

SCHOOL DISTRICT NO. 103
BOARD OF EDUCATION MEETING
June 24, 2025
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

I. Call to Order

II. Pledge of Allegiance

III. Roll Call

IV. Reading of Communications

V. Year-to-Date Financials

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VI. Superintendent Report

VII. Closed Session

The Board will go into Closed Executive Session to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees pursuant to Section 2(c)(1) of the Open Meetings Act, 5 ILCS 120/2(c)(1); collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees, pursuant to Section 2(c)(2) of the Open Meetings Act, 5 ILCS 120/2(c)(2); and pending litigation of the public body pursuant to Section 2(c)(11) of the Open Meetings Act, 5 ILCS 120/2(c)(11).

VIII. Return to Open Session

IX. Public Comment

X. Consent Agenda

A. Authorize Payment of Monthly Bills for June 2025

1. Board Bills June 2025

16

2. Activity Funds June 2025

40

B. Approval of Minutes

1. Special Minutes of May 7, 2025

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2. Regular Minutes of May 20, 2025

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3. Confidential Minutes of May 20, 2025

C. Approval of Personnel List #06.24.25

54

D. Second Reading of Policies

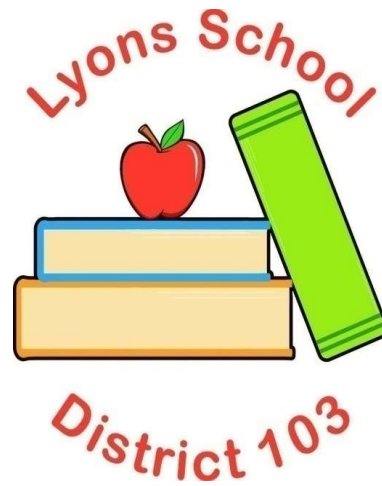
1. Policy 2:260 - Uniform Grievance Procedure

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2. Policy 2:265 - Title IX Grievance Procedure

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16. Policy 7:180 - Prevention of and Response to Bullying, Intimidation and Harrassment	108
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24. Policy 7:310 - Restrictions on Publicationis, Elementary Schools	142
25. Policy 7:340 - Student Records	144
XI. <u>Action Item</u>	
A. Approval of Lease Between Lyons School District 103 and LADSE for SY2025-26	147
B. Approval of Appointment of Administrative Assignments	152
C. Approval of Hazardous Crossing Resolution for SY2025-26	153
D. Approval of Consolidated District Plan for FY2025-26	154
E. Approval of Continuous School Improvement Plan for Costello School for SY2025-26	198
XII. <u>Adjournment</u>	



Working Together to Expand Student Opportunities

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

May YTD Financials

Fiscal Year 2025

Presented to BOE

6/24/2025

Lyons School District 103
EDUCATION FUND
Y-T-D REVENUE and EXPENSE by SOURCE

May 31, 2025

REVENUES	Budget	%	Monthly	YTD	Percent
	FY 2025	Of Total	May	as of	of Budget
		Revenue		5/31/2025	Realized
Property Taxes	\$ 21,631,000	51.91%	\$ -	\$ 20,464,437	94.61
Corp. Per. Prop. Replacement Taxes	\$ 1,969,913	4.73%	\$ 721,365	\$ 3,017,413	153.17
State Evidence Based Funding (EBF)	\$ 12,495,602	29.99%	\$ 1,134,398	\$ 11,343,980	90.78
Categorical State Aid	\$ 1,192,397	2.86%	\$ 155,426	\$ 745,210	62.50
State Early Childhood Block Grant	\$ 636,106	1.53%	\$ (95,927)	\$ 404,104	63.53
Federal Nutrition Program	\$ 819,000	1.97%	\$ 112,466	\$ 838,879	102.43
Federal Title 1	\$ 663,731	1.59%	\$ -	\$ 820,892	123.68
Other Federal	\$ 1,251,297	3.00%	\$ 57,428	\$ 1,098,599	87.80
Earnings on Investments	\$ 840,000	2.02%	\$ -	\$ 667,362	79.45
Food Service	\$ 60,000	0.14%	\$ 3,667	\$ 15,545	25.91
Fees	\$ 300	0.00%	\$ -	\$ -	-
Other Rev; Before School & Camps	\$ 110,000	0.26%	\$ -	\$ 114,009	103.64
Total Revenue	\$ 41,669,346	100.00%	\$ 2,088,823	\$ 39,530,431	94.87%

EXPENDITURES	Budget	%	Monthly	YTD	Percent
	FY 2025	Of Total	May	as of	of Budget
		Expenditures		5/31/2025	Realized
Salaries	\$ 21,956,809	55.26%	\$ 1,822,989	\$ 16,911,420	77.02
Benefits	\$ 6,363,660	16.02%	\$ 529,031	\$ 5,293,613	83.19
Purchased Services	\$ 7,701,681	19.38%	\$ 418,673	\$ 8,994,587	116.79
Supplies	\$ 932,816	2.35%	\$ 57,813	\$ 863,424	92.56
Capital Outlay	\$ 7,242	0.02%	\$ -	\$ 4,055	55.99
Special Ed Tuition	\$ 2,564,510	6.45%	\$ 110,707	\$ 1,029,182	40.13
Dues&Fees/Tuition/Contingency	\$ 206,157	0.52%	\$ -	\$ 13,718	6.65
Total Expenditures	39,732,875	100.00%	2,939,213	33,109,999	83.33%

Surplus/(Deficit)	\$ 1,936,471		\$ (850,390)	\$ 6,420,432	
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Lyons School District 103
 OPERATION AND MAINTENANCE FUND
 Y-T-D REVENUE and EXPENSE by SOURCE

May 31, 2025

REVENUES	Budget	%	Monthly	YTD	Percent
	FY 2025	Of Total	May	as of	of Budget
		Revenue		5/31/2025	Realized
Property Taxes \$	2,486,400	96.77%	\$ -	\$ 2,575,504	103.58
Corp. Per. Prop. Replacement Taxes \$	-	0.00%	\$ -	\$ -	#DIV/0!
State Evidence Based Funding (EBF) \$	-	0.00%	\$ -	\$ -	
Federal Aid \$	-	0.00%	\$ -	\$ -	
Earnings on Investments \$	30,000	1.17%	\$ -	\$ 2,185	7.28
Rentals \$	-	0.00%	\$ -	\$ -	
Maintenance Grant \$	50,000	1.95%	\$ -	\$ -	
Other Revenue Sources \$	3,000	0.12%	\$ 9,000	\$ 90,407	3,013.58
Total Revenue	\$ 2,569,400	100.00%	\$ 9,000	\$ 2,668,096	103.84%

EXPENDITURES	Budget	%	Monthly	Actual	Percent
	FY 2025	Of Total	May	as of	of Budget
		Expenditures		5/31/2025	Realized
Salaries \$	1,753,276	53.41%	\$ 109,120	\$ 1,262,921	72.03
Benefits \$	362,274	11.04%	\$ 20,628	\$ 251,125	69.32
Purchased Services \$	534,659	16.29%	\$ 50,710	\$ 505,954	94.63
Supplies \$	591,009	18.00%	\$ 35,299	\$ 554,375	93.80
Capital Outlay \$	41,500	1.26%	\$ -	\$ 1,662,238	4,005.39
Other Objects \$	-	0.00%	\$ -	\$ -	
Dues&Fees/Contingency \$	-	0.00%	\$ -	\$ 2,800	#DIV/0!
Total Expenditures	\$ 3,282,718	100.00%	\$ 215,757	\$ 4,239,412	129.14%

Surplus/(Deficit)	\$ (713,318)		\$ (206,757)	\$ (1,571,317)	
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Lyons School District 103
MUNICIPAL RETIREMENT, SOCIAL SECURITY & MEDICARE FUND
Y-T-D REVENUE and EXPENSE by SOURCE

