting. Client shall be billed for services performed at the regular contracted hourly bill rate for all hours worked by Consultant. Virtual service hours shall be entered and processed according to the normal time submittal and approval process unless otherwise requested by Client and agreed upon by Sunbelt. Sunbelt and Client will mutually determine which contracted disciplines qualify for virtual services. For contracted services not eligible for virtual services, Client will be invoiced and shall pay for each such affected Consultant's services at the reduced rate of 75% of the regular hourly bill rate for the total hours normally scheduled for each day that the Consultant(s) is unable to work by virtue of such Unscheduled Closure.

**21. Multiple Locations.**

If client requires Consultant to travel to and perform services at more than one location, Client will compensate Sunbelt for travel time between facilities at the regular hourly bill rate and for mileage up to the current acceptable IRS reimbursement rate.

**22. Issue Resolution.**

In the event Client encounters an issue that is not satisfactorily resolved by its Sunbelt representative, Client should escalate the issue to the appropriate Sunbelt manager by calling 800-659-1522 or emailing [info@sunbeltstaffing.com](mailto:info@sunbeltstaffing.com).

**23. Indemnification.**

To the extent permitted by law, each party will be responsible for damages associated with third party claims to the extent of their respective negligence, willful misconduct or breach of this agreement.

**24. Confidentiality.**

Each party acknowledges that as a result of this Agreement, they will learn confidential information of the other party. Confidential information is defined as that information which is private to each party but is shared by one to the other party as required to accomplish this Agreement and includes bill rates, fees for permanent placements and terms and conditions of this Agreement. It is agreed that neither party will disclose any confidential information of the other party to any person or entity. Neither will it permit any person nor entity to use said confidential information.

Disclosures required by law including properly executed Freedom of Information Act requests and information shared to the appropriate individuals within the respective organizations as necessary to execute this Agreement shall be the only exceptions permitted under this Agreement.

Confidential Information of Sunbelt shall include, but is not limited to, any and all unpublished information owned or controlled by Sunbelt and/or its employees, that relates to the clinical, technical, marketing, business or financial operations of Sunbelt and which is not generally disclosed to the public including but not limited to employee information, technical data, policies, financial data and information to include contract terms and provisions, billing rates, permanent placement fees whether disclosed orally, in writing or by inspection. If the receiving party shall attempt to use or dispose of any of the Confidential Information, or any duplication or modification thereof, in any manner contrary to the terms of the foregoing, the disclosing party shall have the right, in addition to such other remedies which may be available to it, to obtain an injunctive relief enjoining such acts or attempts as a court of competent jurisdiction may grant, it being acknowledged that legal remedies are inadequate.

**25. Family Education Rights and Privacy Act.**

Sunbelt shall comply with all laws, rules and regulations pursuant to the Family Educational Rights and Privacy Act, 20 USC 1232g ("FERPA") and acknowledges that certain information about the Client's students is contained in records maintained by Sunbelt and the Consultant and that this information can be confidential by reason of FERPA and related Client policies. Both parties agree to protect these records in accordance with FERPA and Client policy. To the extent



permitted by law, nothing contained herein shall be construed as precluding either party from releasing such information to the other so that each can perform its respective responsibilities. As it applies, Consultants assigned to Client will execute a FERPA Statement of Understanding outlining appropriate guidelines.

**26. State Retirement System Notice.**

Client acknowledges and agrees that if formal notice is required to be given to any Consultant that participation in any such retirement system/pension is either: 1) permitted by Consultant’s election; or 2) is required by law, then Client is solely responsible for providing such notice to Consultants and fulfilling all associated administrative duties. Client shall immediately notify Sunbelt if any Consultant is required to, or voluntarily elects to participate in any such system. In such event, Client shall advise Sunbelt of the withholding obligation percentages (both employer and employee share) so that invoices to Client and payment to the Consultant may be adjusted accordingly. The parties agree that Client shall withhold and pay to the retirement/pension both the employee and employer shares. The parties agree that the applicable employee and employer shares paid to the system by the Client shall be deducted from the amount owed to Sunbelt by the Client hereunder. The parties agree that the applicable employee share paid to the system by the Client shall be deducted from the amount due the Consultant by Sunbelt. The Client and Sunbelt expressly acknowledge and agree that if any Consultant is required to, or elects to participate in a retirement system/pension, the Client shall be solely responsible for: 1) creating an account for Consultant with the appropriate retirement system/pension; 2) all present and/or future obligations to make employee and employer cash payments/ contributions to the retirement system/pension as required by law and/or set by the retirement system/pension; and 3) otherwise administering all employer functions pertaining to the Consultant’s interest in retirement system/pension.

**27. Conflicts of Interest.**

The parties acknowledge their respective obligation to report any conflict of interest and/or apparent conflict of interest that may interfere with their ability to perform their obligations hereunder objectively and effectively. To that end, the Parties hereby certify and represent that their officials, employees and agents do not have any significant financial or other pecuniary interest in the other party’s business enterprise, and that no inducements of monetary or other value were offered or given to any officer, employee or agent of the other party. Each party agrees to promptly notify the other in the event it becomes aware of any conflict of interest or apparent conflict of interest.

**28. Notices.**

All notices required to be given in writing will be sent to the names/addresses listed below.

*Sunbelt Staffing LLC*  
Contract Department  
501 Brooker Creek Blvd  
Suite A-400  
Oldsmar, FL 34677  
contractnotices@sunbeltstaffing.com

*To Client*  
Client: Lyons Sd 103  
  
Address: 4100 S Joliet Ave, Lyons, IL 60534

**29. Survival.**

The parties' obligations under this Agreement which by their nature continue beyond termination, cancellation or expiration of this Agreement, shall survive termination, cancellation or expiration of this Agreement.

**30. Governing Law.**

This Agreement shall be governed by the laws of the state of Delaware.

**31. Modification of Agreement.**

This Agreement may not be modified, amended, suspended, or waived, except by the mutual written agreement of the Parties who are authorized to execute the agreement.

**32. Entire Agreement.**

This Agreement represents the entire agreement between the parties and supersedes any prior understandings or agreements whether written or oral between the parties respecting the subject matter herein. This Agreement may only be amended in a writing specifically referencing this provision and executed by both parties. This Agreement shall inure to the benefit of and shall be binding upon the parties hereto and their respective heirs, personal representatives, successors and assigns, subject to the limitations contained herein. The unenforceability, invalidity or illegality of any provision of this Agreement shall not render any other provision unenforceable, invalid or illegal and shall be subject to reformation



to the extent possible to best express the original intent of the parties. This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties.

This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties. *(Please return all pages of this Client Services Agreement).*

**Client ID – CLIENT NAME**

**40185-Lyons Sd 103**

**Sunbelt Staffing, LLC**

\_\_\_\_\_  
Client Representative Signature                      Date

\_\_\_\_\_  
Client Representative Signature                      Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

## CLIENT SERVICES AGREEMENT

between  
ProCare Therapy  
5550 Peachtree Parkway, Suite 500  
Peachtree Corners, GA 30092  
and

Lyons SD 103

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4100 S Joliet Ave.

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Lyons IL 60534 United States

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("Client")

ProCare Therapy, a d/b/a of New Direction Solutions, LLC ("ProCare") and Client enter into this non-exclusive Client Services Agreement ("Agreement") for the purpose of referring and placing Consultants ("Consultants") with Client. This Agreement shall govern the overall terms of the relationship, while a separate Client Assignment Confirmation (Addendum A) for each placement will outline specifics as to bill rates, personnel, and assignment lengths.

### 1. Scope of Services.

ProCare will use its commercially reasonable efforts to provide Consultants for assignment with Client. ProCare will be responsible for payment of each Consultant's wages and applicable payroll taxes, deductions, and insurance, including worker's compensation, general liability and professional liability coverage for the benefit of the Consultant s. If a Consultant is unable to complete the specified assignment, ProCare will use its commercially reasonable efforts to find a replacement in a timely manner.

### 2. Independent Contractor.

The parties hereto specify and intend that the relationship of each to the other is that of an independent contractor, that each Consultant shall be an employee of ProCare and that no qualified Consultant shall at any time be an employee of Client, unless the parties shall otherwise agree in writing. ProCare agrees to provide and maintain all payroll services for any qualified Consultant placed with Client, to maintain payroll records and to withhold and remit all payroll taxes and social security payments. ProCare does not ordinarily use subcontractors in providing services. Should the need to use a separate staffing firm or independent contractor arise, ProCare will notify Client in advance of the assignment in order to receive approval of this arrangement.

### 3. Telepractice Services.

ProCare, at Client's specific request, may provide telepractice services through VocoVision. Should utilization of VocoVision occur, Client shall, at that time, receive in addition to Addendum A – Client Assignment Confirmation, an Addendum B – Teleservices Provisions, Addendum C – Duties and Responsibilities and Addendum D –VocoVision Equipment Policies which, collectively, outline specific terms and conditions regarding VocoVision's telepractice services.

### 4. Insurance.

ProCare will maintain at least the following minimum amounts of insurance:

General Liability - \$2,000,000 per occurrence and \$4,000,000 aggregate.

Workers Compensation - in accordance with state regulations.

Employers Liability - \$1,000,000.

Excess Liability over General Liability and Employer's Liability - \$5,000,000 per occurrence and \$5,000,000 aggregate.

Professional Liability of \$1,000,000 per occurrence and \$3,000,000 aggregate.

### 5. Competency and Licensing.

ProCare will conduct comprehensive pre-employment screening to provide licensed Consultants who meet applicable professional standards. ProCare will endeavor to present only Consultants who are qualified for Client's open position(s) on job requirements established by Client either verbally or in writing. While ProCare will make every effort to pre-screen job candidates based on these requirements, Client acknowledges the candidate assignment decision

is ultimately the responsibility of the Client. To this end, ProCare will make available to Client all appropriate Consultant records that ProCare may permissibly disclose and will facilitate an interview between Client and Consultant in order to assist Client in the hiring decision. ProCare will do its due diligence to ascertain the professional and applicable Department of Education licensing and certification requirements for the Consultant discipline placed with Client, however, it is ultimately the responsibility of the Client to approve the Consultant's licensure and certifications as acceptable.

**6. On-Site Responsibility.**

Client is responsible for providing all support, facilities, training, direction, materials, supplies, and means for the Consultant to complete the assignment. Client acknowledges that ProCare is not providing nursing or healthcare services, but rather is providing candidate identification and placement services. As such, Client is responsible for the Consultant's adherence to the applicable standard of care and acknowledges that ProCare is not responsible for the Consultant's on-site performance. Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards, including OSHA standards, and that Client will be responsible for providing all safety training and equipment, and for each Consultant's compliance with health and safety requirements, including those instituted by Client.

**7. Employment of Consultants.**

Client agrees that it will not directly or indirectly, personally or through an agent or agency, contract with or employ any Consultant introduced or referred by ProCare for a period of (12) months after the latest date of introduction, referral, placement, or termination or expiration of the contract assignment. If Client or its affiliate enters into such a relationship or refers Consultant to a third party for employment, Client agrees to pay an amount equal to \$22,500 or thirty-five (35) percent (whichever is greater) of the Consultant's first year's annual salary, including any signing bonus, as agreed upon at the time of hiring. Payment is due and payable to ProCare upon start date.

**8. Equal Opportunity.**

It is the policy of ProCare to provide equal opportunity to all Consultants for employment. ProCare and Client will screen based on merit only. All Consultants will be free from discrimination due to race, religion, color, sex, national origin, age, or disability.

**9. Payment Terms.**

Client will be billed on a weekly basis for work performed during the previous week and pay ProCare based on the service charges specified in the Assignment Confirmation included as an addendum to this Agreement. All hours worked over forty (40) hours in a one-week work period will be billed at one and one-half times the regular bill rate. It is Client's responsibility to notify ProCare if pre-approval is required for any or all overtime hours prior to any such hours being worked. **Payment is due within thirty (30) days of receipt of invoice.**

**10. Default Charges.**

Invoices shall be considered past due if not paid by the agreed-upon due date. Client agrees to pay all necessary collection costs of amounts past due, including reasonable attorney's fees and costs. Additionally, ProCare reserves the right to approve or to discontinue any extension of credit and the terms governing such credit.

**11. Limitation of Liability.**

NEITHER PARTY SHALL BE LIABLE TO THE OTHER WHATSOEVER FOR ANY SPECIAL, CONSEQUENTIAL, INDIRECT, EXEMPLARY OR PUNITIVE DAMAGES, INCLUDING ANY DAMAGES ON ACCOUNT OF LOST PROFITS, LOST DATA, LOSS OF USE OF DATA, OR LOST OPPORTUNITY, WHETHER OR NOT PLACED ON NOTICE OF ANY SUCH ALLEGED DAMAGES AND REGARDLESS OF THE FORM OF ACTION IN WHICH SUCH DAMAGES MAY BE SOUGHT. THE FEES AND BILLINGS DUE UNDER THIS AGREEMENT ARE NOT CONSIDERED SPECIAL DAMAGES OR LOST PROFITS AND SHALL NOT BE LIMITED BY THESE PROVISIONS.

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writing within three (3) business days of alleged failure. Failure to notify ProCare before assignment ends shall negate any Client claim to withhold payment due to untimely work and/or paperwork non-compliance by Consultant. Client agrees that all approved time sheets by Client's assigned representative are not subjected to billing dispute if Client fails to notify ProCare of time sheet and work performed discrepancies.

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Client will report to ProCare any performance issues, incidents, errors and other events related to the care and services provided by ProCare Consultants. ProCare will document reported incidents in Consultant's personnel file and track all such events for quality assurance purposes. All supporting documentation is required within seventy-two (72) hours of the occurrence.

### **14. Reporting of Work-Related Injuries.**

Client will maintain a safe working environment and provide all appropriate personal protective equipment as deemed appropriate for unit to which ProCare's Consultant has been assigned. Client ensures compliance with all applicable OSHA or state Department of Labor obligations to include general training on the reporting of work-place injuries, incidents, and occupational exposure to bloodborne pathogens occurring at Client facility. Records of such occurrences must be maintained by the Client and accessible to ProCare within guidelines set forth by governing entities. In the event of work-place injury, incident or exposure, each affected Consultant will contact their immediate Client-appointed supervisor and report to the applicable treating department as per Client protocol. Consultant shall also report work-place injury, incident or exposure to ProCare concurrently with Client for the purpose of reporting such event to ProCare's workers compensation carrier. If ProCare's Consultants are not eligible for treatment of work-place injury, incident or exposure by Client or if reporting requirements change during the term of this Agreement, Client is responsible for written notification of such information to both ProCare and ProCare's Consultant.

### **15. Termination of Contracted Assignment with Cause.**

Immediately upon occurrence, Client has the obligation to report each deviation from the accepted standard of practice, policies and procedures as orientated to Consultant, behavior, and or any incident that would be considered adverse to the overall operation of Client. Client may request that ProCare facilitate the immediate removal of Consultant due to any of the issues preceding with written and/or verbal notice. The Client, however, may not immediately terminate a Consultant unless ProCare has been notified prior to final incident or unless a single incident warrants immediate dismissal prior to ProCare's notification. All supporting documentation specifying the reasons and facts of the termination is required within forty-eight (48) hours of termination. If the Client does not report such deviation(s) and subsequently terminates Consultant or if Client does not provide required documentation following a termination within the required timeframe, Client will be assessed as liquidated damages and not as a penalty, an amount equal to one (1) week of billing. The parties agree that ProCare's Consultants are an integral part of its operation and a resource that may have been developed over a number of years. Any delay or absence of a written and verbal notice could result in lost revenue or other consequences not foreseen at this time and therefore the liquidated damages are not unreasonable to the probable loss to be suffered by ProCare in the event of your breach of this provision. Client will be responsible for all professional fees (and expenses if applicable) up to the point of termination. Termination with cause must be documented prior to termination in accordance with the Incident and Error Tracking procedures set forth in paragraph 13 of this agreement. ProCare shall have five (5) business days to refill the position in the event of termination with cause. Should ProCare identify a suitable Consultant, Client agrees to original terms or extended terms of the terminated Consultants assignment.

### **16. Termination of Contracted Assignment without Cause.**

Client may cancel an assignment with thirty (30) days written notice. Client is responsible for all charges and fees prior to cancellation date and through the 30-day period of notice. In the event Client is unable to provide thirty (30) days' notice of termination, Client will be billed for thirty (30) days at the agreed upon regular bill rate and minimum hours. In the event of termination without cause, Client will be responsible for any housing and travel costs actually incurred by ProCare as a result of such cancellation.

### **17. Guaranteed Minimum Hours.**

Client agrees to provide Consultant the guaranteed number of work hours per week specified in the attached Assignment Confirmation Addendum A. Cancellation of prescheduled shift(s) or reduction in work hours by Client will be billed reflecting the guaranteed minimum work hours.

**18. Paid Sick Leave.**

For those jurisdictions that have passed or will pass legislation requiring Paid Sick Leave, Paid Sick Time will be billed back to Client at the straight-time bill rate for all hours taken by any Consultant assigned to Client. This section is not applicable until the effective date of such legislation has been reached.

**19. Unscheduled Facility Closure Policy.**

ProCare will incur fixed expenses over the entire course of a Consultant's contract assignment with Client related to the Consultant's housing and per diem costs. The parties agree that in the event of an unforeseen or unexpected interruption in a Consultant's assignment resulting from an unscheduled closure, complete or partial, of Client's facilities due to natural or manmade disasters, such as, and without limiting the generality of the foregoing, fire, storms, flooding, earthquake, labor unrest, riots, and/or acts of terrorism or war (each an "Unscheduled Closure"), Client will transition to virtual services for all Consultants whose services can be performed in such a setting. Client shall be billed for services performed at the regular contracted hourly bill rate for all hours worked by Consultant. Virtual service hours shall be entered and processed according to the normal time submittal and approval process unless otherwise requested by Client and agreed upon by ProCare. ProCare and Client will mutually determine which contracted disciplines qualify for virtual services. For contracted services not eligible for virtual services, Client will be invoiced and shall pay for each such affected Consultant's services at the reduced rate of \$200 per day for each day that the Consultant(s) is unable to work by virtue of such Unscheduled Closure.

**20. Multiple Locations.**

If client requires Consultant to travel to and perform services at more than one location, Client will compensate ProCare for travel time between facilities at the regular hourly bill rate and for mileage up to the current acceptable IRS reimbursement rate.

**21. Issue Resolution.**

In the event Client encounters an issue that is not satisfactorily resolved by its ProCare representative, Client should escalate the issue to the appropriate ProCare manager by calling: 800-825-7133. Please ask for your account representative's manager.

**22. Indemnification.**

Each party will indemnify, defend and hold harmless the other against third party claims arising from breaches of the parties' respective obligations under this Agreement.

**23. Confidentiality.**

Each party acknowledges that as a result of this Agreement, they will learn confidential information of the other party. Confidential information is defined as that information which is private to each party but is shared by one to the other party as required to accomplish this Agreement and **includes bill rates, fees for permanent placements and terms and conditions of this Agreement.** It is agreed that neither party will disclose any confidential information of the other party to any person or entity. Neither will it permit any person nor entity to use said confidential information. The only exceptions will be: (a) Information shared to the appropriate individuals within the respective organizations as necessary to execute this Agreement, (b) disclosures as required by law. Confidential Information of ProCare shall include, but is not limited to, any and all unpublished information owned or controlled by ProCare and/or its Consultants, that relates to the clinical, technical, marketing, business or financial operations of ProCare and which is not generally disclosed to the public including but not limited to Consultant information, technical data, policies, financial data and information to include contract terms and provisions, billing rates, permanent placement fees whether disclosed orally, in writing or by inspection. If the receiving party shall attempt to use or dispose of any of the Confidential Information, or any duplication or modification thereof, in any manner contrary to the terms of the foregoing, the disclosing party shall have the right, in addition to such other remedies which may be available to it, to obtain an injunctive relief enjoining such acts or attempts as a court of competent jurisdiction may grant, it being acknowledged that legal remedies are inadequate.

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ProCare shall comply with all laws, rules and regulations pursuant to the Family Educational Rights and Privacy Act, 20 USC 1232g ("FERPA") and acknowledges that certain information about the Client's students is contained in records maintained by ProCare and the Consultant and that this information can be confidential by reason of FERPA and related Client policies. Both parties agree to protect these records in accordance with FERPA and Client policy.

To the extent permitted by law, nothing contained herein shall be construed as precluding either party from releasing such information to the other so that each can perform its respective responsibilities. As it applies, Consultants assigned to Client will execute a FERPA Statement of Understanding outlining appropriate guidelines.

**25. State Retirement System Notice.**

Client acknowledges and agrees that if formal notice is required to be given to any Consultant that participation in any such retirement system/pension is either: 1) permitted by Consultant's election; or 2) is required by law, then Client is solely responsible for providing such notice to Consultants and fulfilling all associated administrative duties. Client shall immediately notify ProCare if any Consultant is required to, or voluntarily elects to participate in any such system. In such event, Client shall advise ProCare of the withholding obligation percentages (both employer and employee share) so that invoices to Client and payment to the Consultant may be adjusted accordingly. The parties agree that Client shall withhold and pay to the retirement/pension both the employee and employer shares. The parties agree that the applicable employee and employer shares paid to the system by the Client shall be deducted from the amount owed to ProCare by the Client hereunder. The parties agree that the applicable employee share paid to the system by the Client shall be deducted from the amount due the Consultant by ProCare. The Client and ProCare expressly acknowledge and agree that if any Consultant is required to, or elects to participate in a retirement system/pension, the Client shall be solely responsible for: 1) creating an account for Consultant with the appropriate retirement system/pension; 2) all present and/or future obligations to make employee and employer cash payments/contributions to the retirement system/pension as required by law and/or set by the retirement system/pension; and 3) otherwise administering all employer functions pertaining to the Consultant's interest in retirement system/pension.

**26. Conflicts of Interest.**

The parties acknowledge their respective obligation to report any conflict of interest and/or apparent conflict of interest that may interfere with their ability to perform their obligations hereunder objectively and effectively. To that end, the Parties hereby certify and represent that their officials, employees and agents do not have any significant financial or other pecuniary interest in the other party's business enterprise, and that no inducements of monetary or other value were offered or given to any officer, employee or agent of the other party. Each party agrees to promptly notify the other in the event it becomes aware of any conflict of interest or apparent conflict of interest.

**27. Survival.**

The parties' obligations under this Agreement which by their nature continue beyond termination, cancellation or expiration of this Agreement, shall survive termination, cancellation or expiration of this Agreement.

**28. Governing Law.**

This Agreement shall be governed by the laws of the state of Delaware.

**29. Modification of Agreement.**

This Agreement may not be modified, amended, suspended, or waived, except by the mutual written agreement of the Parties who are authorized to execute the agreement.

**30. Entire Agreement.**

This Agreement represents the entire agreement between the parties and supersedes any prior understandings or agreements whether written or oral between the parties respecting the subject matter herein. This Agreement may only be amended in a writing specifically referencing this provision and executed by both parties. This Agreement shall inure to the benefit of and shall be binding upon the parties hereto and their respective heirs, personal representatives, successors and assigns, subject to the limitations contained herein. The unenforceability, invalidity or illegality of any provision of this Agreement shall not render any other provision unenforceable, invalid or illegal and shall be subject to reformation to the extent possible to best express the original intent of the parties. This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties.

**SIGNATURE BLOCK ON FOLLOWING PAGE**

***This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties.***

Lyons SD 103

Client Name

DocuSigned by:

  
Client Representative Signature

1/27/2022

Date

Kim West

Print Name

Director of Student Services

Title

**New Directions Solutions, LLC dba ProCare Therapy**





**Jena Zander**

Director, Contracts and Compliance

September 19, 2023 15:22 UTC

IP: 45.52.107.158

### CONTACT AND INFORMATION SUMMARY



#### CLIENT

School, District or Business Name: Lyons School District 103

Billing Address: 4100 Joliet Ave

City, State, Zip: Lyons, IL 60534

Contact Name to Receive Invoice: Kim West

Invoice Email: westk@lyons103.org

Invoice Email CC, if applicable: channellw@lyons103.org

Contact Phone: 7087834100

In an effort to increase efficiency for our Clients, Procure Therapy will email service invoices. Should you wish to opt out of this process, please check here

Invoice Follow-up Contact: Name: \_\_\_\_\_

same as above Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Payment Inquiry Contact: Name: \_\_\_\_\_

same as above Email: \_\_\_\_\_

Phone: \_\_\_\_\_

#### PROCARE THERAPY

**Correspondence Address**  
*Correspondence, Contracts, Contract Addendums, Notices, etc.*  
**5550 Peachtree Parkway, Suite 500**  
**Peachtree Corners, GA 30092**  
 Fax Number: **877-831-8511**

**Remittance Address**  
*Only payments should be sent to this address*  
**PO Box 934411**  
**Atlanta, GA 31193-4411**

**Account Representatives**

Name: Jordan Flanagan

Email: Jordan.Flanagan@procaretherapy.com

Telephone: 678-448-4728

**Billing Disputes, Purchase Orders, W-9 Requests**

Email: [billing@procaretherapy.com](mailto:billing@procaretherapy.com)

Fax: 877-831-8511



Inatructional Leadership for the 2023-2024 School Year  
Board of Education of Lyons School District 103 and West40  
Intermediate Service Center #2

**1. Description of Services to be Rendered**

1.1 ) This contractual agreement ("Agreement") is entered into by and between **Lyons School District 103** and West40 Intermediate Service Center #2 (Learning Partner) to define services and supports to be delivered to the District by the Learning Partner and to specify the costs, scope and administration of those supports and services.

1.2) Services provided by Learning Partner shall be based on the unique needs of the students, staff and community within the District. Further, every service provided by Learning Partner shall be centered on the principle of equity so that each activity has the effect of providing additional support to the students that need the most support. Services to be rendered under this Agreement are set forth in Scope of Services , which is attached hereto and incorporated herein by reference.

**2. Pricing**

2.1) West40 will invoice the District for its actual share of the costs of the supplies or services purchased. The credit or liability of the District shall remain separate and distinct.

2.2) Payment will be invoiced quarterly based on the hours worked as outlined in the Scope of Services below and will be remitted to West40 within 60 days.

2.3) The Budget is set forth in [Scope of Services](#), which is attached hereto and incorporated herein by reference.

**3. Operation**

3.1) District administrators shall collaborate and cooperate with West40 in providing the services.

**4. Terms of Agreement**

4.1) The term of this Agreement shall commence on **9/1/23** and terminate on **6/31/24**. Any changes in the activities, services, terms and conditions of this agreement shall be made in writing and signed by both parties.

4.2) The parties may extend this Agreement for additional periods, contingent on sufficient funding, upon mutual written consent and notwithstanding any contrary provision in this Agreement. Either party may terminate the Agreement for cause thirty (30) days after written notice to cure is given, and provided no cure has been made within the said thirty (30) days; furthermore, either party may terminate this Agreement without cause upon thirty (30) days written notice. All notices hereunder shall be by certified mail with return receipt and shall be deemed effective as of the date received.

*"We will meet you where you are. We will be what you need.  
We will walk further with you. We will stand strong with you."*



- 5.) Both parties understand and agree that West40 is responsible to its own employees, representatives, and agents, for all insurance coverage, including, but not limited to public liability, personal medical and health, and workmen's compensation insurance, as appropriate.
- 6.) West40 and the District will abide by all federal, state, and ISBE regulations related directly to the services and support described by this contract.
- 7.) To the extent permitted by law, both parties shall defend, indemnify and hold harmless the other party against any and all liability, claims, and expenses of whatever kind and nature for injury to or death of any person or persons and for loss of or damage to any property occurring in connection with or in any way incidental to or arising out of either party's occupancy, use, operation, or performance of work hereunder, resulting in whole or in part from the acts or omissions of the indemnifying party or its personnel. Both parties specifically represent that this agreement for indemnification does not waive any statutory immunity to which they, or either of them, may be entitled by law, nor does it create any rights of action in any third party. The indemnified party shall promptly notify, in writing, the indemnifying party of any such claim or suit and shall cooperate fully with the indemnifying party in the defense and/or settlement thereof.
- 8.) This Service Agreement ("Agreement") is effective **9/1/23** by and between **Lyons School District 103** Local Education Agency (LEA) and West40 Intermediate Service Center #2 ("West40").
- 9.) This Agreement shall be governed by and interpreted in accordance with the laws of Illinois.
- 10.) In the event that any of the provisions of this Agreement are held to be invalid or unenforceable in whole or in part, all other provisions shall nevertheless continue to be valid and enforceable with the invalid or unenforceable parts severed from the remainder of this Agreement.