May 31, 2025

REVENUES	Budget	%	Monthly	YTD	Percent
	FY 2025	Of Total	May	as of	of Budget
		Revenue		5/31/2025	Realized
Property Taxes \$	209,300	39.54%	\$ -	\$ 326,028	155.77
Corp. Per. Prop. Replacement Taxes \$	240,000	45.34%	\$ -	\$ 240,000	100.00
Earnings on Investments \$	80,000	15.11%	\$ -	\$ 46,331	57.91
Other Revenue		0.00%			
Total Revenue	\$ 529,300	100.00%	\$ 0	\$ 612,359	115.69%

EXPENDITURES	Budget	%	Monthly	Actual	Percent
	FY 2025	Of Total	May	as of	of Budget
		Expenditures		5/31/2025	Realized
Benefits \$	912,094	100.00%	\$ 82,094	\$ 789,131	86.52
Purchased Services \$	-	0.00%	\$ -	\$ -	-
Total Expenditures	\$ 912,094	100.00%	\$ 82,094	\$ 789,131	86.52%

Surplus/(Deficit)	\$ (382,794)		\$ (82,094)	\$ (176,771)	
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Lyons School District 103
TORT IMMUNITY FUND
Y-T-D REVENUE and EXPENSE by SOURCE

May 31, 2025

REVENUES	Budget FY 2025	% Of Total Revenue	Monthly May	YTD as of 5/31/2025	Percent of Budget Realized
Property Taxes \$	315,500	99.06%	\$ -	\$ 338,602	107.32
Earnings on Investments \$	3,000	0.94%	\$ -	\$ 704	23.46
Other Revenue		0.00%			
Total Revenue	\$ 318,500	100.00%	\$ -	\$ 339,306	106.53%
EXPENDITURES	Budget FY 2025	% Of Total Expenditures	Monthly May	Actual as of 5/31/2025	Percent of Budget Realized
Salaries \$	72,500	18.63%	\$ 8,000	\$ 86,500	119.31
Purchase Services \$	316,694	81.37%	\$ 1,690	\$ 318,045	100.43
Total Expenditures	\$ 389,194	100.00%	\$ 9,690	\$ 404,545	103.94%
Surplus/(Deficit)	\$ (70,694)		\$ (9,690)	\$ (65,239)	

Lyons School District 103
TRANSPORTATION FUND
Y-T-D REVENUE and EXPENSE by SOURCE

May 31, 2025

REVENUES	Budget FY 2025	% Of Total Revenue	Monthly May	YTD as of 5/31/2025	Percent of Budget Realized
Property Taxes \$	102,000	9.93%	\$ -	\$ 116,010	113.73
Categorical State Aid \$	845,000	82.28%	\$ -	\$ 589,758	69.79
Earnings on Investments \$	80,000	7.79%	\$ -	\$ 34,578	43.22
Other Revenue \$	-	0.00%	\$ -	\$ -	-
Total Revenue	\$ 1,027,000	100.00%	\$ -	\$ 740,346	72.09%

EXPENDITURES	Budget FY 2025	% Of Total Expenditures	Monthly May	Actual as of 5/31/2025	Percent of Budget Realized
Salaries \$	13,640	0.76%	\$ 7,337	\$ 23,828	174.69
Benefits \$	80	0.00%	\$ 49	\$ 108	135.26
Purchased Services \$	1,777,980	99.23%	\$ 225,460	\$ 1,971,017	110.86
Supplies \$	-	0.00%	\$ -	\$ -	-
Capital Outlay \$	-	0.00%	\$ -	\$ -	-
Dues&Fees/Contingency \$	-	0.00%	\$ -	\$ -	-
Total Expenditures	\$ 1,791,700	100.00%	\$ 232,845	\$ 1,994,953	111.34%

Surplus/(Deficit)	\$ (764,700)		\$ (232,845)	\$ (1,254,607)	
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Lyons School District 103
WORKING CASH FUND
Y-T-D REVENUE and EXPENSE by SOURCE

May 31, 2025

REVENUES	Budget FY 2025	% Of Total Revenue	Monthly May	YTD as of 5/31/2025	Percent of Budget Realized
Property Taxes	\$ 202,500	71.68%	\$ -	\$ 181,232	89.50
Earnings on Investments	\$ 80,000	28.32%	\$ -	\$ 64,221	80.28
Total Revenue	\$ 282,500	100.00%	\$ -	\$ 245,453	86.89%

EXPENDITURES	Budget FY 2025	% Of Total Expenditures	Monthly May	Actual as of 5/31/2025	Percent of Budget Realized
Interfund Transfer					0.00%
Total Expenditures	\$ -	0.00%	\$ -	\$ -	0.00%

Surplus/(Deficit)	\$ 282,500		\$ -	\$ 245,453	
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Lyons School District 103
COMBINED OPERATING FUNDS
Y-T-D REVENUE and EXPENSE by SOURCE

May 31, 2025

REVENUES	Budget	%	Monthly	YTD	Percent
	FY 2025	Of Total	May	as of	of Budget
		Revenue		5/31/2025	Realized
Property Taxes \$	24,946,700	52.52%	\$ -	\$ 24,001,812	96.21
Corp. Per. Prop. Replacement Taxes \$	3,309,913	6.97%	\$ 721,365	\$ 3,257,413	98.41
State Evidence Based Funding (EBF) \$	12,495,602	26.31%	\$ 1,134,398	\$ 11,343,980	90.78
Categorical State Aid \$	2,037,397	4.29%	\$ 155,426	\$ 1,334,968	65.52
State Early Childhood Block Grant \$	636,106	1.34%	\$ (95,927)	\$ 404,104	63.53
Federal Nutrition Program \$	819,000	1.72%	\$ 112,466	\$ 838,879	102.43
Federal Title 1 \$	663,731	1.40%	\$ -	\$ 820,892	123.68
Other Federal \$	1,251,297	2.63%	\$ 57,428	\$ 1,098,599	87.80
Earnings on Investments \$	1,113,000	2.34%	\$ -	\$ 815,382	73.26
Food Service \$	60,000	0.13%	\$ 3,667	\$ 15,545	25.91
Fees \$	300	0.00%	\$ -	\$ -	-
Before School Care, Camps \$	110,000	0.23%	\$ -	\$ 114,009	103.64
Rentals \$	-	0.00%	\$ -	\$ -	-
Maintenance Grants \$	50,000	0.11%	\$ -	\$ -	-
Other Revenue \$	3,000	0.01%	\$ 9,000	\$ 90,407	-
Total Revenue	\$ 47,496,046	100.00%	\$ 2,097,823	\$ 44,135,990	92.93%

EXPENDITURES	Budget	%	Monthly	Actual	Percent
	FY 2025	Of Total	May	as of	of Budget
		Expenditures		5/31/2025	Realized
Salaries \$	23,796,225	51.61%	\$ 1,947,446	\$ 18,284,670	76.84
Benefits \$	6,726,014	14.59%	\$ 549,707	\$ 5,544,846	82.44
IMRF/FICA/SS/Medicare \$	912,094	1.98%	\$ 82,094	\$ 789,131	86.52
Purchased Services \$	10,331,014	22.41%	\$ 696,533	\$ 11,789,603	114.12
Supplies \$	1,523,825	3.30%	\$ 93,112	\$ 1,417,798	93.04
Capital Outlay \$	48,742	0.11%	\$ -	\$ 1,666,292	3,418.60
Special Ed Tuition \$	2,564,510	5.56%	\$ 110,707	\$ 1,029,182	40.13
Other, Dues&Fees/Contingency \$	206,157	0.45%	\$ -	\$ 16,518	8.01
Total Expenditures	\$ 46,108,580	100.00%	\$ 3,479,599	\$ 40,538,040	87.92%

Surplus/(Deficit)	\$ 1,387,466		\$ (1,381,776)	\$ 3,597,950	
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Lyons School District 103
DEBT SERVICE FUND
Y-T-D REVENUE and EXPENSE by SOURCE

May 31, 2025

REVENUES	Budget FY 2025	% Of Total Revenue	Monthly May	YTD as of 5/31/2025	Percent of Budget Realized
Property Taxes \$	106,200	46.95%	\$ -	\$ 505,109	475.62
Earnings on Investments \$	35,000	15.47%	\$ -	\$ 16,867	48.19
Other Revenue Sources \$	85,000	37.58%	\$ -	\$ -	-
State Evidence Based Funding (EBF) \$	-	0.00%	\$ -	\$ -	-
Total Revenue	\$ 226,200	100.00%	\$ -	\$ 521,976	230.76%

EXPENDITURES	Budget FY 2025	% Of Total Expenditures	Monthly May	Actual as of 5/31/2025	Percent of Budget Realized
Debt Service \$	993,500	100.00%	\$ -	\$ -	-
Total Expenditures	\$ 993,500	100.00%	\$ -	\$ -	0.00%

Surplus/(Deficit)	\$ (767,300)		\$ -	\$ 521,976	
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Lyons School District 103
 CAPITAL PROJECTS FUND
 Y-T-D REVENUE and EXPENSE by SOURCE

May 31, 2025

REVENUES	Budget FY 2025	% Of Total Revenue	Monthly May	YTD as of 5/31/2025	Percent of Budget Realized
Corp. Per. Prop. Replacement Taxes	\$ 1,100,000	48.54%	\$ -	\$ -	-
Earnings on Investments	\$ -	0.00%	\$ -	\$ -	#DIV/0!
Federal Grant	\$ 1,166,319	51.46%	\$ -	\$ 1,166,319	100.00
Total Revenue	\$ 2,266,319	100.00%	\$ -	\$ 1,166,319	51.46%

EXPENDITURES	Budget FY 2025	% Of Total Expenditures	Monthly May	Actual as of 5/31/2025	Percent of Budget Realized
Purchased Services	\$ -	0.00%	\$ -	\$ -	-
Capital Outlay	\$ 2,182,042	100.00%	\$ 5,339	\$ 1,465,938	67.18
Total Expenditures	\$ 2,182,042	100.00%	\$ 5,339	\$ 1,465,938	67.18%

Surplus/(Deficit)	\$ 84,277		\$ (5,339)	\$ (299,619)	
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Lyons School District 103
HEALTH-LIFE-SAFETY FUND
Y-T-D REVENUE and EXPENSE by SOURCE

May 31, 2025

REVENUES	Budget FY 2025	% Of Total Revenue	Monthly May	YTD as of 5/31/2025	Percent of Budget Realized
Property Taxes \$	365,000	83.91%	\$ -	\$ 183,616	50.31
Earnings on Investments \$	70,000	16.09%	\$ -	\$ 55,665	79.52
Other Revenue \$	-	0.00%	\$ -	-	
Total Revenue	\$ 435,000	100.00%	\$ -	\$ 239,280	55.01%

EXPENDITURES	Budget FY 2025	% Of Total Expenditures	Monthly May	Actual as of 5/31/2025	Percent of Budget Realized
Purchased Services \$	-	0.00%	\$ -	-	-
Total Expenditures	\$ -	0.00%	\$ -	\$ -	-

Surplus/(Deficit)	\$ 435,000		\$ -	\$ 239,280	
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Lyons School District 103
COMBINED ALL FUNDS
Y-T-D REVENUE and EXPENSE by SOURCE

May 31, 2025

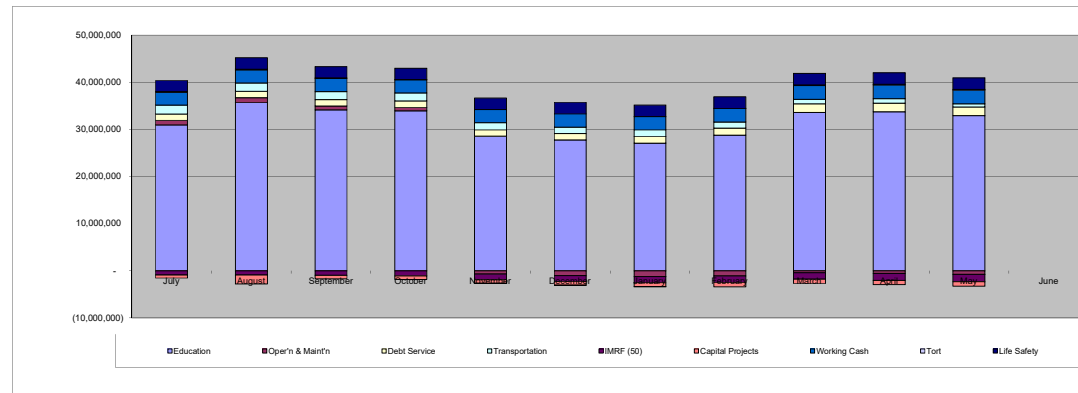
REVENUES	Budget	%	Monthly	YTD	Percent
	FY 2025	Of Total	May	as of	of Budget
		Revenue		5/31/2025	Realized
Property Taxes \$	25,417,900	52%	\$ -	\$ 24,690,537	97.14
Corp. Per. Prop. Replacement Taxes \$	3,309,913	7%	\$ 721,365	\$ 3,257,413	98.41
State Evidence Based Funding (EBF) \$	12,495,602	25%	\$ 1,134,398	\$ 11,343,980	90.78
Categorical State Aid \$	2,037,397	4%	\$ 155,426	\$ 1,334,968	65.52
State Early Childhood Block Grant \$	636,106	1%	\$ (95,927)	\$ 404,104	63.53
Federal Nutrition Program \$	819,000	2%	\$ 112,466	\$ 838,879	102.43
Federal Title 1 \$	663,731	1%	\$ -	\$ 820,892	123.68
Other Federal \$	2,417,616	5%	\$ 57,428	\$ 2,264,918	93.68
Earnings on Investments \$	1,218,000	2%	\$ -	\$ 887,914	72.90
Food Service \$	60,000	0%	\$ 3,667	\$ 15,545	25.91
Fees \$	300	0%	\$ -	\$ -	-
Before School Care, Camps \$	110,000	0%	\$ -	\$ 114,009	103.64
Rentals \$	-	0%	\$ -	\$ -	.
Maintenance Grants \$	50,000	0%	\$ -	\$ -	-
Other Revenue \$	88,000	0%	\$ 9,000	\$ 90,407	102.74
Total Revenue	\$ 49,323,565	100.00%	\$ 2,097,823	\$ 46,063,565	93.39%

EXPENDITURES	Budget	%	Monthly	Actual	Percent
	FY 2025	Of Total	May	as of	of Budget
		Expenditures		5/31/2025	Realized
Salaries \$	23,796,225	48.28%	\$ 1,947,446	\$ 18,284,670	76.84
Benefits \$	6,726,014	13.65%	\$ 549,707	\$ 5,544,846	82.44
IMRF/FICA/SS/Medicare Fund \$	912,094	1.85%	\$ 82,094	\$ 789,131	86.52
Debt Service Fund \$	993,500	2.02%	\$ -	\$ -	-
Life Safety Fund \$	-	0.00%	\$ -	\$ -	#DIV/0!
Purchased Services \$	10,331,014	20.96%	\$ 696,533	\$ 11,789,603	114.12
Supplies \$	1,523,825	3.09%	\$ 93,112	\$ 1,417,798	93.04
Capital Outlay \$	2,230,784	4.53%	\$ 5,339	\$ 3,132,230	140.41
Special Ed Tuition \$	2,564,510	5.20%	\$ 45,797	\$ 1,029,182	40.13
Dues&Fees/Contingency \$	206,157	0.42%	\$ -	\$ 16,518	8.01
Total Expenditures	\$ 49,284,122	100.00%	\$ 3,420,028	\$ 42,003,978	85.23%