*IN WITNESS WHEREOF, the Parties have executed this Contract as of the day and year set forth below.*

DISTRICT	
<b>By:</b>	LYONS SCHOOL DISTRICT 103
<b>Name:</b>	
<b>Title:</b>	
<b>Date:</b>	
<b>Signature:</b>	

LEARNING PARTNER	
<b>By:</b>	West40 ISC #2
<b>Name:</b>	Suzy Dees
<b>Title:</b>	Senior Director of Professional Learning
<b>Date:</b>	9/14/2023
<b>Signature:</b>	<i>Suzy Dees</i>

*"We will meet you where you are. We will be what you need. We will walk further with you. We will stand strong with you."*



## 23/24 LYONS SCHOOL DISTRICT 103 SERVICE AGREEMENT

*If principals are not a part of PLCs or if it is determined that principals will work separately from coaches, principals will engage in a monthly seminar to focus on building their capacity as school leaders to create and lead a culture of learning in their respective schools. Utilizing data from the 5-Essentials, the administrative team will first determine their vision for creating a culture of learning and then supporting that culture for their school building. They will also focus on building their capacity around their role in supporting their instructional coaches and teachers in that process.*

*Instructional Coaches will participate once per month in a practicum based lab experience. This process will align with the "Plan Implementation" component of the Data Based Problem Solving Methodology to create a plan with detailed directions as to what and when specific instruction will occur with fidelity, including the identification of personnel to implement the instruction and support structure.*

*The contract work we do with West40 districts is based on a per-hour rate of \$300 per team member and we only bill for the work included in the scope of services below. If a request for additional work is made, this contract may be amended to allow for those services.*

Topic	Contracted Activity	Deliverable	Estimated Hours	Cost
<b>COACHING</b>	Co-Planning	Two West40 Team Members co-planning over the course of 8 meetings at 1 hour each.	16	\$4,800
	Coaching/Consulting	One West40 Team Member facilitating lab practicum over the course of 8 meetings at 3 hours each.	24	\$7,200
	Executive Coaching/Consulting	One West40 Team Member facilitating principal seminars over the course of 8 meetings at 1.5 hours each.	12	\$3,600
<b>TOTALS</b>			<b>52</b>	<b>\$ 15,600.00</b>



# Lyons Elementary District 103

Serving the communities of Brookfield, Forest View, Lyons, McCook and Stickney  
*Working Together to Expand Student Opportunities*

**Kristopher Rivera**  
Superintendent of Schools

**September 21, 2023**

## MEMO

TO: Board of Education

FROM: Kim West, Director of Student Services

RE: Sub Nurse

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Currently we do not have a sub nurse for the District. The administration is asking the D103 Board of Education to consider having a sub nurse to cover times when our building nurses are out to sickness, as well as for other such times, including, but not limited to, leaves of absences, completing vision and hearing screenings, etc.

Thank you for your consideration.



## MEMORANDUM

### CONFIDENTIAL ATTORNEY-CLIENT PRIVILEGED COMMUNICATION

TO: Board President Jorge Torres & Board Members, Lyons School District 103

CC: Superintendent Kristopher Rivera

FROM: Burton S. Odelson, *Odelson, Murphey, Frazier, & McGrath, Ltd.*

DATE: September 25, 2023

RE: Purchase of Property (4032 & 4034 Joliet Ave., Lyons, IL)

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On the agenda tomorrow night is the purchase of the 2 apartment buildings (4032 & 4034 Joliet Ave., Lyons, IL) directly adjacent to the George Washington Middle School. As you know, one of the buildings is totally vacant and the other building has tenants that come and go. The garages behind the buildings are boarded up and also unsightly. By purchasing the buildings and then demolishing them, not only do you eliminate a blight and safety hazard, but you also have additional land where you can expand the footprint of the campus. The Board will be able to use the property for parking, fields, or open space, as you so determine.

The price of \$850,000 is a good price for both buildings.

If there are any questions or concerns, please do not hesitate to contact me. I will keep the Superintendent updated as to the progress of the purchase.

Thank you.

\* \* \*

**eGrant Management System**

**Printed Copy of Application**

Applicant: LYONS SD 103

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: LYONS SD 103

Date Generated: 9/22/2023 2:00:53 PM

Generated By: vanderploegg

**1. Contact Information for Person Completing This Form**

Last Name\*

Rivera

Phone\*

708 783 4100

Extension

First Name\*

Kristopher

Middle Initial

Email\*

riverak@lyons103.org

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

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

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

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

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

((count) of 2500 maximum characters used)

To ensure equitable program participation for all stakeholders, federal funds will be utilized to close achievement gaps in learning, support teacher professional development, and update parents on ways to support their children at home. Students will gain access to various programs that will supplement the core instruction meeting the needs of the Illinois State Standards. Federal grant allocations will support data analysis with the assessment programs for students and teachers. Teachers will be supported by engaging in various professional development sessions housed at the district and some that will be attended out of the district. These sessions are geared toward focusing on best practices in teaching as well as support to meet all learners' needs. Finally, parents can participate in various parent nights to understand their children's learning and learn ways to support them at home through math, reading, STEAM, Faith's Law, and various parent nights held throughout the school year. Our communication with the community will be in English and Spanish via phone messenger, email, text, paper publications, and website publication. The district website is designed to support visually impaired members of our community across 121 languages. It is the district's goal to communicate effectively to ensure all stakeholders have full participation in our federally funded programs and seek guidance from stakeholders.

**3. Bilingual Program Director Assurance**

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

774

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

**4. General Completion Instructions**

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

Required fields on each page are dependent upon funding sources selected on the Coordinated Funding tab.

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

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

**How to Complete Pages with Pre-populated Fields**

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

Some pages display sections based on which grants were selected on the Funding page as anticipated as funded. To change the sections that display, return to the Funding page and select or de-select grants for which funding is anticipated.

\*Required field, applicable for all funding sources

**Amendments**

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

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

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

**Plan Changes**

Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.

[[count] of 5000 maximum characters used)

---

\*Required field, applicable for all funding sources

**1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2023-2024.\* [1]**

**NOTE: All funding sources should be reviewed after October 1 and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.**

- Title I, Part A - Improving Basic Programs
- Title I, Part A - School Improvement Part 1003
- Title I, Part D - Delinquent
- Title I, Part D - Neglected
- Title I, Part D - State Neglected/Delinquent
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Educational Program (LIEP)
- Title III - Immigrant Student Education Program (ISEP)
- Title IV, Part A - Student Support and Academic Enrichment
- Title V, Part B - Rural and Low Income Schools
- IDEA, Part B - Flow-Through
- IDEA, Part B - Preschool
- ARP-ESSER III (Elementary and Secondary School Emergency Relief III)

**2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.\* [2]** For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan.*  
(count) of 7500 maximum characters used)

Title I, II, and IV will support programs, interventions, supplies, and extra courses to target students that are identified at risk. Funds will also support parent community involvement with speakers, events, and parent training. Title III will focus on supporting EL students and ESL staff. Funding will be used to increase access to technology for the core ESL teachers. Funding will also go to parent programs via the Bilingual Parent Advisory Council. Funds will allow for support programs, supplies, interventions, and PD opportunities for teachers. IDEA Part B funds will be allocated to provide evidence-based and research-based strategies to educators to enhance student mastery of skills to close achievement gaps. Additionally, funds will be utilized to incorporate technology within our classrooms, which allow students to access to grade level curriculum. IDEA Part B Preschool will be used to screen eligible children in the community and provide educational support services. IDEA Part B funds will be allocated to provide evidence-based and research-based strategies to educators to enhance student mastery of skills to close achievement gaps. Additionally, funds will be utilized to incorporate technology within our classrooms, allowing students to access grade-level curriculum. IDEA Part B Preschool will screen eligible children in the community and provide educational support services. ARP-ESSER III (Elementary and Secondary School Emergency Relief III) will be used for Safe Operations of Schools: Heating Air Conditioning and Ventilation, Personal Protective Equipment, Instruction, Learning Loss, and Acceleration, Health and Safety, and HVAC ventilation, specifically replacement and upgrades to maintain good indoor air quality through adequate ventilation and effective air filtration, which are critical elements to ensure safe indoor air quality

Response from the approved prior year Consolidated District Plan.

Title I, II, and IV will support programs, interventions, supplies, and extra courses to target students that are identified at risk. Funds will also support parent community involvement with speakers, events, and parent training. Title III will focus on supporting EL students and ESL staff. Funding will be used to increase access to technology for the core ESL teachers. Funding will also go to parent programs via the Bilingual Parent Advisory Council. Funds will allow for support programs, supplies, interventions, as well as PD opportunities for teachers. IDEA Part B funds will be allocated to provide evidence based and research based strategies to educators to enhance student mastery of skills to close achievement gaps. Additionally, funds will be utilized to incorporate technology within our classrooms which allow students to access to grade level curriculum. IDEA Part B Preschool will be used to screen eligible children in the community and provide educational support services. ESSER II - Funds will be used for learning loss, technology and facilities. ESSER III - Funds will be used for learning loss, technology, facilities and transportation.

**3. Will the LEA braid funding?\***

Indicate the funds that will be braided, and list the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, enter N/A in the text field.

**If No Braiding is selected, additional fund sources will not be checked.**

- No Braiding
- Title I, Part A - Improving Basic Programs
- Title I, Part A - School Improvement Part 1003
- Title I, Part D - Delinquent
- Title I, Part D - Neglected
- Title I, Part D - State Neglected/Delinquent
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Educational Program (LIEP)
- Title III - Immigrant Student Education Program (ISEP)
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - Rural and Low-Income Schools
- IDEA, Part B - Flow-Through
- ARP ESSER III

NA

**4. Will the LEA hybrid-blend Title II and/or Title IV funding?\***

Indicate all that apply, and list the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by hybrid blending, enter N/A in the text field.

**If No Hybrid Funding is selected, additional hybrid blending options will not be checked.**

- No Hybrid Funding
- Title II to Title I
- Title IV to Title I
- Title II to Title IV
- Title IV to Title II

Title II to Title I- expanding equity and culturally responsive practices through ongoing professional development and consultancy. Title IV to Title I- expanding the use of personalized learning through instructional tools, including digital resources and a STEAM lab.

**5. Provide a Summary of the LEA's Needs Assessment.\***

*DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan.*  
([count] of 7500 maximum characters used)

The District utilizes the the 5-Essential survey to support the needs of various areas of the schools by gaining the input from students, parents and teachers.

**Legislative References:**

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

\*Required field, applicable for all funding sources

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

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

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

We use Fastbridge Assessment data to pinpoint students who may be at risk. FastBridge's valid and reliable assessments help educators identify students' academic and social-emotional behavior (SEB) needs faster, align the right interventions at the right time, and measure whether interventions are helping students catch up all in one platform and up to half the test time.

**2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable. \* Writing space appears if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.**

- i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.
- iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

**A. Title I, Part A - Improving Basic Programs**

Title I grants funds provide support for our students in core content of math and reading through interventionist and enrichment teachers. Supports are also provided for our teachers via professional learning in forms of conferences, consultants, and in-district training.

**B. Title I, Part A - School Improvement Part 1003****C. Title I, Part D - Delinquent****D. Title I, Part D - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

**Also identify needs assessment results, including description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and principals.**

A variety of programs are utilized to provide differentiated instruction for our students. Math programs such as iReady Math support our students in filling in academic learning gaps to target the IL state standards. ACHIEVE 3000 and Imagine Language and Literacy have been adopted to support our students' academic learning gaps in reading. Assessment programs such as Fastbridge (CBMreading (1st--8th grade), earlyReading (K-1st grade, earlyMath (K-1st grade)) and Cogat provide our teachers with data to identify specific supports for the different subgroups.

**G. Title III - LIEP**

EL Students in PreK through 8th grade will continue to use Imagine Learning this year. Imagine Learning is a researched-based Tier 2,3 intervention program. Students who are dually identified in grades 1 -8 will use Read Naturally. EL Teachers and Interventionists will receive training on Read Naturally. It specifically addresses the language needs of our dually identified EL students. The Core EL teachers will receive training on the program overall, how to implement the data, how to use the placement process, and assign appropriate levels and goals in Read Naturally. This will be a phased roll-out. Students needing additional phonics support will be assigned specific exercises in Word Warm-ups Live to build mastery and automaticity in phonics and decoding. One Minute Reader Live supplements the development of literacy skills through guided, independent reading. In Read Naturally.

**H. Title III - ISEP**

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

**Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.**

To improve student academic achievement, digital literacy programs will be provided for students to access academic resources such as iReady math, Imagine Language and Literacy, Clever, and Google Suite for Education.

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

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

Students with IEPs went from 406 to 384 between 2022 to 2023, an 18% decline. Of those 18%, 79% were Hispanic, while 14% were white. Achievement gaps for students with IEPs compared to those without IEPs are significant, with some at a 30% difference. The 5 Essentials Survey (2023) assigned a score of 29 out of 100 based on our staff's responses regarding Instructional Leadership. This is a 7-point increase from 2022.

**L. IDEA, Part B - Preschool**

Lyons School District 103 currently runs a Birth-to-Age 3 program through the Early Childhood - Prevention Initiative Grant and preschool programs through the Early Childhood - Preschool for All 3-5 Grant. By applying for and receiving these grants, the district employs teachers, aides, home visitors, consultants, and a program director. These individuals work to implement a comprehensive system of support. Through grant funds we also purchase curriculum resources (i.e. Parents As Teachers, Creative Curriculum, Second Step, etc.) to improve students' kindergarten readiness. All families that have children in our early childhood programs participate in parent meetings, training, and transition programs.