Surplus/(Deficit)	\$ 1,139,443		\$ (1,387,115)	\$ 4,059,588	
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Lyons Elementary School District 103
Fiscal Year 2024-25 Fund Balance
 Source: Lyons Elementary School District 103 Monthly Reports

Fund	Fiscal Year 2024-25											
	July	August	September	October	November	December	January	February	March	April	May	June
Education	30,928,476	35,671,186	34,147,680	33,963,883	28,560,791	27,780,943	27,112,779	28,800,241	33,617,702	33,766,123	32,915,680	-
Oper'n & Maint'n	992,257	1,061,362	832,062	702,703	(733,331)	(1,047,773)	(1,259,850)	(1,122,653)	(426,406)	(589,636)	(796,393)	-
Debt Service	1,321,679	1,347,505	1,347,505	1,349,671	1,342,752	1,345,691	1,346,411	1,483,878	1,792,731	1,823,187	1,823,187	-
Transportation	1,892,228	1,763,450	1,699,960	1,705,363	1,506,314	1,384,164	1,444,786	1,310,504	1,011,946	911,690	678,835	-
IMRF (50)	(900,455)	(933,872)	(1,009,029)	(1,085,059)	(1,167,612)	(1,241,251)	(1,317,078)	(1,376,735)	(1,378,164)	(1,452,964)	(1,535,058)	-
SSIMEDICARE (51)	2,495,935	2,528,269	2,528,269	2,535,709	2,534,771	2,536,237	2,537,060	2,598,453	2,675,867	2,705,555	2,705,555	-
Capital Projects	(649,914)	(1,844,686)	(694,387)	(761,587)	(772,077)	(791,527)	(791,527)	(911,527)	(911,527)	(927,174)	(932,513)	-
Working Cash	2,729,909	2,780,818	2,780,818	2,791,065	2,792,682	2,794,105	2,795,368	2,850,283	2,905,230	2,936,617	2,936,617	-
Tort	168,853	172,594	109,538	48,253	(17,754)	(23,131)	(29,157)	301	113,050	116,124	106,434	-
Life Safety	2,331,745	2,424,140	2,424,140	2,436,528	2,438,473	2,441,339	2,443,642	2,473,645	2,479,765	2,500,604	2,500,604	-
Total	41,310,712	44,970,766	44,166,575	43,686,531	36,485,009	35,178,796	34,282,433	36,106,390	41,880,193	41,790,115	40,402,947	-



To Township Treasurer: The following payments were approved by the Board of Education, at a meeting held on 6/24/2025.

Checks for the amounts shown are hereby requested:

Payee	Date Paid/Description	Amount
Net Salaries	5/15/2025	638,811.54
AXA Equitable Life	OMNI Liability	14,584.23
Department of the Treasury	Federal Withholding - Payroll Taxes	134,016.53
Expert Pay	Child Support	792.30
First American Bank H.S.A.	Employer H.S.A. Contribution	-
First Investors/ADM	OMNI Liability	50.00
Great American Financial	OMNI Liability	200.00
Illinois Department of Revenue	State Withholding	41,369.26
Illinois Municipal Retirement Fund	IMRF Employee Payments	11,386.10
Illinois Municipal Retirement Fund	IMRF Employer Payments	14,744.28
Lincoln Investment	OMNI Liability Payment	2,330.33
Lyons School District 103 Flex Spending	Flex Spending Account	1,233.10
NuMark Credit Union	Employee Deductions (NuMark Credit Union)	4,400.76
SEIU Local 73 COPE	Deduction for Aides and Custodians (COPE)	42.00
Service Employees International Union Local 73	Aide and Custodian Union Dues	1,087.58
Teachers Health Insurance Security	THIS Employee Deductions	6,476.42
Teachers Retirement System	TRS Employee Payments	80,842.80
Teachers Retirement System	TRS Employer Payments	6,479.51
Teachers Retirement System SSP	TRS Supplemental Savings Plan	1,380.41
Thomas H. Hooper Chapter 13 Trustee	Wage Garnishment	175.00
Vision	Employee Deductions (Vision)	1,065.17
Waddell & Reed	OMNI Liability	75.00
West Suburban Teachers Union Local 571	Teacher Union Dues	11,648.91

Net Salaries	5/30/2025	697,628.79
AXA Equitable Life	OMNI Liability	14,584.23
Department of the Treasury	Federal Withholding - Payroll Taxes	123,557.90
Expert Pay	Child Support	792.30
First American Bank H.S.A.	Employer H.S.A. Contribution	-
First Investors/ADM	OMNI Liability	50.00
Great American Financial	OMNI Liability	200.00
Illinois Department of Revenue	State Withholding	38,890.84
Illinois Municipal Retirement Fund	IMRF Employee Payments	11,342.96
Illinois Municipal Retirement Fund	IMRF Employer Payments	14,438.88
Lincoln Investment	OMNI Liability Payment	2,330.33
Lyons School District 103 Flex Spending	Flex Spending Account	1,231.10
NuMark Credit Union	Employee Deductions (NuMark Credit Union)	4,400.76
SEIU Local 73 COPE	Deduction for Aides and Custodians (COPE)	40.50
Service Employees International Union Local 73	Aide and Custodian Union Dues	1,084.03
Teachers Health Insurance Security	THIS Employee Deductions	5,977.80
Teachers Retirement System	TRS Employee Payments	74,028.37
Teachers Retirement System	TRS Employer Payments	6,108.42
Teachers Retirement System SSP	TRS Supplemental Savings Plan	1,323.32
Thomas H. Hooper Chapter 13 Trustee	Wage Garnishment	175.00
Vision	Employee Deductions (Vision)	1,074.16
Waddell & Reed	OMNI Liability	75.00
West Suburban Teachers Union Local 571	Teacher Union Dues	11,651.12

Board President

Board Secretary

To Township Treasurer: The following payments were approved by the Board of Education, at a meeting held on 6/24/2025.

Checks for the amounts shown are hereby requested:

Payee	Date Paid/Description	Amount
Prepared by <u>Bill [Signature]</u> Business Manager		
_____ Superintendent	Salaries/Benefits Special voucher requests	1,984,177.04 -
Total Payroll Bill List Paid in Month		1,984,177.04

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
97684	ALONZO, KIMBERLEY A	06/24/2025	KA 052025	Expense Reimbursement	0	7.98	7.98
10E000	1110 4000 00 499806			EDUCATION/DISTRICT OFFICE/ELEMENTARY/SUPPLIES AND MATER		7.98	
97685	AMAZON CAPITAL SERVICES	06/24/2025	13GLGG11FVMV	End of year teacher supplies	5002400112	1,427.45	2,957.67
10E500	1110 4100 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/SUPPLIES		1,427.45	
			14M7HGK6KJR6	Home School Q4 PBIS - Wild Robots Coloring Books-20 /Crayola Bulk of 24 Packs / Pirate Booty Popcorn/ other materials	2002400025	853.80	
10E000	2540 4000 00 499806			EDUCATION/DISTRICT OFFICE/OPERATION AND MAINTENANCE OF		853.80	
			16PN9NRWRFRT	Summer Academy Supplies for grades K-7	7032400093	132.43	
10E000	1110 4100 00 399900			EDUCATION/DISTRICT OFFICE/ELEMENTARY/SUPPLIES/AFTER SCH		132.43	
			1JH7MVN9MVY1	Summer School Supplies	7032400088	198.38	
10E000	1110 4100 00 399900			EDUCATION/DISTRICT OFFICE/ELEMENTARY/SUPPLIES/AFTER SCH		198.38	
			1K6XG1GYLXT9	Edison-SPED Class- 1 Otter Box Defender Series Case for iPad (A16) & 10th Gen -Black, Rugged, Durable, Multi-Layer	7022400052	53.71	
10E000	1225 4100 00 000000			EDUCATION/DISTRICT OFFICE/EARLY CHILDHOOD - ECE - SPED/		53.71	
			1L1C7933PCX3	End of year teacher supplies	5002400112	69.96	
10E500	1110 4100 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/SUPPLIES		69.96	
			1RLHDDTCGKYRR	Higgins- experiment supplies Kleenex	5002400097	151.98	
10E500	1110 4100 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/SUPPLIES		151.98	
			1W7NXHN3NVFR	Folders, expos, markers, color pencils, money organizing	5002400108	69.96	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				envelopes, post it, general teacher supplies			
10E500 1110 4100 00 000000				EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/SUPPLIES		69.96	
97686	Aya Healthcare, Inc	06/24/2025	10685067	Special Education Teacher	0	3,300.00	12,584.00
10E500 1110 3140 00 000000				EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/PROFESSIO		3,300.00	
			10700072	Special Education Teacher	0	3,344.00	
10E500 1110 3140 00 000000				EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/PROFESSIO		3,344.00	
			10717290	Special Education Teacher	0	3,300.00	
10E500 1110 3140 00 000000				EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/PROFESSIO		3,300.00	
			10759710	Special Education Teacher	0	2,640.00	
10E500 1110 3140 00 000000				EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/PROFESSIO		2,640.00	
97687	BAJMAKOVICH, LAURA	06/24/2025	LB 052325	Mileage Full Year	0	77.07	77.07
10E300 1110 3320 00 000000				EDUCATION/LINCOLN ELEMENTARY/ELEMENTARY/TRAVEL		77.07	
97688	BLUE CROSS BLUE SHIELD OF IL	06/24/2025	210863358556	Service 05.01.25-05.31.25	0	571,957.70	571,957.70
10L000 4867 0000 00 000000				EDUCATION/DISTRICT OFFICE/BCBS PPO Flex/.		571,957.70	
97689	BMO HARRIS COMMERCIAL CARD	06/24/2025	1793 060525	May 25' Charges	0	13,255.60	13,255.60
10E000 2510 4100 00 000000				EDUCATION/DISTRICT OFFICE/DIRECTION OF BUSINESS SUPPORT		13,255.60	
97690	BOB & JOHN'S MOBIL	06/24/2025	0127898	May Service	0	75.39	121.60
20E000 2545 4640 00 000000				OP, BLDG,MAIN/DISTRICT OFFICE/VEHICLE SERVICING AND MAI		75.39	
			0127901	May Service	0	46.21	
20E000 2545 4640 00 000000				OP, BLDG,MAIN/DISTRICT OFFICE/VEHICLE SERVICING AND MAI		46.21	
97691	BOHORQUEZ, FAITH	06/24/2025	FB TCH-520,539,D186	Tuition Reimbursement for TCH-520, TCH-539 and D186 at Grand Canyon University.	0	800.00	800.00
10E200 1110 2300 00 000000				EDUCATION/HOME ELEMENTARY/ELEMENTARY/TUITION REIMBURSEM		800.00	
97692	Bradshaw, Kelly A	06/24/2025	D103-4	For Services Rendered 11.01.24-03.31.25	0	9,735.00	9,735.00
10E000 2520 3900 00 000000				EDUCATION/DISTRICT OFFICE/FISCAL SERVICES/OTHER PURCHAS		9,735.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
97693	BRITTEN SCHOOL	06/24/2025	16556	FA, CG May 25' Tuition	0	8,821.68	8,821.68
10E300	1912 6700 00 000000			EDUCATION/LINCOLN ELEMENTARY/OTHER LEA PRIVATE TUITION/		2,940.63	
10E500	1912 6700 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/OTHER LEA PRIVATE TU		5,881.05	
97694	BUCKEYE CLEANING CENTERS	06/24/2025	80754427	Edison	0	1,047.04	4,904.39
20E100	2540 4100 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		1,047.04	
20E600	2540 4100 00 000000		80757441	Costello	0	1,035.84	
				OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		1,035.84	
20E400	2540 4100 00 000000		80757465	Robinson	0	1,122.16	
				OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		1,122.16	
20E100	2540 4100 00 000000		90675401	Edison- Supplies	0	404.55	
				OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		404.55	
20E100	2540 4100 00 000000		90676806	Edison	0	1,294.80	
				OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		1,294.80	
97695	CABALLERO, DEMI	06/24/2025	DC 060225	Expense	0	63.11	63.11
10E000	2642 4100 00 399800			Reimbursement EDUCATION/DISTRICT OFFICE/HUMAN RESOURCES/SUPPLIES/Teac		63.11	
97696	CASE LOTS INC	06/24/2025	1162	Edison - gloves, lemon pinesol, bleach, floor pads, mop stick, toilet bowl cleaner, odor counteractant, hand soap, vinegar, can liners, odor eliminator, disinfectant spray	7012400082	38.90	929.60
20E100	2540 4100 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		38.90	
20E600	2540 4100 00 000000		1332	Costello - scrubbing pads, buffing pads, bleach, lemon pinesol, laundry powder	7012400086	890.70	
				OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		890.70	
97697	CIT	06/24/2025	47174978	Docuware June 25'	0	3,612.08	3,612.08
10E000	2520 3900 00 000000			EDUCATION/DISTRICT OFFICE/FISCAL SERVICES/OTHER PURCHAS		3,612.08	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
97698	CITY SOCIAL MARKETING SOLUTION	06/24/2025	1374	June 25' Media & Communication Services	0	7,500.00	7,500.00
10E000	2663 3900 00 000000			EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/OTH		7,500.00	
97699	COASTAL ENTERPRISES	06/24/2025	39422	Gym Uniform Fall order	5002500001	9,661.40	9,661.40
10E000	1110 4900 00 000000			EDUCATION/DISTRICT OFFICE/ELEMENTARY/OTHER SUPPLIES AND		9,661.40	
97700	COMCAST CABLE	06/24/2025	6742 052225	GWMS 06.01.25-06.30.25	0	578.84	578.84
20E000	2540 3440 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		578.84	
97701	Cordogan Clark & Assoc., Inc.	06/24/2025	28017	Summer 25 Roof	0	89,223.90	90,888.52
60E000	0000 0000 00 000000			CAP PROJ/DISTRICT OFFICE/NO DESCRIPTION/.		89,223.90	
20E000	2540 5400 00 000000		28199	OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE	0	1,664.62	
97702	CORRECT MONITORING SERVICES	06/24/2025	M12165-25-3	Qtly fire alarm monitoring	0	750.00	750.00
20E400	2546 3230 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/SECURITY SERVICES/REP		150.00	