**M. ARP-LEA Elementary and Secondary Emergency Relief Grant III**

District 103 has allocated ESSER III funds to meet the needs of its learning community in the following ways: Safe Operations of Schools: Heating Air Conditioning and Ventilation: Funds will be used for repairs and upgrades to the HVAC systems in all school buildings. Personal Protective Equipment: The District will continue to purchase PPE for staff and students as directed by the Center for Disease Control and the Illinois Department of Public Health. Covid Approved cleaning materials Instruction/Learning Loss Staffing: Funds will be used to increase teacher staffing to meet the demands of remote and hybrid instruction during FY21 and FY22. By reducing class size, teachers can spend focused time with individual students in a flexible schedule, offer strategic small group standards based skill instruction, and provide intervention work based on assessment data in reading and mathematics to address learning loss as a result of lost instructional time from the pandemic. Summer Academy: Funds will be used for summer school class staffing and materials for all qualifying students. Online Programming: Online academic programs to address learning loss will be purchased by the District. Learning Loss and Acceleration ARP-ESSER III Summer School- Approximately \$425,684 will be spent in total for FY21, FY22 and FY23 in order to provide summer school programming and extended learning opportunities for reading and math interventions. Facility Operations/Health and Safety ARP-ESSER III Air Quality Improvements- Approximately \$1,330,017 will be spent improving air quality at Costello, Robinson, Lincoln, Edison, Home and George Washington Middle School. Instruction ARP-ESSER III Approximately \$ 1,257,120 will be utilized to hire contracted staff to address Covid 19 remote instruction/hybrid, social distancing and flexible scheduling for SY21, SY22 and SY23 Remaining ESSER funds District 103 will spend the remaining ARP-ESSER funds on HVAC ventilation, replacement and upgrades to maintain good indoor air quality through adequate ventilation and effective air filtration which are critical elements to ensure safe indoor air quality

**Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

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

**ISBE Goals:**

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

**District Goal(s):**

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

<b>1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).*</b>	
<b>Check all that apply.</b>	
A.	<input checked="" type="checkbox"/> Teachers (1,7,8,9)
B.	<input checked="" type="checkbox"/> Principals (1,7,8,9)
C.	<input checked="" type="checkbox"/> Other school leaders (1,8,9)
D.	<input checked="" type="checkbox"/> Paraprofessionals (1)
E.	<input checked="" type="checkbox"/> Specialized instructional support personnel (1,2,3,4,8,9)
F.	<input type="checkbox"/> Charter school leaders (in a local educational agency that has charter schools) (1)
G.	<input checked="" type="checkbox"/> Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8,9)
H.	<input checked="" type="checkbox"/> Parent liaisons
I.	<input checked="" type="checkbox"/> Title I director (1)
J.	<input type="checkbox"/> Title II director (1)
K.	<input checked="" type="checkbox"/> Bilingual director (1,6,9)
L.	<input type="checkbox"/> Title IV director (1)
M.	<input checked="" type="checkbox"/> Special Education director
N.	<input type="checkbox"/> Guidance staff
O.	<input type="checkbox"/> Community members and community based organizations (7)
P.	<input type="checkbox"/> Business representatives (2,3,4)
Q.	<input type="checkbox"/> Researchers (7)
R.	<input type="checkbox"/> Institutions of Higher Education (7)
S.	<input type="checkbox"/> Other - specify
T.	<input type="checkbox"/> Additional Other - specify
<b>Program Footnotes:</b>	
	1 = Title I, Part A - Improving Basic Programs
	2 = Title I, Part D - Neglected
	3 = Title I, Part D - Delinquent
	4 = Title I, Part D - State Neglected/Delinquent
	5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
	6 = Title III, including LIEP and ISEP
	7 = Title IV, Part A - Student Support and Academic Enrichment
	8 = ARP-LEA (ESSER III)
	9 = EL - BSP

**2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan.\*\* Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

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

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

([count] of 7500 maximum characters used)

Parents - Jose Flores, Lucia Flores, Jennifer Hurst, Nicole Krzyzowski, Karla Rodriguez, Theresa Schubert, Gloria Medina, Olga DiazBoard/Community Member - George TorresAdministration - Kris Rivera, Christopher Jamrose, Brandon Braison, LaTasha Bailey, Joshua Dakins, Nicole Lawler, Regina Redd, Theresa Silva, Kim West, Guadalupe Vander PloegCertified Staff - Jessica Koester, Susanne Stevenson, Lauren Gregorcy, Toni Jackman, Kerri Pajeau, Melanie Hill, Patty Crowley, Anna Strizak & Steven Karon.Support Staff- Jeffrey Rice & Tina MelendezDistrict Meeting Dates - 6/26/23, 7/24/23Community Meeting Dates - 6/27/23, 7/25/23, 8/22/2023Process - The Community Committee has been reviewing our plans and assessing their connection to district goals and student needs.

Response from the prior year Consolidated District Plan.

Parents - Jose Flores, Lucia Flores, Jennifer Hurst, Nicole Krzyzowski, Karla Rodriguez, Theresa Schubert, Gloria Medina, Olga DiazBoard/Community Member - George TorresAdministration - Kris Rivera, Mark Antkiewicz, Brandon Braison, Darek Naglak, Joshua Dakins, Nicole Lawler, Regina Redd, Theresa Silva, Kim West, Guadalupe Vander PloegCertified Staff - Jessica Koester, Susanne Stevenson, Lauren Gregorcy, Toni Jackman, Kerri Pajeau, Melanie Hill, Patty Crowley, Anna Strizak & Steven Karon.Support Staff - Jeffrey Rice & Tina MelendezDistrict Meeting Dates - 6/14/22Community Meetings Dates - 6/23/22, 7/21/22, 9/1/2022Process - The Community Committee has been reviewing our plans and assessing their connection to district goals and student needs.

**3. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations.\*\* [2]**

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The District Committee will continue to review and revise school and district improvement plans that address our goals of engaging all students and staff in learning, supporting and challenging all students and staff in an effort to improve student achievement, and providing a healthy and safe learning environment for all students and staff.Lyons School District 103 has an established Bilingual Parent Advisory Council. This team is composed mainly of parents and community stakeholders; however, the district will have administrative and staff representation. The goal of the Bilingual Parent Advisory Council is to establish a clear and collaborative voice between the bilingual community of the EL Program and the district. The district currently hosts parent meetings and activities, addressing social-emotional issues, academic programming (i.e. literacy and numeracy), and at-risk factors.

Response from the prior year Consolidated District Plan.

The District Committee will continue to review and revise school and district improvement plans that address our goals of engaging all students and staff in learning, supporting and challenging all students and staff in an effort to improve student achievement, and providing a healthy and safe learning environment for all students and staff.Lyons School District 103 has an established Bilingual Parent Advisory Council. This team is composed of mainly parents and community stakeholders; however, the district will have administrative and staff representation. The goal of the Bilingual Parent Advisory Council is to establish a clear and collaborative voice between the bilingual community of the EL Program and the district. The district currently hosts parent meetings and activities, addressing social emotional issues, academic programming (i.e. literacy and numeracy), and at-risk factors.

**4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. \*\* [3]**

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

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([count] of 7500 maximum characters used)

The EL Services Director and the Parent Liaisons will survey the parents to see what activities they would be interested in attending. Activities are planned to engage parents and increase parent involvement so that they can improve the academic support they can provide their children at home. Activities include family events, speakers, consultants, and parent training. Some of those activities include sessions in Spanish with psychologist Dr. Ferrey Ramirez. The parent liaisons also support registration workshops. Many of the parents struggle with the technology and or language piece. We will also have workshops that address how important it is that parents are engaged and involved in their child's academics. Lastly, we will have culturally responsive topics such as Dia del Nino celebrations.

Response from the prior year Consolidated District Plan.

The EL Services Director and the Parent Liaisons will survey the parents to see what activities they would be interested in attending. Activities are planned to engage parents and increase parent involvement so that they can improve the academic support they can provide their children at home. Activities include family events, speakers, consultants, and parent training. Some of those activities include sessions in Spanish with psychologist Dr. Ferney Ramirez. The parent liaisons also support registration workshops. Many of the parents struggle with the technology and or language piece. We will also have workshops that address how important it is that parents are engaged and involved in their child's academics. Lastly, we will have culturally responsive topics such as Dia del Nino celebrations.

**Title I Requirement:**

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

[ESEA section 1112\(a\)\(1\)\(A\)](#)

**Title III Requirement:**

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

**Legislative References:**

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

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

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

\*Required field

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

**Private School Participation**

File Upload instructions are linked below. [Click here for general page instructions.](#)

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

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

Will Private Schools participate in the Program?

Yes  No

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
	<input type="checkbox"/>	<input type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> <a href="#">No file chosen</a>

Comments:

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

**ISBE Goals:**

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

**District Goal(s):**

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

**Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs.\* [1]**

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

If the district does not offer early childhood education programs, enter

**No Preschool Programs**

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

([count] of 7500 maximum characters used)

Lyons School District 103 currently runs a Birth-to-Age 3 program through the Early Childhood - Prevention Initiative Grant and preschool programs through the Early Childhood - Preschool for All 3-5 Grant. By applying for and receiving these grants, the district employs teachers, aides, home visitors, consultants, and a program director. These individuals work to implement a comprehensive system of support. Through grant funds we also purchase curriculum resources (i.e. Parents As Teachers, Creative Curriculum, Second Step, etc.) to improve students' kindergarten readiness. All families that have children in our early childhood programs participate in parent meetings, trainings, and transition programs. We will continue to improve the implementation of our early childhood and elementary programs by creating better vertical alignment, supporting transitions, and scaffolding instruction. We believe addressing these areas of our programs will lead to an increase in students' academic and social emotional readiness. The district will improve and formalize communication processes and procedures across the district, including: schools, programs, departments, communities, etc. and have teachers participate in team meetings during common planning time and/or during district meetings times, focusing on the review of student data and information to identify students in need of support, providing more timely interventions.

Response from the approved prior year Consolidated District Plan.

Lyons School District 103 currently runs a Birth-to-Age 3 program through the Early Childhood - Prevention Initiative Grant and preschool programs through the Early Childhood - Preschool for All 3-5 Grant. By applying for and receiving these grants, the district employs teachers, aides, home visitors, consultants, and a program director. These individuals work to implement a comprehensive system of support. Through grant funds we also purchase curriculum resources (i.e. Parents As Teachers, Creative Curriculum, Second Step, etc.) to improve students' kindergarten readiness. All families that have children in our early childhood programs participate in parent meetings, trainings, and transition programs. We will continue to improve the implementation of our early childhood and elementary programs by creating better vertical alignment, supporting transitions, and scaffolding instruction. We believe addressing these areas of our programs will lead to an increase in students' academic and social emotional readiness. The district will improve and formalize communication processes and procedures across the district, including: schools, programs, departments, communities, etc. and have teachers participate in team meetings during common planning time and/or during district meetings times, focusing on the review of student data and information to identify students in need of support, providing more timely interventions.

**Title I Requirement**

Coordination of services with preschool education programs

**Legislative References:**

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

\*Required field for Title I and/or IDEA Preschool

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

**ISBE Goals:**

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

**District Goal(s):**

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

**1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s).\* [1]**

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

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

([count] of 7500 maximum characters used)

District 103 uses the reading curriculum Wonders (grades k-5) and StudySync (grades 6-8) which incorporates SEL standards as well as gives teachers guidance on scaffolds needed to make the curriculum accessible to EBs. For the math component, the district uses Origo Stepping Stones for grades K-5 and iReady for grades 6-8th. These resources provide conceptual, procedural, and application approaches to the state standards. It has many visuals and graphic organizers which support our EB population.

Response from the prior year Consolidated District Plan.

District 103 uses the reading curriculum, Wonders (grades k-5) and StudySync (grades 6-8) which incorporates SEL standards as well as gives teachers guidance on scaffolds needed to make the curriculum accessible to EBs. For the math component the district uses Origo Stepping Stones for grades K-5 and iReady for grades 6-8th. These resources provide conceptual, procedural, and application approaches to the state standards. It has many visuals and graphic organizers which support our EB population

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

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([count] of 7500 maximum characters used)

For EB students we also utilize Fastbridge Assessment data however we also include data from ACCESS to see what domains the students need additional help in. Increasing certified personnel that can service and support our EB population has been a focus for the district. For the SY 2023-2024, we will have 6 full-time EL teachers at the middle school and 3 full-time EL teachers at each one of the elementary schools. 30% of the core EB teachers are new in the district. Therefore we want to prioritize PD so that our teachers are better equipped to support students. Most of our core EB teachers currently push into the classrooms therefore we also had to prioritize purchasing electronic devices (i.e. Laptops for teachers, Noise canceling Headphones) so that they can utilize technology in the classroom now that they are traveling versus before when they had a pull-out classroom to take them to that had desktops.

Response from the prior year Consolidated District Plan.

District 103 utilized NWEA MAP and Fastbridge data to identify students at risk. Students that fall below the 20th percentile are considered at risk of failure. For EB students we also utilize NWEA MAP data however we also include data from ACCESS to see what domains the students need additional help in. Increasing certified personnel that can service and support our EB population has been a focus for the district. For the SY 2022-2023, we added a full-time teacher at the middle school as well as a full-time at one of the elementary schools. Half of the core EB teachers are new in the district. Therefore we want to prioritize PD so that our teachers are better equipped to support students. Most of our core EB teachers currently push into the classrooms therefore we also had to prioritize purchasing electronic devices (i.e. Chromebooks) so that they can utilize technology in the classroom now they are traveling versus before when they had a pull-out classroom to take them to that had desktops.

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

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

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([count] of 7500 maximum characters used)

For our EL students, we offer a summer school section that is focused on their needs. This is staffed with only EL or Bilingual endorsed teachers. Teachers were allowed to select the curriculum that will enable them to target the language skills the EL students need to develop. For our EL students to be given the proper support, we will also train teachers on the different tools to help with student achievements such as the use of Google Suite, iReady, and Imagine Language and Literacy. All of these tools help to scaffold and differentiate so that teachers can meet the student at the level they are at. For our Students that are newcomers will be using Edmentum Courseware (Newcomer Library).

Response from the prior year Consolidated District Plan.

Students that are identified of needing individual supports would be provided one or more of the following: interventions during the school day, after-school help and summer school. For our EL students, we offer a summer school section that is focused on their needs. This is staffed with only EL or Bilingual endorsed teachers. Teachers were allowed to select the curriculum that will enable them to target the language skills the EL students need to develop. In order for our EL students to be given the proper support, we will also train teachers on the different tools to help with student achievements such as the use of Google Suite, iReady, and Brainpop. All of these tools help to scaffold and differentiate so that teachers can meet the student at the level they are at. For our Students that are newcomers will be using the Wilson Foundations program.

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

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([count] of 7500 maximum characters used)

District 103 provides a variety of instructional strategies to strengthen language and academic programs. Through professional development, teachers have gained instructional strategies such as differentiation, cooperative learning, and use of technology in the classroom. These have been implemented by using data, modeling, and collaborating with peers. Learning walks have helped to ensure that these strategies have been effective and supportive in the classroom. Our core ESL/Bilingual teachers ensure that our English Learners are getting the proper resources necessary to help them scaffold the grade-level work. They also make sure to build background knowledge, this is where our Imagine Language and Literacy subscription has helped. Imagine Language and Literacy offers an individualized path for students with remediation and enrichment at their grade level, including reading and writing, and utilizes voice recognition tools to improve oral reading fluency while respecting all dialects and accents. We also utilize Wonders and Study Sync with our students that allow them to get the text at their level but also gives them exposure to the grade level text so they can begin stretching and reach their ideal Lexile levels.

Response from the prior year Consolidated District Plan.

District 103 provides a variety of instructional strategies to strengthen language and academic programs. Through professional development teachers have gained instructional strategies such as differentiation, cooperative learning, and use of technology in the classroom. These have been implemented by the use of data, modeling, and collaborating with peers. Learning walks have helped to ensure that these strategies have been effective and supportive in the classroom. Our core ESL/Bilingual teachers ensure that our English Learners are getting the proper graphic organizers necessary to help them scaffold the grade-level work. They also make sure to build background knowledge, this is where our Brainpop subscription has helped as it has many audio/visual stories for the students to build their background knowledge and vocabulary. We also utilize iRead with our students that allow them to get the text at their level but also gives them exposure to the grade level text so they can begin stretching and reach their ideal Lexile levels.

**5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.\*\*[5]**

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To address any disparities throughout the district, the district utilizes data from Fastbridge, Imagine Language and Literacy, iReady Math, Achieve 3000 and Learning Walks. Findings from these data points provide the district with ways to support the learning gaps in the curriculum, teachers, and students. The supplemental instructional programs that address the language and academic needs of ELs with Title III funds are Wilson Foundations, Literacy Footprints, Imagine Language, and Literacy and Literacy. Many of the before and after-school programs are enrichment based versus remediation. If a student needs additional support, they are pulled into small groups throughout the day. Students are identified by teacher recommendation, Fastbridge scores, and grades.

Response from the prior year Consolidated District Plan.

To address any disparities throughout the district, the district utilizes data from NWEA MAP, Fastbridge, and Learning Walks. Findings from these data points provide the district ways to support the learning gaps in the curriculum, teachers, and students. The supplemental instructional programs that address the language and academic needs of ELs with title III funds are BrainPop ELLs and Foundations. Many of the before and after school programs are enrichment based versus remediation. If a student needs additional support they are pulled into small groups throughout the day. Students are identified by teacher recommendation, MAP scores, and grades.

**6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement.\*\* [6]**

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

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The district provides library programs throughout all of its schools. Library clerks attend each school's library to ensure the rotations of books are circulating appropriately while providing teachers and students access to the resources available throughout the school's library. There are six library media specialist holding classes for all students to teach digital literacy skills and support the academic needs within the classroom.

Response from the prior year Consolidated District Plan.

The district provides library programs throughout all of its schools. Library clerks attend each school's library to ensure the rotations of books are circulating appropriately while providing teachers and students access to the resources available throughout the school's library. There are six library media specialist holding classes for all students to teach digital literacy skills and support the academic needs within the classroom.

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

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The district had created an Acceleration Placement Policy which supports those students who are at the 95th percentile or higher. For the high ability students who score in the 85th percentile or higher on the Cogat assessment are enrolled into our Acceleration program. The program allows students to be provided enrichment experiences that relate to the state standards.

Response from the prior year Consolidated District Plan.

The district had created an Acceleration Placement Policy which supports those students who are at the 95th percentile or higher. For the high ability students who score in the 85th percentile or higher on the NWEA MAP assessment are enrolled into our Acceleration program. The program allows students to be provided enrichment experiences that relate to the state standards.

**Title I Requirements:**

Ensure that all children receive a high-quality education.

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

**Legislative References:**

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

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

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

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

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

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

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

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

\*\*Required field for only Title I, Part A

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

**ISBE Goals:**

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

**District Goal(s):**

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

**1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, through:\* [1]**

- i. Coordination with institutions of higher education, employers, and other local partners;\* and**
- ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.\***

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

([count] of 7500 maximum characters used)

Lyons School District 103 has a strong working relationship with its two feeder high school districts. Teachers and administrators meet regularly with staff from the feeder high schools to discuss instructional programming, student performance, and future initiatives. We will facilitate effective transitions from middle to high school: Staff participates in transition meetings for special education students; We host joint parent meetings with principals from our middle school and the appropriate feeder high school; Curriculum Directors and teachers from the middle and high schools participate in core area department articulation meetings; Provide middle school and high school contacts to families; Increase communication and formalize the timeline, creating awareness of the transition process; Implement an 8th grade visit the high school day/program to allow students to experience their feeder school in session; Students and staff participate in activities at the feeder schools; and Meet with technology staff from the feeder high schools to review student devices, access, issues, and policies. In addition to our current transition efforts, during the 2023-2024 school year we will continue to participate in a program offered at the feeder high school that serves the majority of our students. This program will enable a select number of students to participate in a dual enrollment program, granting students high school credit in math and science as eighth graders.

Response from the approved prior year Consolidated District Plan.

Lyons School District 103 has a strong working relationship with its two feeder high school districts. Teachers and administrators meet regularly with staff from the feeder high schools to discuss instructional programming, student performance, and future initiatives. We will facilitate effective transitions from middle to high school: Staff participate in transition meetings for special education students; We host joint parent meetings with principals from our middle school and the appropriate feeder high school; Curriculum Directors and teachers from the middle and high schools participate in core area department articulation meetings; Provide middle school and high school contacts to families; Increase communication and formalize the timeline, creating awareness of the transition process; Implement an 8th grade visit the high school day/program to allow students to experience their feeder school in session; Students and staff participate in activities at the feeder schools; and Meet with technology staff from the feeder high schools to review student devices, access, issues, and policies. In addition to our current transition efforts, during the 2022-2023 school year we will continue to participate in a program offered at the feeder high school that serves the majority of our students. This program will enable a select number of students to participate in a dual enrollment program, granting students high school credit in math and science as eighth graders.

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

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

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

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

([count] of 7500 maximum characters used)

George Washington Middle School offers exposure to career and technical education programs through our exploratory rotation. All students participate in a STEM and a Life Skills rotation. These rotations have students participate in inquiry-based learning, which requires students to work through real-world problems, develop critical-thinking skills, improve communication and critiquing skills, and enhance students' understanding of complex topics and issues. Additionally, during the 2023-2024 school year, we will expand the opportunity of select eighth-grade students to participate in an enrichment, dual enrollment pilot program offered at one of our feeder high schools. The program in STEM will serve as a dual enrollment program for math and science. Participating students will take a combined math and science class at the high school before later attending the middle school for the rest of the instructional day. The students that successfully complete the pilot program will receive high school credit for science and math and can participate in College Board's Advanced Placement testing, which depending on their participation and assessment score, will also earn them college credit. The STEM program saw a high level of success at the high school's sister location. The program is inquiry-based and taught by teachers endorsed in math and science, as well as approved Advanced Placement Instructors.

Response from the approved prior year Consolidated District Plan.

George Washington Middle School offers exposure to career and technical education programs through our exploratory rotation. All students participate in a STEM and a Life Skills rotation. These rotations have students participate in inquiry-based learning, which requires students to work through real-world problems, developing critical-thinking skills, improving communication and critiquing skills, and enhancing students' understanding of complex topics and issues. Additionally, during the 2022-2023 school year, a select group of eighth grade students will participate in an enrichment, dual enrollment pilot program offered at one of our feeder high schools. The program in STEM will serve as a dual enrollment program for math and science. Participating students will take a combined math and science class at the high school before later attending the middle school for the rest of the instructional day. The students that successfully complete the pilot program will receive high school credit for science and math and can participate in College Board's Advanced Placement testing, which depending on their participation and assessment score, will also earn them college credit. The STEM program saw a high level of success at the high school's sister location. The program is inquiry-based and taught by teachers endorsed in math and science, as well as approved Advanced Placement Instructors.

**Legislative References:**

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

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

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



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

**ISBE Goals:**

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

**District Goal(s):**

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

**For each program for which funding is anticipated for the 2023-2024 school year, provide a brief description of professional development activities to be funded by the program as applicable.\* [1]**

NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING**.

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

**Program and Description**

A. Title I, Part A - Improving Basic Programs

Title I grants funds to support our students in the core content of math and reading through interventionist and enrichment teachers. Support is also provided for our teachers via professional learning through conferences, consultants, and in-district training.

B. Title I, Part A - School Improvement Part 1003

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Various programs are utilized to provide differentiated instruction for our students. Math programs such as iReady Math support our students in filling in academic learning gaps to target the IL state standards. Imagine Language & Literacy (K-5) and Imagine MyPath (6-8) have been adopted to support our students in addressing academic learning gaps in reading. Assessment programs like Fastbridge and Cogat provide our teachers with data to identify specific supports for the different subgroups.

G. Title III - LIEP

EL Students in K through 5th grade will continue to use Imagine Language and Literacy this year. EL Students in 6th through 8th grade will use Imagine My Path. Imagine Learning is a researched-based Tier 2,3 intervention program. Newcomers in 6th through 8th grade will use Edmentum Newcomer Library. Students who are dually identified in grades 1 -8 will use Read Naturally. Resource teachers will receive training on Read Naturally. It specifically addresses the language needs of our dually identified EL students. The Core EL teachers will receive training on the program overall, how to implement the data, how to use the placement process, assign appropriate levels and goals in Read Naturally. This will be a phased roll-out. Students needing additional phonics support will be assigned specific exercises in Word Warm-ups Live to build mastery and automaticity in phonics and decoding. One Minute Reader Live supplements the development of literacy skills through guided, independent reading. In Read Naturally.

H. Title III - ISEP

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

To improve student academic achievement, digital literacy programs will continue to be provided for students to have access to academic resources such as iReady Math, Imagine Language & Literacy, Imagine My Path, Clever, and Google Suite for Education.

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

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

3% of students with an IEP Met Expectations on the 2022 English Language Arts IAR and 4.3% in Math. These numbers are indicative of all students with IEPs across the district. Achievement gaps for students with IEPs compared to students without an IEP are significant with some at a 30% difference. 15.8% of students taking the DLM assessment Met Expectations on the 2022 DLM assessment and 5.3% Met Expectations in the English Language Arts assessment. The 5 Essential Survey assigned a score of 29 out of 100 based on our staff's responses regarding Instructional Leadership.

L. IDEA, Part B - Preschool

Lyons School District 103 currently runs a Birth-to-Age 3 program through the Early Childhood - Prevention Initiative Grant and preschool programs through the Early Childhood - Preschool for All 3-5 Grant. By applying for and receiving these grants, the district employs teachers, aides, home visitors, consultants, and a program director. These individuals work to implement a comprehensive system of support. Through grant funds we also purchase curriculum resources (i.e. Parents As Teachers, Creative Curriculum, Second Step, etc.) to improve students' kindergarten readiness. All families that have children in our early childhood programs participate in parent meetings, training, and transition programs. We will continue to improve the implementation of our early childhood and elementary programs by creating better vertical alignment, supporting transitions, and scaffolding instruction. We believe addressing these areas of our programs will lead to an increase in students' academic and social emotional readiness. The district will improve and formalize communication processes and procedures across the district, including: schools, programs, departments, communities, etc. and have teachers participate in team meetings during common planning time and/or during district meetings times, focusing on the review of student data and information to identify students in need of support, providing more timely interventions.

M. ARP-LEA Elementary and Secondary School Emergency Relief Grant III

Students in grades K-8 will be supported with research based intervention resources to support academic learning gaps. MTSS interventions were purchased for the most intensive tier for all schools. Summer School Academy serviced over 200 students in addition to 80 students that attended the Extended School year program for students in special education. Curriculum was purchased to meet the needs of the students. Caring School Community supplemental resources were purchased to boost our Social Emotional Learning. Professional Development in the areas of SEL, and instructional coaching supports. Kelly Education provided staffing in areas where there were staff shortages. This provided students and staff with additional support to service all students. Interactive Boards were purchased to provide interactive learning as students returned from remote learning.

**Legislative Requirement:**

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

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

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

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

**ISBE Goals:**

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

**District Goal(s):**

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

**1. Describe the process through which the districts will:\***

**i. reduce incidences of bullying and harassment**

**ii. reduce the overuse of discipline practices that remove students from the classroom [1]**

**iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below. [2]**

- a. each major racial and ethnic group;
- b. economically disadvantaged students as compared to students who are not economically disadvantaged;
- c. children with disabilities as compared to children without disabilities;
- d. English proficiency status;
- e. gender; and
- f. migrant status.

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([count] of 7500 maximum characters used)

A whole district Positive Behavior Support System was developed and will be implemented for the 2023-2024 school year at all Lyons 103 schools. Additionally, principals and district leaders are working with IL MTSS to provide professional development to staff. The schools' reporting was also analyzed to ensure consistency in reporting information to the state. A behavior interventionist and two district-employed CPI trainers are also on staff.

Response from the prior year Consolidated District Plan.

A whole district Positive Behavior Support System was implemented and developed for the 2022-2023 school year at all Lyons 103 schools. Additionally, principals and district leaders are working with IL MTSS to provide professional development to staff. The schools reporting was also analyzed to ensure consistency in reporting information to the state. A behavior interventionist is also on staff in addition to two district employed CPI trainers.

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

[\(42 U.S.C. 11301 et seq.\):\\*](#)

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([count] of 7500 maximum characters used)

Lyons 103 provides families who qualify under McKinney-Vento Status transportation to and from school, after-school and before-school care, uniforms, school supplies, Wrap services as needed through the local Special Education Cooperative, Social Work services as needed and other needs-based services identified through the Department of Student Services.

Response from the prior year Consolidated District Plan.