20E500	2546 3230 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/SECURITY SERVICE		300.00	
20E600	2546 3230 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/SECURITY SERVICES/REP		150.00	
20E000	2546 3230 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/SECURITY SERVICES/REPAIR		150.00	
97703	CRISIS PREVENTION INSTITUTE IN	06/24/2025	NAIN-161268	Membership J.F.	0	200.00	200.00
10E000	1205 6400 00 000000			EDUCATION/DISTRICT OFFICE/LEARNING DISABLED/DUES & FEES		200.00	
97704	Cross Country Education	06/24/2025	3011859	Speech Language Pathologist	0	2,303.00	7,856.66
10E600	1110 3140 00 000000			EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/PROFESSIONAL S		2,303.00	
10E600	1110 3140 00 000000		3012372	Speech Language Pathologist	0	3,446.66	
10E600	1110 3140 00 000000			EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/PROFESSIONAL S		3,446.66	
10E600	1110 3140 00 000000		3013104	Speech Language Pathologist	0	2,107.00	
10E600	1110 3140 00 000000			EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/PROFESSIONAL S		2,107.00	
97705	CURRICULUM ASSOCIATES INC	06/24/2025	90893943	Curriculum Associates Quote # 419186.2 i-Ready Classroom 2024 Mathematics Fluency and Skills Practice Books for Summer Academy Grades	7032400089	1,496.00	1,496.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				K-7			
10E000	1110 4100 00 399900			EDUCATION/DISTRICT OFFICE/ELEMENTARY/SUPPLIES/AFTER SCH		1,496.00	
97706	DADA, ABDUL KADIR	06/24/2025	KD 060225	Mileage Reimbursement Triple I	0	53.60	53.60
10E000	2330 3320 00 000000			EDUCATION/DISTRICT OFFICE/SPECIAL AREA ADMINISTRATION S		53.60	
97707	DIRECT ENERGY SERVICES	06/24/2025	250830056588200	Service	0	24,012.32	24,012.32
20E100	2540 4660 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		2,610.24	
20E200	2540 4660 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		3,814.95	
20E300	2540 4660 00 000000			OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		3,574.19	
20E400	2540 4660 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		2,647.72	
20E500	2540 4660 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		8,163.56	
20E600	2540 4660 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		3,201.66	
97708	Dr. Carmen I. Ayala & Associat	06/24/2025	25-42221	Professional Services	0	23,125.00	23,125.00
10E000	2310 3900 00 000000			EDUCATION/DISTRICT OFFICE/BOARD OF EDUCATION SERVICES/O		23,125.00	
97709	EASTER SEALS METROPOLITAN CHIC	06/24/2025	32268	RH May 25' Tuition	0	10,155.18	27,182.40
10E400	1912 6700 00 000000			EDUCATION/ROBINSON ELEMENTARY/OTHER LEA PRIVATE TUITION		10,155.18	
			32317	PRI & KU May 25' Tuition	0	17,027.22	
10E100	1912 6700 00 000000			EDUCATION/EDISON ELEMENTARY/OTHER LEA PRIVATE TUITION/T		10,155.18	
10E400	1912 6700 00 000000			EDUCATION/ROBINSON ELEMENTARY/OTHER LEA PRIVATE TUITION		6,872.04	
97710	EDISON SCHOOL	06/24/2025	3440	Edison	0	1,058.63	1,058.63
20E100	2540 3230 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		1,058.63	
97711	EMBRACE EDUCATION	06/24/2025	18325	Subscription	0	3,640.00	3,640.00
10E000	1205 3160 00 000000			EDUCATION/DISTRICT OFFICE/LEARNING DISABLED/DATA PROCES		3,640.00	
97712	Engie North America, Inc.	06/24/2025	366451 052725	Lincoln (04.22.25-05.23.25	0	2,924.85	27,934.36
20E000	2540 4660 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		2,924.85	
			366452 05.27.25	Costello (04.22.25-05.22.25)	0	4,149.29	
20E600	2540 4660 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		4,149.29	
			366453 05.27.25	Home (04.23.25-05.23.25)	0	4,548.79	
20E200	2540 4660 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		4,548.79	
			366454 05.27.25	Edison	0	2,863.80	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
20E100	2540 4660 00 000000			(04.23.25-05.23.25 OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		2,863.80	
			366455 05.20.25	GWMS (04.03.25-05.01.25)	0	8,535.34	
20E500	2540 4660 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		8,535.34	
			366456 05.09.25	Robinson (04.22.25-05.22.25)	0	2,469.13	
20E400	2540 4660 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		2,469.13	
			366456 060525	Robinson 05.01.25-06.02.25	0	2,443.16	
20E400	2540 4660 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		2,443.16	
97713	ESCATTEL, EDUARDO	06/24/2025	EE TR SPAN 501	Tuition Reimbursement for SPAN 501 at UIC.	0	800.00	800.00
10E500	1110 2300 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/TUITION R		800.00	
97714	Everway	06/24/2025	00236413N	Literacy software	0	5,139.97	5,139.97
10E000	2220 4000 00 440000			EDUCATION/DISTRICT OFFICE/EDUCATIONAL MEDIA SERVICES/SU		5,139.97	
97715	FIRST STUDENT HODGKINS	06/24/2025	12052096	April 25' Service	0	54,247.12	104,938.19
40E000	2550 3310 00 000000			TRANSPORTION/DISTRICT OFFICE/PUPIL TRANSPORTATION SERVI		54,247.12	
			573002	Lincoln - Field Trip	0	372.64	
40E000	2550 3310 00 000000			TRANSPORTION/DISTRICT OFFICE/PUPIL TRANSPORTATION SERVI		372.64	
			573003	Home - Field Trip	0	232.21	
40E000	2550 3310 00 000000			TRANSPORTION/DISTRICT OFFICE/PUPIL TRANSPORTATION SERVI		232.21	
			573006	Home - Field Trip	0	408.63	
40E000	2550 3310 00 000000			TRANSPORTION/DISTRICT OFFICE/PUPIL TRANSPORTATION SERVI		408.63	
			573013	Costello - Field Trip	0	461.11	
40E000	2550 3310 00 000000			TRANSPORTION/DISTRICT OFFICE/PUPIL TRANSPORTATION SERVI		461.11	
			573052	GWMS Soccer	0	232.21	
40E500	2550 3320 01 000000			TRANSPORTION/WASHINGTON MIDDLE SCHOOL/PUPIL TRANSPORTAT		232.21	
			573059	Robinson - Field Trip	0	729.78	
40E400	2550 3320 00 000000			TRANSPORTION/ROBINSON ELEMENTARY/PUPIL TRANSPORTATION S		729.78	
			573066	GWMS - FIELD TRIP	0	851.21	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
40E500	2550 3320 00 000000			TRANSPORTION/WASHINGTON MIDDLE SCHOOL/PUPIL TRANSPORTAT		851.21	
			573073	GWMS Soccer	0	232.21	
40E500	2550 3320 01 000000			TRANSPORTION/WASHINGTON MIDDLE SCHOOL/PUPIL TRANSPORTAT		232.21	
			573097	Robinson - Field Trip	0	402.72	
40E400	2550 3320 00 000000			TRANSPORTION/ROBINSON ELEMENTARY/PUPIL TRANSPORTATION S		402.72	
			573102	GWMS - FIELD TRIP	0	1,675.67	
40E500	2550 3320 00 000000			TRANSPORTION/WASHINGTON MIDDLE SCHOOL/PUPIL TRANSPORTAT		1,675.67	
			573111	Lincoln - Field Trip	0	232.21	
40E000	2550 3310 00 000000			TRANSPORTION/DISTRICT OFFICE/PUPIL TRANSPORTATION SERVI		232.21	
			573120	Home - Field Trip	0	239.96	
40E000	2550 3310 00 000000			TRANSPORTION/DISTRICT OFFICE/PUPIL TRANSPORTATION SERVI		239.96	
			573121	Lincoln - Field Trip	0	799.46	
40E000	2550 3310 00 000000			TRANSPORTION/DISTRICT OFFICE/PUPIL TRANSPORTATION SERVI		799.46	
			573145	Home - Field Trip	0	579.23	
40E000	2550 3310 00 000000			TRANSPORTION/DISTRICT OFFICE/PUPIL TRANSPORTATION SERVI		579.23	
			577271	GWMS - FIELD TRIP	0	434.57	