Lyons 103 provides families who qualify under McKinney-Vento Status transportation to and from school, after-school and before-school care, uniforms, school supplies, Wrap services as needed through the local Special Education cooperative, Social Work services as need and other needs based services identified through the Department of Student Services.

**Title I Requirement:**

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

**Legislative Requirements:**

- [1] Title I, Part A, Section 1112(b)(11)
- [2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(6)

\* Required if funding selected for Title I, Part A and/or Title IV, Part A

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
2002 - EDISON ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9/26/2023
2004 - HOME ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9/26/2023
2005 - LINCOLN ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9/26/2023
2006 - J W ROBINSON JR ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9/26/2023
2007 - WASHINGTON MIDDLE SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9/26/2023
2008 - COSTELLO SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9/26/2023

Describe anticipated Reorganizations:

\_\_\_\_\_

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

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

**ISBE Goals:**

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

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

**1. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).\* (Section 1112(b)(3))**

[Section 1111\(d\)](#)

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If the district does not have any schools identified as comprehensive or targeted, enter

**No schools identified under this part**

([count] of 7500 maximum characters used)

Lyons School District 103 will continue to work on improving student achievement through the implementation of programs that addresses our goals related to engaging all stakeholders in learning, in a healthy and safe environment. We will work on ensuring programs are implemented with fidelity, by certified staff. To monitor, support, and improve learning, climate, and culture, we will: Train staff to implement the curriculum, understanding the standards, framework, and related resources and instructional strategies; Professionally develop staff to assess students and differentiate instruction in an effort to engage students in relevant inquiry-based lessons; Build our leadership capacity and work as a team to ensure equal access to programming and resources across the district; Create instructional teams of teachers and related service staff that analyze data and provide support to students and schools across the district, in identified areas of need; Teacher Team Meetings - held during common planning time and/or during district meetings times will focus on reviewing student data and information to identify students in need of support, in an effort to provide more timely interventions; Provide funding for instructional teams of teachers and related service staff to meet, professionally develop, create, review, and revise district programs; Select and provide access to materials and resources that support and extend student learning; Ensure representatives from across the district and community meet regularly to review and revise our goals, assessments, and programming; Continuously evaluate faculty and staff, encouraging high quality instruction and services; Seek funding to support programs, services, and staff; Employ strategies that maximize instructional time, ensuring academic and behavior interventions can be implemented during the school day in place of afterschool programs to close the achievement gap; Hire bilingual teachers and staff; Engage students in relevant, real-world, hands-on, inquiry-based instruction; Monitoring of programs and interventions to ensure fidelity of implementation; Improve and formalize communication processes and procedures across the district, including: schools, programs, departments, communities, etc.; Increase the number of programs and/or clubs offered to further engage students before and after school, as well as throughout the summer; Research best practices and implement updates and new programming that demonstrates our commitment to improving student achievement; and Involve community stakeholders to provide academic and social emotional support. This can include financial backing, medical assistance to provide eye glasses and student mentoring programs, and WRAP services.

Response from the approved prior year Consolidated District Plan.

Lyons School District 103 will continue to work on improving student achievement through the implementation of programs that addresses our goals related to engaging all stakeholders in learning, in a healthy and safe environment. We will work on ensuring programs are implemented with fidelity, by certified staff. To monitor, support, and improve learning, climate, and culture, we will: Train staff to implement the curriculum, understanding the standards, framework, and related resources and instructional strategies; Professionally develop staff to assess students and differentiate instruction in an effort to engage students in relevant inquiry-based lessons; Build our leadership capacity and work as a team to ensure equal access to programming and resources across the district; Create instructional teams of teachers and related service staff that analyze data and provide support to students and schools across the district, in identified areas of need; Teacher Team Meetings - held during common planning time and/or during district meetings times will focus on reviewing student data and information to identify students in need of support, in an effort to provide more timely interventions; Provide funding for instructional teams of teachers and related service staff to meet, professionally develop, create, review, and revise district programs; Select and provide access to materials and resources that support and extend student learning; Ensure representatives from across the district and community meet regularly to review and revise our goals, assessments, and programming; Continuously evaluate faculty and staff, encouraging high quality instruction and services; Seek funding to support programs, services, and staff; Employ strategies that maximize instructional time, ensuring academic and behavior interventions can be implemented during the school day in place of afterschool programs to close the achievement gap; Hire bilingual teachers and staff; Engage students in relevant, real-world, hands-on, inquiry-based instruction; Monitoring of programs and interventions to ensure fidelity of implementation; Improve and formalize communication processes and procedures across the district, including: schools, programs, departments, communities, etc.; Increase the number of programs and/or clubs offered to further engage students before and after school, as well as throughout the summer; Research best practices and implement updates and new programming that demonstrates our commitment to improving student achievement; and Involve community stakeholders to provide academic and social emotional support. This can include financial backing, medical assistance to provide eye glasses and student mentoring programs, and WRAP services.

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

- Yes
- No

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

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

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

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

[Section 1114 and 1115](#)

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([count] of 7500 maximum characters used)

We believe to improve student achievement we must engage all students and staff in learning, support and challenge all students and staff in meeting identified expectations, and work to create healthy and safe 21st Century learning environments. The following are steps we are taking to meet these goals, increasing student achievement: Core Instructional Programs: Hire appropriately licensed teachers and related service staff; Ensure student achievement data from MAP, IAR, Fastbridge, ACCESS, Lexile levels, etc., are accessible and usable to inform instruction; Provide intervention support through the use of interventionists, and related service staff. Intervention support is determined based on the individual needs of students. These supports are provided on small group or individual needs.; Progress monitor all students' academics and behavior data; Improve gifted and talented programming to better serve the needs of our highest achieving students; Create and implement a comprehensive professional development plan that improves teacher practice and data usage, resulting in increased student achievement; Utilize the curriculum framework to create districtwide uniformity around grade level expectations and support instruction, identifying strategies and resources for teachers to use during implementation; Work with parents to understand their child's educational strengths and weaknesses and how they can support learning at home (i.e. parent workshops and universities); Utilize standards and learning objectives to help students identify their strengths and areas for growth, becoming more independent and responsible learners; Engage students in relevant, real-world, hands-on, inquiry-based instruction; Improve and formalize communication processes and procedures across the district, including: schools, programs, departments, communities, etc.; Increase the number of programs and/or clubs offered to further engage students before and after school, as well as throughout the summer; Begin to have students develop portfolios (i.e. electronic or paper), demonstrating their progress and standards yet to be mastered; and Involve students in goal setting and reflection tasks, further developing self-advocacy and awareness. Support and Enrichment Programs: Ensure all students and teachers utilize data to improve achievement; Utilize research-based resources and strategies to support students' academic and social emotional needs; Support social emotional growth through the use of social skills curriculum, group and individual counseling. The goal of this support is to ensure the social and emotional needs are met of all students to improve learning outcomes; Teacher Team Meetings - held during common planning time and/or during district meetings times will focus on reviewing student data and information to identify students in need of support, in an effort to provide more timely interventions; Provide intervention support through the use of interventionists, coaching, and special education teachers. Intervention support is determined based on the individual needs of students. These supports are provided on small group or individual needs.; Increase the number of programs and/or clubs offered to further engage students before and after school, as well as throughout the summer; Host extended school year services are provided for students in special education that have regression or recoupment issues; and Host summer school programming for students of need of intervention below the 25% on local and national assessments. Health, Safety, and Wellness Programs: Foster and support staff and students in physical and mental health initiatives; Provide access to and awareness of local wellness resources (i.e. Lions Club eyeglass service, Smile Illinois, Sports physicals for students coupled with required 6th grade annual physical, as well as all new student and kindergarten physicals, Helping Hand counseling, etc.); Create strong school-community and school-parent partnerships (i.e. Parent University, Parent Advisory Council, Parent Liaisons, etc.); Implement best practice procedures to foster a safe and secure environment for students and staff; Increase the number of programs and/or clubs offered to further engage students before and after school, as well as throughout the summer; Improve and formalize communication processes and procedures across the district, including: schools, programs, departments, communities, etc.; Train all students and staff on emergency procedures; and Ensure all facilities and programs meet all federal and state mandates.

**Response from the approved prior year Consolidated District Plan.**

We believe to improve student achievement we must engage all students and staff in learning, support and challenge all students and staff in meeting identified expectations, and work to create healthy and safe 21st Century learning environments. The following are steps we are taking to meet these goals, increasing student achievement: Core Instructional Programs: Hire appropriately licensed teachers and related service staff; Ensure student achievement data from MAP, IAR, Fastbridge, ACCESS, Lexile levels, etc., are accessible and usable to inform instruction; Provide intervention support through the use of interventionists, and related service staff. Intervention support is determined based on the individual needs of students. These supports are provided on small group or individual needs.; Progress monitor all students' academics and behavior data; Improve gifted and talented programming to better serve the needs of our highest achieving students; Create and implement a comprehensive professional development plan that improves teacher practice and data usage, resulting in increased student achievement; Utilize the curriculum framework to create districtwide uniformity around grade level expectations and support instruction, identifying strategies and resources for teachers to use during implementation; Work with parents to understand their child's educational strengths and weaknesses and how they can support learning at home (i.e. parent workshops and universities); Utilize standards and learning objectives to help students identify their strengths and areas for growth, becoming more independent and responsible learners; Engage students in relevant, real-world, hands-on, inquiry-based instruction; Improve and formalize communication processes and procedures across the district, including: schools, programs, departments, communities, etc.; Increase the number of programs and/or clubs offered to further engage students before and after school, as well as throughout the summer; Begin to have students develop portfolios (i.e. electronic or paper), demonstrating their progress and standards yet to be mastered; and Involve students in goal setting and reflection tasks, further developing self-advocacy and awareness. Support and Enrichment Programs: Ensure all students and teachers utilize data to improve achievement; Utilize research-based resources and strategies to support students' academic and social emotional needs; Support social emotional growth through the use of social skills curriculum, group and individual counseling. The goal of this support is to ensure the social and emotional needs are met of all students to improve learning outcomes; Teacher Team Meetings - held during common planning time and/or during district meetings times will focus on reviewing student data and information to identify students in need of support, in an effort to provide more timely interventions; Provide intervention support through the use of interventionists, coaching, and special education teachers. Intervention support is determined based on the individual needs of students. These supports are provided on small group or individual needs.; Increase the number of programs and/or clubs offered to further engage students before and after school, as well as throughout the summer; Host extended school year services are provided for students in special education that have regression or recoupment issues; and Host summer school programming for students of need of intervention below the 25% on local and national assessments. Health, Safety, and Wellness Programs: Foster and support staff and students in physical and mental health initiatives; Provide access to and awareness of local wellness resources (i.e. Lions Club eyeglass service, Smile Illinois, Sports physicals for students coupled with required 6th grade annual physical, as well as all new student and kindergarten physicals, Helping Hand counseling, etc.); Create strong school-community and school-parent partnerships (i.e. Parent University, Parent Advisory Council, Parent Liaisons, etc.); Implement best practice procedures to foster a safe and secure environment for students and staff; Increase the number of programs and/or clubs offered to further engage students before and after school, as well as throughout the summer; Improve and formalize communication processes and procedures across the district, including: schools, programs, departments, communities, etc.; Train all students and staff on emergency procedures; and Ensure all facilities and programs meet all federal and state mandates.

**5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.\* (Section 1112(b)(9))**

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

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

*If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only***

([count] of 7500 maximum characters used)

Schoolwide Program Only

**Response from the approved prior year Consolidated District Plan.**

Schoolwide Program Only

**Title I Requirement:**

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

\*Required Field

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

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

**ISBE Goals:**

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

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

**1. How was the comprehensive needs assessment information used for planning grant activities?\*** This section should include the comprehensive needs identified that will be targeted by the activities and programs funded by IDEA.

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

([count] of 7500 maximum characters used)

The Needs assessment survey provides information on areas of improvement for staff and programming. Continual PD in the areas of Smart Goal Writing, technology-Google Suite training, Wilson Reading System.

Response from the approved prior year Consolidated District Plan.

The Needs assessment survey provides information on areas of improvement for staff and programming. Continual PD in the areas of Smart Goal Writing, technology-Google Suite training, Wilson Reading System.

**2. Summarize the activities and programs to be funded within the grant application.\***

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

([count] of 7500 maximum characters used)

Wilson Reading Program trainingProfessional Development in the areas of IEP Smart Goal TrainingStaffing resources in the area of Related Services--Psychologists, SLPs, Social Worker, OT/PTs

Response from the approved prior year Consolidated District Plan.

Wilson Reading Program trainingProfessional Development in the areas of IEP Smart Goal TrainingStaffing resources in the area of Related Services--Psychologists, SLPs, Social Worker, OT/PTs

**3. Describe any changes in the scope or nature of services from the prior fiscal year.\***

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

([count] of 7500 maximum characters used)

None

Response from the approved prior year Consolidated District Plan.

None

**4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable.**

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

([count] of 7500 maximum characters used)

Indicators 1: and 2: Not applicable to Elementary & Middle SchoolsIndicator 3: Statewide Assessments- Funds are channeled into various academic enhancement strategies such as curriculum enrichment, access to advanced placement courses, and supplemental afterschool tutoring services (WIN). Moreover, technology resources are leveraged to personalize learning experiences and track student progress. Educators can identify struggling learners and intervene early, fostering academic growth and achievement.To ensure equitable assessment participation, financial resources are allocated to accommodate special populations, including students with disabilities and English language learners. Additionally, funds are utilized to provide testing accommodations and materials, promoting fair and accurate assessments. Furthermore, investments are made in professional development for educators to effectively administer and interpret assessment data, thereby refining instructional practices based on student performance.Indicator 4: Suspension and Expulsion RatesTo address suspension and expulsion rates, funds are directed toward implementing positive behavior support programs and restorative justice practices. These initiatives foster a positive school climate, encouraging a proactive approach to discipline that emphasizes conflict resolution and social-emotional learning. Resources are also allocated to train school staff in trauma-informed practices, helping to reduce the need for punitive disciplinary measures.Indicators 5 & 6: Educational EnvironmentsTo support the inclusion of students with disabilities in the least restrictive environment, financial resources are dedicated to professional development for educators and support staff. This training ensures that educators can effectively meet the diverse needs of all students within their classrooms. Additionally, funds may be used to provide necessary assistive technologies, accessible materials, and accommodations to create an inclusive learning environment.Indicator 7: Early Childhood OutcomesTo enhance preschool inclusion and early childhood outcomes, funds are invested in expanding access to high-quality early childhood education programs. These programs prioritize including children with disabilities, promoting their development alongside their typically developing peers.Additionally, financial resources support early intervention services and family engagement efforts to ensure that young learners receive the support they need during their formative years.Indicator 8: Parental InvolvementFunds encourage and enhance parental involvement in schools. This may include organizing workshops, parent-teacher conferences, and family engagement events.Additionally, resources are allocated to support translation services and other accommodations for families with limited English proficiency, ensuring effective communication and collaboration between parents and educators.Indicators 9 & 10: DisproportionalityTo combat the overrepresentation of certain racial or ethnic groups in special education, we employ a multi-tiered approach. This includes comprehensive professional development for educators and special education personnel to ensure appropriate evaluation and referral processes. We also focus on improving the implementation of Response to Intervention (RTI) and other early intervention strategies to address academic and behavioral concerns before formal identification.Addressing racial and ethnic disparities in disciplinary actions is a priority for our district. We are committed to implementing restorative justice practices that promote a positive and supportive school climate. This approach emphasizes conflict resolution, relationship-building, and personal responsibility, thus reducing the reliance on punitive measures like suspensions and expulsions. Additionally, ongoing training for school staff on cultural competency and implicit bias helps ensure fair and equitable disciplinary decisions.To close the achievement gap, we focus on providing targeted support to students who may be at risk of falling behind academically. Our district allocates funds to implement evidence-based intervention programs and enrichment opportunities. We closely monitor student progress through data analysis and use the insights gained to adjust instructional strategies and tailor support for individual students, ensuring equitable access to high-quality education.We are committed to identifying and nurturing the talents of all students, regardless of their background. To address underrepresentation in gifted and talented programs, we strive to eliminate barriers to identification. We provide professional development to educators to recognize potential in students from diverse backgrounds, implement universal screening measures, and ensure transparency in the identification process.Our district believes in the transformative power of early childhood education. To promote preschool inclusion and reduce disproportionality, we collaborate with community partners to expand access to high-quality early childhood programs for all children. We actively seek ways to support children with disabilities in inclusive settings, facilitating their development alongside their peers and ensuring a solid foundation for future academic success.Addressing disproportionality is an ongoing process, and we continuously review our practices and policies to ensure their effectiveness and alignment with the principles of equity. We actively engage stakeholders, including parents, students, educators, and community members, to gather feedback and insights. This collaborative approach informs our decision-making and helps us make data-driven, informed changes to promote greater equity in all aspects of district performance.We are firmly committed to creating a learning environment where all students can thrive, regardless of their race, ethnicity, socio-economic status, or any other characteristic. By fostering a culture of inclusivity and implementing evidence-based strategies, we aspire to eliminate disproportionality and create a more equitable and just educational experience for every student in our district.Indicator 11: Evaluation TimelinesTimely and thorough evaluations are crucial in identifying students' specific educational needs to provide appropriate support and services. Our district adheres to state and federal regulations to ensure evaluation timelines are met consistently. Our process begins with a formal request for evaluation, followed by obtaining parental consent. Once consent is received, the evaluation team conducts assessments across relevant domains, such as academics, behavior, and social-emotional development. We strive to complete evaluations within the legally mandated timeframe and promptly communicate the results to parents, allowing for collaborative decision-making and developing individualized education plans (IEPs) or 504 plans when appropriate.Indicator 12: Early Childhood Transition:We greatly emphasize the smooth transition of young learners into the early childhood education system. When children approach the age of eligibility for preschool services, we work closely with families, early intervention providers, and community partners to ensure a seamless transition. This collaboration facilitates the sharing of pertinent information, including developmental assessments and individualized supports

\*Required Field



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## Overview

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

**PROGRAM:** Youth in Care Stability

**PURPOSE:** To comply with ESSA requirements for educational stability for students who are Youth in Care.

**REQUIRED FOR:** All Illinois school districts and state-authorized charter schools

**RESOURCES:** [FD and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)  
[US Department of Education \(USDE\) web page for Students in Foster Care](#)  
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)  
[Educational Stability Requirements \(Effective October 7, 2008\)](#)  
[Public Act 099-0781 \(effective 8/12/2016\)](#)  
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)  
[Finance, Budgets & Funding Transportation Programs \(scroll to Foster Care Transportation section\)](#)  
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

### **BACKGROUND**

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

### **DEFINITION AND REFERENCES**

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

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

Vehicle Usage:

[https://www.isbe.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isbe.net/Documents/school_vehicle_guidance.pdf)  
[https://www.isbe.net/Documents/vehicle\\_use\\_summary.pdf](https://www.isbe.net/Documents/vehicle_use_summary.pdf)  
<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

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

### **REQUIREMENTS**

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

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

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

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

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

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

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

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)

3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

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**Contact Information**

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="West"/>	<input type="text" value="Kim"/>	<input type="text" value="Director of Student Services"/>	<input type="text" value="westk@lyons103.org"/>

2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Channel"/>	<input type="text" value="William"/>	<input type="text" value="Assistant Business Manager"/>	<input type="text" value="channelw@lyons103.org"/>

[Click here to add information for other personnel involved in the plan development.](#)

\*Required field

**Best Interest Determination as it relates to School Stability**

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

**NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.**

**1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while they are a Youth in Care. Include the positions of all district personnel and other stakeholders involved.\***

*Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their best interest, as it relates to ensuring school stability.*

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

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

When the foster student's placement in the school of origin is being determined, the district's Director of Student Services will meet with the child welfare agency's point of contact, the student, and, if feasible, the student's biological and foster family to determine whether the placement is in the student's best interest. The following list includes, but is not limited to, factors that should be considered: Preference of the student; Preference of the student's parents or education decision makers; The student's attachment to the school, including meaningful relationships with staff and peers; Placement of the student's sibling(s); Influence on the school climate of the child (including safety); The availability and quality of services in school to meet the child's educational and social-emotional needs; History of school transfers and their impact on the student; Length of commute and how it would impact the student based on their developmental stage; Whether the student is eligible to receive special education or related services under IDEA or eligible to receive related aids or services under Section 504 and, if so, the availability of those services in a school other than the school of origin; and Whether the student is receiving ELL services and, if so, the availability of those services in school other than the school of origin. The best interest determination will be made promptly after the child welfare agency's notification of placement to the district.

Response from the approved prior year Consolidated District Plan.

When the foster student's placement in the school of origin is being determined, the district's Director of Student Services will meet with the child welfare agency's point of contact, the student, and, if feasible, the student's biological and foster family to determine whether the placement is in the student's best interest. The following list includes, but is not limited to, factors that should be considered: Preference of the student; Preference of the student's parents or education decision makers; The student's attachment to the school, including meaningful relationships with staff and peers; Placement of the student's sibling(s); Influence on the school climate of the child (including safety); The availability and quality of services in school to meet the child's educational and social-emotional needs; History of school transfers and their impact on the student; Length of commute and how it would impact the student based on their developmental stage; Whether the student is eligible to receive special education or related services under IDEA or eligible to receive related aids or services under Section 504 and, if so, the availability of those services in a school other than the school of origin; and Whether the student is receiving ELL services and, if so, the availability of those services in school other than the school of origin. The best interest determination will be made promptly after the child welfare agency's notification of placement to the district.

**2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.\***

See IDEA legislation hereSee Section 504 here

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

Students in Foster care identified as ELL have rights under Title IV and the equal education opportunity act of 1974 to receive meaningful and equal educational program. Consideration also needs to be given to the individual needs of the student and what educational program each district can provide.

Response from the approved prior year Consolidated District Plan.

Students in Foster care who are identified as ELL have rights under Title IV and the equal education opportunity act of 1974 to receive meaningful and equal educational program. Consideration also needs to be given to the individual needs of the student and what educational program each district can provide.

**4. Describe the dispute resolution process should there be disagreement among education decision makers, and other stakeholders regarding the best interest determination.\***

*Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision. NOTE: include that DCFS has the final say if a resolution cannot be determined.*

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

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

Dispute resolution procedures will include: DCFS/Foster Parent appealing to district level administration (Director of Special Education, Director of Instruction or Superintendent) who will act as dispute mediators, should the need arise. The student's school placement will remain the school of origin until a final determination is made. DCFS has the final determination if a resolution cannot be agreed upon.

Response from the approved prior year Consolidated District Plan.

Dispute resolution procedures will include: DCFS/Foster Parent appealing to district level administration (Director of Special Education, Director of Instruction or Superintendent) who will act as dispute mediators, should the need arise. The student's school placement will remain the school of origin until a final determination is made. DCFS has the final determination if a resolution cannot be agreed upon.

\*Required field



**Youth in Care Stability Plan Development**

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

**NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.**

**1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process.\***

*Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.*

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

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

The Child Welfare Agency worker, foster care point of contact, transportation director, principal, social worker, and other essential members shall meet to determine transportation for foster care youth. Factors that should/can be considered for transportation include: Safety, Duration of the need for services, The time/length of travel time for the student each day, Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.), Traffic patterns, Flexibility in school schedule, Impact of extracurricular activities on transportation options and maturity and behavioral capacity of the student.

Response from the approved prior year Consolidated District Plan.

The Child Welfare Agency worker, foster care point of contact, transportation director, principal, social worker, and other essential members shall meet to determine transportation for foster care youth. Factors that should/can be considered for transportation include: Safety, Duration of the need for services, The time/length of travel time for the student each day, Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.), Traffic patterns, Flexibility in school schedule, Impact of extracurricular activities on transportation options and maturity and behavioral capacity of student.

**2. Indicate which options will be considered when developing the transportation plan. Check all that apply.\***

- a. Pre-existing transportation route
- b. New transportation route
- c. Route-to-route hand-offs
- d. District-to-district boundary hand-offs
- e. Other services for which student is eligible, such as IDEA transportation options
- f. Options presented by DCFS worker
- g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

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

- h. Other - describe \_\_\_\_\_
- i. Other - describe \_\_\_\_\_
- j. Other - describe \_\_\_\_\_

**3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.\***

*Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.*

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

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

Title IV-E (however, consider that all children in foster care may not be eligible, tribal foster children may be eligible, and the State CWA is responsible for the non-federal portion); Title I (but funds reserved for comparable services for homeless children & youth may not be used for transportation); If the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE. Local funds will be utilized if student doesn't qualify under another funding category.

Response from the approved prior year Consolidated District Plan.

Title IV-E (however, consider that all children in foster care may not be eligible, tribal foster children may be eligible, and the State CWA is responsible for the non-federal portion); Title I (but funds reserved for comparable services for homeless children & youth may not be used for transportation); If the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE. Local funds will be utilized if student doesn't qualify under another funding category.

**4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.\***

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

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

If the LEA and CWA do not agree, the student must remain in his/her school of origin while any dispute regarding transportation costs is being resolved. The CWA or education decision-maker may dispute the best interest determination, transportation decision, or the provision of any other education-related service for a student in foster care. They may do so by providing the district with written notice of the dispute within fifteen (15) business days of receiving notice of the determination. The Superintendent will schedule a meeting with the stakeholders to resolve the dispute regarding the BID.

Response from the approved prior year Consolidated District Plan.

In the event the LEA and CWA do not come to an agreement, the student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved. The CWA or education decision-maker may dispute the best interest determination, transportation decision, or the provision of any other education-related service for a student in foster care. They may do so by providing the district with written notice of the dispute within fifteen (15) business days of receiving notice of the determination. The Superintendent will schedule a meeting with the stakeholders to resolve the dispute regarding the BID.

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

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

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

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

The LEA will contract with local transportation services to provide services while the dispute is being resolved. The School of Origin is responsible for transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

The LEA will contract with local transportation services to provide services while the dispute is being resolved. The School of Origin is responsible for transportation while all disputes are being resolved.

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

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

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

All staff (certified and non-certified) will be informed of the foster care plan via email during the first week of school. The plan will also be available in the school handbook, so the process can be initiated as soon as one becomes aware of a student eligible for services.

Response from the approved prior year Consolidated District Plan.

All staff (certified and non-certified) will be informed of the foster care plan during via email the first week of school. The plan will also be available in the school handbook, so the process can be initiated as soon as one becomes aware of a student eligible for services.

\*Required field

**BSP Overview**

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**Program Name:** EL - Bilingual Service Plan

**Purpose:** The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.

**Rules:** [23 Ill. Admin. Code, Part 228.50](#)

**Contact:** Multilingual Department at 312-814-3850  
[multilingual@isbe.net](mailto:multilingual@isbe.net)

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**BSP Contact Information**

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774 English Learners (ELs) are in the district

**Provide information below for the Program Director/individual who completed this application:**

Last Name\*

Phone\*

First Name\*

Middle

Initial

Email\*

**EL Program Director Requirements:**

Does the Program Director meet the administrator requirements?\*

Yes

No

[Administrator Requirements](#)If not, provide an action plan describing how the district will meet the requirements in the space below:

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**Comments:**

Use this text area for any needed explanations to ISBE in regard to this program.