40E500	2550 3320 00 000000			TRANSPORTION/WASHINGTON MIDDLE SCHOOL/PUPIL TRANSPORTAT		434.57	
			577334	Robinson - Field Trip	0	364.89	
40E400	2550 3320 00 000000			TRANSPORTION/ROBINSON ELEMENTARY/PUPIL TRANSPORTATION S		364.89	
			577336	Robinson - Field Trip	0	364.89	
40E400	2550 3320 00 000000			TRANSPORTION/ROBINSON ELEMENTARY/PUPIL TRANSPORTATION S		364.89	
			577359	GWMS - FIELD TRIP	0	3,041.25	
40E500	2550 3320 00 000000			TRANSPORTION/WASHINGTON MIDDLE SCHOOL/PUPIL TRANSPORTAT		3,041.25	
			577360	Costello - Field Trip	0	2,432.21	
40E000	2550 3340 00 000000			TRANSPORTION/DISTRICT OFFICE/PUPIL TRANSPORTATION SERVI		2,432.21	
			577370	Robinson - Field Trip	0	364.89	
40E400	2550 3320 00 000000			TRANSPORTION/ROBINSON ELEMENTARY/PUPIL TRANSPORTATION S		364.89	
			577375	Lincoln - Field Trip	0	364.89	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
40E000	2550 3310 00 000000			TRANSPORTION/DISTRICT OFFICE/PUPIL TRANSPORTATION SERVI		364.89	
			577379	GWMS - FIELD TRIP	0	1,629.88	
40E500	2550 3320 00 000000			TRANSPORTION/WASHINGTON MIDDLE SCHOOL/PUPIL TRANSPORTAT		1,629.88	
			577380	Edison - Field Trip	0	2,063.36	
40E000	2550 3310 00 000000			TRANSPORTION/DISTRICT OFFICE/PUPIL TRANSPORTATION SERVI		2,063.36	
			FA25-00002612	Alternative Transportation	0	16,725.48	
40E000	2550 3310 00 000000			TRANSPORTION/DISTRICT OFFICE/PUPIL TRANSPORTATION SERVI		16,725.48	
			FA25-0002414	Alternative Transportation	0	15,455.51	
40E000	2550 3310 00 000000			TRANSPORTION/DISTRICT OFFICE/PUPIL TRANSPORTATION SERVI		15,455.51	
97716	FLAHIVE, JULIE A	06/24/2025	JF 052825	Mileage Reimbursement	0	183.02	183.02
10E000	2330 3320 00 000000			EDUCATION/DISTRICT OFFICE/SPECIAL AREA ADMINISTRATION S		183.02	
97717	FLEXIBLE BENEFITS SERVICE CORP	06/24/2025	222553603339	FSA 06.04.25	0	67.50	67.50
10E000	1110 2940 00 000000			EDUCATION/DISTRICT OFFICE/ELEMENTARY		67.50	
97718	G & O THERMAL SUPPLY COMPANY	06/24/2025	5110651-00	Admin	0	118.13	164.53
20E000	2540 3230 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		118.13	
			5110681-00	Admin	0	46.40	
20E000	2540 3230 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		46.40	
97719	GARCIA, COURTNEY E	06/24/2025	CG TR D186, 187, 630	Tuition Reimbursement for D186, D187, D630 at Western Governors University.	0	1,800.00	1,800.00
10E600	1110 2300 00 000000			EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/TUITION REIMBU		1,800.00	
97720	GEORGE WASHINGTON MIDDLE SCHOO	06/24/2025	GWMS 053025	Postage	0	75.87	75.87
10E500	2400 3400 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/SUPPORT SERVICES - S		75.87	
97721	GIANT STEPS	06/24/2025	103L-0425EF	HH April 25' Lunch	0	136.50	25,091.10
10E500	1912 6700 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/OTHER LEA PRIVATE TU		136.50	
			103L-0525E	ED, HH, VN April 25' Tuition	0	24,954.60	
10E400	1912 6700 00 000000			EDUCATION/ROBINSON ELEMENTARY/OTHER LEA PRIVATE TUITION		16,636.40	
10E500	1912 6700 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/OTHER LEA PRIVATE TU		8,318.20	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
97722	GILL, DONNA M	06/24/2025	DG 060925	Mileage Reimbursement	0	234.35	234.35
10E000	2330 3320 00 000000			EDUCATION/DISTRICT OFFICE/SPECIAL AREA ADMINISTRATION S		234.35	
97723	GLOBAL WATER TECHNOLOGY	06/24/2025	154101	June 25' Water Treatment	0	364.44	364.44
20E000	2540 3230 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		364.44	
97724	GMF CONTRACTORS EQUIPMENT	06/24/2025	35378	Mower	0	269.15	807.45
20E000	2540 3230 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		269.15	
			35391	Mower	0	269.15	
20E000	2540 3230 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		269.15	
			35401	Mower	0	269.15	
20E000	2540 3230 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		269.15	
97725	GRAND PRAIRIE TRANSIT	06/24/2025	RTINV1006896	MY 25' Transportation	0	153,220.60	153,220.60
40E000	2550 3310 00 000000			TRANSPORTION/DISTRICT OFFICE/PUPIL TRANSPORTATION SERVI		153,220.60	
97726	GreatAmerica Financial Service	06/24/2025	39359443	Period Covered 07.01.25-07.31.25	0	11,719.90	11,719.90
10E000	2663 3230 00 000000			EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/REP		11,719.90	
97727	GROOT, INC. A WASTE CONNECTION	06/24/2025	14526423T098	Home June 25'	0	959.58	10,127.79
20E200	2540 3210 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		959.58	
			14526424T098	Edison June 25'	0	1,972.56	
20E100	2540 3210 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		1,972.56	
			14526425T098	Robinson June 25'	0	1,360.66	
20E400	2540 3210 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		1,360.66	
			14526426T098	Lincoln June 25'	0	1,688.13	
20E300	2540 3210 00 000000			OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		1,688.13	
			14526427T098	Costello June 25'	0	1,941.04	
20E600	2540 3210 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		1,941.04	
			14526428T098	GWMS June 25'	0	2,205.82	
20E500	2540 3210 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		2,205.82	
97728	GUARDIAN - ALTERNATE FUNDED	06/24/2025	469383 060225	Period Ending 05.31.25	0	16,648.23	16,648.23
10L000	4865 0000 00 000000			EDUCATION/DISTRICT OFFICE/Guardian Flex Dental/.		16,648.23	
97729	GUARDIAN -BILL ID 0001094522	06/24/2025	469383 051625	Period End 06.30.25	0	14,781.15	32,502.69
10E000	1110 2210 00 000000			EDUCATION/DISTRICT OFFICE/ELEMENTARY/INSTRUCTION LIFE I		9,068.78	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10L000	4865 0000 00 000000			EDUCATION/DISTRICT OFFICE/Guardian Flex Dental/.		4,620.15	
20L000	4865 0000 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/Guardian Flex Dental/.		923.10	
10L000	4990 0000 00 000000			EDUCATION/DISTRICT OFFICE/OTHER CURRENT LIABILITIES/.		169.12	
			469383 061325	Period End 07.31.25	0	17,721.54	
10E000	1110 2210 00 000000			EDUCATION/DISTRICT OFFICE/ELEMENTARY/INSTRUCTION LIFE I		12,048.13	
10L000	4865 0000 00 000000			EDUCATION/DISTRICT OFFICE/Guardian Flex Dental/.		4,590.26	
20L000	4865 0000 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/Guardian Flex Dental/.		914.69	
10L000	4990 0000 00 000000			EDUCATION/DISTRICT OFFICE/OTHER CURRENT LIABILITIES/.		168.46	
97730	HARLEM PLUMBING SUPPLY	06/24/2025	97219	Costello	0	126.10	154.30
20E600	2540 4100 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		126.10	
			97664	Costello	0	28.20	
20E600	2540 4100 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		28.20	
97731	HAYES MECHANICAL LLC	06/24/2025	57384	Lincoln	0	685.00	6,456.25
20E300	2540 3230 00 000000			OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		685.00	
			57390	Robinson	0	448.75	
20E400	2540 3230 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		448.75	
			57391	Edison	0	897.50	