([count] of 3000 maximum characters used)

\*Required field

774 English Learners (ELs) are in the district

**Complete the requested information below.**

Key: Types of Instructional Design

1. Dual Language - Two Way (Self-contained)
2. Dual Language - One Way (Self-contained)
3. Transitional Bilingual Program (Self-contained)
4. Transitional Bilingual Program (Collaboration)
5. Transitional Program in English (Self-contained)
6. Transitional Program in English (Collaboration)

	Attendance Center Name	Grade Span	Program Type (check all that apply)		Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement - Enter zero if no teachers in a category.			ELS-TBE and ELS-VIT - Enter zero if no teachers in a category.	Language Codes	
			TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bilingual Endorsement Only	Number of PEL Teachers with ESL and Bilingual Endorsement	Number of Teachers with ELS-TBE or ELS-VIT Endorsements		
	<b>In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.*</b>															
1.	Lincoln	PreK-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	21	1	1	1	001
2.	Costello	PreK-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	15	1	1	1	001
3.	Edison	PreK-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	16	1	1	1	001
4.	Home	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12	1	1	1	001
5.	Robinson	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	11	1	1	1	001
6.	GW	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6	1	1	1	001
7.	Guiding Light Central	K-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	0	0	0	
8.	Britton School - 11426	K-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	0	0	0	
9.	LADSE North	K-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	0	0	0	
10.	LADSE Home	6-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	0	0	0	
11.	Darien 61 Lace Elementary	3-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	0	0	0	
12.	School of Expressive Arts & Learn South	K-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	0	0	0	
13.	Soaring Eagle Academy 15800	K-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	0	0	0	
14.	Giant Steps 332	K-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	0	0	0	
15.	Menta Academy Midway	K-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	0	0	0	
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
22.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

**If one or more attendance centers has EL enrollment but no ESL/Bilingual endorsed teachers above, then describe how the district will ensure that EL students receive appropriate language support for their education from properly endorsed teachers.**

([count] of 2500 maximum characters used)

To ensure that English Learner (EL) students receive appropriate language support for their education when there are no ESL/Bilingual endorsed teachers available in one or more attendance centers, the district will implement several strategies: **Teacher Endorsement and Professional Development:** The district can provide professional development opportunities for existing teachers to obtain ESL/Bilingual endorsements. This will be achieved through workshops, courses, or partnerships with local universities or educational organizations. Teachers interested in working with EL students can be trained to become qualified language support providers. **Collaborative Planning and Co-Teaching:** Even if no ESL/Bilingual endorsed teachers are in a particular attendance center, the district can establish a collaborative approach. General education teachers and ESL/Bilingual endorsed teachers from other centers can collaborate through co-teaching arrangements. This way, EL students can receive the necessary language support while benefiting from the subject expertise of general education teachers. **Virtual or Remote Support:** In cases where no ESL/Bilingual endorsed teachers are available on-site, the district could explore virtual or remote options. Utilizing technology, qualified ESL/Bilingual teachers from other centers or locations could provide language support through virtual classrooms, video conferencing, or online platforms. **Resource Allocation and Staffing:** The district can allocate resources and adjust staffing based on the needs of EL students. This might involve redistributing ESL/Bilingual endorsed teachers from other attendance centers to the ones lacking such resources. Additionally, hiring or contracting qualified ESL/Bilingual teachers could be considered. **Peer Mentoring and Support Networks:** Teachers who possess ESL/Bilingual endorsements can serve as mentors for their colleagues who lack these endorsements. Establishing peer mentoring programs can help non-endorsed teachers gain valuable insights and strategies for effectively supporting EL students. **Collaboration with Community Resources:** The district can collaborate with local community organizations, non-profits, and language centers specializing in ESL education. These external resources can provide supplementary language support and enrichment opportunities for EL students.

\*If district has more than 25 attendance centers, please contact Multilingual Department

774 English Learners (ELs) are in the district

BSP Short Form Page - Use only for Districts with 1 to 19 ELs.

774 English Learners (ELs) are in the district

**PROGRAM ENROLLMENT**

Check the type(s) of Program Enrollment offered

TBE	<input checked="" type="checkbox"/>	TPI	<input type="checkbox"/>
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**SPANISH LANGUAGE ARTS CURRICULUM**

Indicate whether or not the district is offering Spanish language arts. All districts with a full-time TBE Spanish program must offer Spanish language arts.

Does the district offer Spanish language arts to TBE/TPI students?\*

Yes	<input checked="" type="radio"/>	No	<input type="radio"/>
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Describe the instructional and evaluation methods used to measure student progress with respect to the Illinois [Spanish Language Arts Standards](#).

ESL and Bilingual teachers actively monitor students every quarter on the standards related to their writing and reading in Spanish Language Arts. We have continued making progress in having common assessments to help monitor progress. We have also created different rubrics in the new platform Ellevation to be able to have historic data for the students. Students are also able to take Fastbridge CBM in Spanish, for Math, if that is their native language.

**REMINDER: Districts that offer Spanish language arts instruction to TBE or TPI students must provide at least one training session annually related to the implementation of the Illinois Spanish Language Arts Standards to staff who provide instruction in Spanish language arts.**

Indicate whether the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3) and has the part-time TBE rational template in the students' records.

Yes	<input checked="" type="radio"/>	No	<input type="radio"/>
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[Part-Time Transitional Bilingual Education \(TBE\) Placement](#)

\*Required field

774 English Learners (ELs) are in the district

**Parent Advisory Committee Page-** Complete this page **ONLY** if the district has a TBE program. A district is required to have a Bilingual Parent Advisory Committee if an attendance center has 20 or more EL students with the same language group (Preschool counted separately).

**Verification of Plan Review by Bilingual Parent Advisory Committee for TBE Programs**

Parent and Community Participation - Each district or cooperative with a TBE program shall establish a parent advisory committee consisting of the following: parents, legal guardians, transitional bilingual teachers, counselors, and community leaders. A majority of its members must be parents of students enrolled in the TBE program. This committee shall:

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review district's annual Bilingual Service Plan and EBF spending plan submitted to the State Board of Education.

Identify all members of the Bilingual Parent Advisory Committee. Indicate under Role whether they are a parent (P), legal guardian (G), teacher (T), counselor (C) or community member (CM). Indicate the language(s) spoken by the member. Indicate the members home address and phone number where they can be reached.

Name	Guadalupe Vander Ploeg	Role	T	Language(s)	English, Spanish	Telephone	708 783 4100
Street	4100 Joliet Ave	City	Lyons	State	IL	Zip+4	60534
Name	Silvia Verner	Role	CM	Language(s)	English, Spanish	Telephone	708 783 4400
Street	4100 Scoville Ave	City	Stickney	State	IL	Zip+4	60402
Name	Lizette Lopez	Role	P	Language(s)	English, Spanish	Telephone	708 783 4000
Street	4632 S. Clyde Ave	City	Lyons	State	IL	Zip+4	60402
Name	Cindy Rendon	Role	CM	Language(s)	English, Spanish	Telephone	323 783 4300
Street	4431 S. Gage	City	Lyons	State	IL	Zip+4	60534
Name	Janet Terrazas	Role	P	Language(s)	English, Spanish	Telephone	708 783 4700
Street	4135 Wenonah Ave	City	Stickney	State	IL	Zip+4	60402
Name	Maria Galvez	Role	P	Language(s)	English, Spanish	Telephone	708 253 7203
Street	8227 44th St	City	Lyons	State	IL	Zip+4	60534
Name	Marija Markovic	Role	P	Language(s)	English, Polish, Ser	Telephone	708 567 3894
Street	8508 45th Pl Apt 1B	City	Lyons	State	IL	Zip+4	60534
Name	Nancy Gonzalez	Role	P	Language(s)	English, Spanish	Telephone	773 567 6642
Street	7608 45th st	City	60534	State	IL	Zip+4	60534
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

I certify that the Bilingual Parent Advisory Committee has had an opportunity to review this Bilingual Service Plan. I furthermore assure on behalf of the district that the Bilingual Advisory Committee has had the opportunity to review the EL-EBF Spending Plan as required by 23 IL Admin Code Part 228.30, section C, (4) A, by or before October 31, 2023.

Date: 09/21/2023 Name of Committee Chairperson: Guadalupe Vander Ploeg

A committee chair must be a member of the BPAC.

\* A printed copy of the completed page with the signature of the Committee Chairperson must be retained on file at the district for review upon request.

**Projected Dates (7/1/23)**

**Meeting**

**- 6/30/24)**

**Activity**

1.	09/07/2023	Bilingual Advisory Committee Training (required activity).
2.	11/07/2023	Families and Schools- Building Communication & Engagement
3.	12/05/2023	Raising a Bilingual Child & My Child Qualifies For ESL
4.	02/06/2024	Teaching Kindness/ Join your BPAC

774 English Learners (ELs) are in the district

**PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES**

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.

**TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities**

Inservice activities must be provided to all TBE/TPI staff at least twice yearly. Specify the areas to be addressed, which must include, but need not be limited to, one of the following: Current Research in the Teaching of EL Students; Methods for Teaching in the Native Language and Methods of Teaching ESL; Content Area and Language Proficiency Assessment of EL Students; Issues Related to the Native Culture and the Culture of the United States; and Issues Related to EL Students with Disabilities. Additionally, for new certificated and noncertificated program staff, the following must be addressed: Minimum Program Standards; District Identification and Assessment Procedures; Program Design; and Basic Instructional Techniques for Teachers of EL Students.

**Districts that offer Spanish language arts must offer at least one session related to the implementation of Spanish language arts for staff members who provide the instruction in that course subject.**

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	12/13/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	23
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Language Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States	02/07/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	23
<input type="checkbox"/> Issues Related to EL Students with Disabilities		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Program Standards		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> District Identification Assessment	08/15/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	23
<input checked="" type="checkbox"/> Program Design	08/17/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	23
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	08/16/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	23
<input checked="" type="checkbox"/> Spanish Language Arts	04/10/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	23
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

\*Required field\*Required field

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

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

09/26/2023

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

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

v01.2021

#### Grant Application Certifications and Assurances

Instructions

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

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

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

#### DEFINITIONS

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

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

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

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

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

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

#### **LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS**

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

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

[http://www.ecfr.gov/cgi-bin/text-idx?tol=/ecfr/browse/Title02/2cfr200\\_main\\_02.tol](http://www.ecfr.gov/cgi-bin/text-idx?tol=/ecfr/browse/Title02/2cfr200_main_02.tol)

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

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

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

<https://ilga.gov/commission/icar/admincode/044/04407000sections.html>

#### **NO BINDING OBLIGATION**

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

#### **PROJECT**

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

#### **FUNDING**

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

#### **INVOLUNTARY TERMINATION**

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

#### **GENERAL CERTIFICATIONS AND ASSURANCES**

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

26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.

27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

**JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT**

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/ grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.

29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:

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

**DRUG-FREE WORKPLACE CERTIFICATION**

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

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

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

- a) Publishing a statement:
  - 1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
  - 2) Specifying the actions that will be taken against employees for violations of such prohibition.
  - 3) Notifying the employee that, as a condition of employment on such contract or grant, the
    - A) Abide by the terms of the statement; and
    - B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- b) Establishing a drug-free awareness program to inform employees about:
  - 1) The dangers of drug abuse in the workplace;
  - 2) The grantees or contractors policy of maintaining a drug-free workplace;
  - 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
  - 4) The penalties that may be imposed upon an employee for drug violations.
- c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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

Instructions

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

**Before completing this certification, read instructions below.**

**CERTIFICATION**

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

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

**Instructions for Certification**

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

v.09.08.2021

**Certification Regarding Lobbying**

Instructions

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

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

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

v.09.08.2021

**GEPA 442 Assurances**

Instructions

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

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

**DEFINITIONS**

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

**PROJECT**

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

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

v.09.08.2021

**Assurances**

Instructions

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

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

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

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

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

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

Not calling IWAS Web Service  
KRISTOPHER RIVERA

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

Agreed to on this Date: 08/30/2023  
RCDDT when agreed to: 06-016-1030-02

**The Consistency Check must be successfully processed before you can submit your application.**

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

Application was created on:	6/28/2023
Assurances were agreed to on:	8/30/2023
District Data Entry	
Business Manager	
District Administrator	
ISBE Program Administrator #1	
ISBE Program Administrator #2	
ISBE Program Administrator #3	
ISBE Program Administrator #4	
ISBE Program Administrator #5	

Application History(Read Only)

Instructions

Status Change	UserId	Action Date
Returned for Changes	dhunt1	09-21-2023 9:17 AM
4th Program Review Complete	mdsiefken	09-15-2023 3:33 PM
3rd Program Review Complete	sonia265	09-15-2023 3:17 PM
2nd Program Review Complete	jgreen81	09-09-2023 9:33 PM
1st Program Review Complete	epesmcmillan	08-31-2023 9:15 AM
Submitted to ISBE	krisrivera	08-30-2023 3:54 PM
Submitted for Review	vanderploegg	08-30-2023 3:43 PM

**Page Review Status** Instructions

Expand All

					Page Status	Open Page for editing
<b>Consolidated District Plan</b>						
<a href="#">Consolidated District Plan</a>						
Contact Information					LOCKED	<input type="checkbox"/>
Needs Assessment and Programs					LOCKED	<input type="checkbox"/>
<a href="#">Plan Specifics</a>						
Needs Assessment Impact			LOCKED			<input type="checkbox"/>
Stakeholders			LOCKED			<input type="checkbox"/>
Private Schools Participation			LOCKED			<input type="checkbox"/>
Preschool Coordination			LOCKED			<input type="checkbox"/>
Student Achievement			LOCKED			<input type="checkbox"/>
College and Career			LOCKED			<input type="checkbox"/>
Professional Development			LOCKED			<input type="checkbox"/>
Safe Learning Environment			LOCKED			<input type="checkbox"/>
<a href="#">Title I Specific Pages</a>						
Title I Specific - Part One		OPEN				<input type="checkbox"/>
Title I Specific - Part Two		LOCKED				<input type="checkbox"/>
IDEA Specific Requirements				LOCKED		<input type="checkbox"/>
<a href="#">Youth in Care Stability Plan</a>						
Youth in Care Stability Plan Contacts			LOCKED			<input type="checkbox"/>
Best Interest Determination Plan			LOCKED			<input type="checkbox"/>
Youth In Care Transportation Plan			LOCKED			<input type="checkbox"/>
<a href="#">Bilingual Service Plan</a>						
<a href="#">BSP Plan Specifics</a>						
BSP Program Contact		OPEN				<input type="checkbox"/>
BSP Program Info			LOCKED			<input type="checkbox"/>
BSP Short Form			LOCKED			<input type="checkbox"/>
BSP Program Enrollment			LOCKED			<input type="checkbox"/>
BSP Parent Advisory Committee			OPEN			<input type="checkbox"/>
BSP Professional Development			LOCKED			<input type="checkbox"/>
<a href="#">Assurance Pages</a>						
Plan Assurances				FINAL		<input type="checkbox"/>
State Assurances				FINAL		<input type="checkbox"/>
Debarment				FINAL		<input type="checkbox"/>
Lobbying				FINAL		<input type="checkbox"/>
GEPA 442				FINAL		<input type="checkbox"/>
AssurancesText				FINAL		<input type="checkbox"/>

Save

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**Selectable Application Print**

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**Request Print Job**

[Consolidated District Plan](#)

**Requested Print Jobs**

[Requested by vanderploegq on 9/22/2023](#)

**Completed Print Jobs**

[Completed - vanderploegq on 9/22/2023 1:02:03 PM](#)