20E100	2540 3230 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		897.50	
			57395	Robinson	0	527.50	
20E400	2540 3230 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		527.50	
			58054	Costello	0	606.25	
20E600	2540 3230 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		606.25	
			58056	GWMS	0	763.75	
20E500	2540 3230 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		763.75	
			58194	Costello	0	1,000.00	
20E600	2540 3230 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		1,000.00	
			58200	Home	0	842.50	
20E200	2540 3230 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		842.50	
			87383	GWMS	0	685.00	
20E500	2540 3230 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		685.00	
97732	HOME DEPOT PRO	06/24/2025	805977725	Robinson - plastic hooks, batteries	7012300084	63.30	2,278.89
20E400	2540 4100 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		63.30	
			867419897	Edison - paper	7012400084	751.78	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
20E100	2540 4100 00 000000			towels, can liners, toilet paper			
			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN			751.78	
			868600412	Lincoln - scraper, razor blades, trimmer line, dust mop, batteries, laundry detergent, toilet repair kit, lemon multi-surface cleaner, toilet bowl cleaner, bleach, scrub sponge, can liners	7012400093	1,463.81	
20E300	2540 4100 00 000000			OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		1,463.81	
97733	IASB	06/24/2025	464416	In-District Workshop	0	780.00	780.00
10E000	2320 6400 00 000000			EDUCATION/DISTRICT OFFICE/EXECUTIVE ADMINISTRATION SERV		780.00	
97734	ILLCO	06/24/2025	2641338	GWMS	0	1,068.68	1,276.90
20E500	2540 3230 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		1,068.68	
20E600	2540 3230 00 000000			26443268 Costello	0	208.22	
			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN			208.22	
97735	ILLINOIS DEPT OF EMPLOYMENT SE	06/24/2025	0805396 051425	Unemployment Statement	0	1,680.00	1,680.00
80E000	2363 3800 00 000000			TORT FUND/DISTRICT OFFICE/UNEMPLOYMNT INS/INSURANCE		1,680.00	
97736	IMPERIAL SURVEILLANCE INC.	06/24/2025	224338	Svc Plan Admin 06.18.25-09.17.25	0	1,691.73	1,691.73
10E000	2663 3900 00 000000			EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/OTH		1,691.73	
97737	INTERPRENET, LTD	06/24/2025	157347	IEP Meeting - Spanish	0	205.00	564.60
10E000	4120 3040 00 000000			EDUCATION/DISTRICT OFFICE/PAYMENTS FOR SPECIAL EDUCATIO		205.00	
			159774	IEP Meeting - Spanish	0	177.00	
10E000	4120 3040 00 000000			EDUCATION/DISTRICT OFFICE/PAYMENTS FOR SPECIAL EDUCATIO		177.00	
			159775	IEP Meeting - Spanish	0	182.60	
10E000	4120 3040 00 000000			EDUCATION/DISTRICT OFFICE/PAYMENTS FOR SPECIAL EDUCATIO		182.60	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
97738	ISCORP	06/24/2025	0746916	July 25' hosting services	0	1,104.00	1,104.00
10E000	2663 4700 00 000000			EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/SOF		1,104.00	
97739	J.J. Keller & Associates, Inc	06/24/2025	9110201265	JJ Keller Subscription - Labor Law Posters A service that automates updates for mandatory state and federal labor law posters. These posters are required by the DOL to be displayed at all physical work locations.	7002400085	1,063.72	1,063.72
10E000	2642 4100 00 000000			EDUCATION/DISTRICT OFFICE/HUMAN RESOURCES/SUPPLIES		1,063.72	
97740	JAMES, SAMANTHA	06/24/2025	SJ 060225	Mileage Reimbursement	0	229.18	229.18
10E000	2330 3320 00 000000			EDUCATION/DISTRICT OFFICE/SPECIAL AREA ADMINISTRATION S		229.18	
97741	JAMROSE, CHRISTOPHER	06/24/2025	CJ 052225	Parking- Busses Brookfield Zoo	0	150.00	150.00
40E000	2550 3310 00 000000			TRANSPORTION/DISTRICT OFFICE/PUPIL TRANSPORTATION SERVI		150.00	
97742	KACZKA, JASMINE	06/24/2025	JK TR 5084	Tuition Reimbursement for 5084 at American College of Education	0	399.00	399.00
10E600	1110 1110 00 000000			EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/TEACHER SALARY		399.00	
97743	KELLY SERVICES, INC.	06/24/2025	5609436115	W/E 05.11.25	0	32,839.91	127,779.79
10E100	1110 3140 00 000000			EDUCATION/EDISON ELEMENTARY/ELEMENTARY/PROFESSIONAL SER		5,907.42	
10E200	1110 3140 00 000000			EDUCATION/HOME ELEMENTARY/ELEMENTARY/PROFESSIONAL SERVI		5,753.91	
10E300	1110 3140 00 000000			EDUCATION/LINCOLN ELEMENTARY/ELEMENTARY/PROFESSIONAL SE		7,015.92	
10E400	1110 3140 00 000000			EDUCATION/ROBINSON ELEMENTARY/ELEMENTARY/PROFESSIONAL S		1,948.15	
10E500	1110 3140 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/PROFESSIO		6,679.61	
10E600	1110 3140 00 000000			EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/PROFESSIONAL S		5,534.90	
			5609623800	W/E 05.18.25	0	31,852.47	
10E100	1110 3140 00 000000			EDUCATION/EDISON ELEMENTARY/ELEMENTARY/PROFESSIONAL SER		6,457.46	
10E200	1110 3140 00 000000			EDUCATION/HOME ELEMENTARY/ELEMENTARY/PROFESSIONAL SERVI		5,190.95	
10E300	1110 3140 00 000000			EDUCATION/LINCOLN ELEMENTARY/ELEMENTARY/PROFESSIONAL SE		6,778.45	
10E400	1110 3140 00 000000			EDUCATION/ROBINSON ELEMENTARY/ELEMENTARY/PROFESSIONAL S		2,425.29	
10E500	1110 3140 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/PROFESSIO		5,934.45	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E600	1110 3140 00 000000			EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/PROFESSIONAL S		5,065.87	
			5609787663	W.E. 05.25.25	0	30,898.11	
10E100	1110 3140 00 000000			EDUCATION/EDISON ELEMENTARY/ELEMENTARY/PROFESSIONAL SER		5,380.78	
10E200	1110 3140 00 000000			EDUCATION/HOME ELEMENTARY/ELEMENTARY/PROFESSIONAL SERVI		3,769.88	
10E300	1110 3140 00 000000			EDUCATION/LINCOLN ELEMENTARY/ELEMENTARY/PROFESSIONAL SE		7,158.04	
10E400	1110 3140 00 000000			EDUCATION/ROBINSON ELEMENTARY/ELEMENTARY/PROFESSIONAL S		1,546.15	
10E500	1110 3140 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/PROFESSIO		7,098.70	
10E600	1110 3140 00 000000			EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/PROFESSIONAL S		5,944.56	
			5609931243	W/E 06.01.25	0	26,446.02	
10E100	1110 3140 00 000000			EDUCATION/EDISON ELEMENTARY/ELEMENTARY/PROFESSIONAL SER		3,036.96	
10E200	1110 3140 00 000000			EDUCATION/HOME ELEMENTARY/ELEMENTARY/PROFESSIONAL SERVI		4,245.42	
10E300	1110 3140 00 000000			EDUCATION/LINCOLN ELEMENTARY/ELEMENTARY/PROFESSIONAL SE		7,959.63	
10E400	1110 3140 00 000000			EDUCATION/ROBINSON ELEMENTARY/ELEMENTARY/PROFESSIONAL S		2,939.51	
10E500	1110 3140 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/PROFESSIO		4,234.81	
10E600	1110 3140 00 000000			EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/PROFESSIONAL S		4,029.69	
			5610000957	W/E 06.08.25	0	5,743.28	
20E000	2540 3140 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		5,743.28	
97744	KOC, TAYLOR	06/24/2025	TC 051625	Mileage Reimbursement	0	74.37	74.37
10E000	2330 3320 00 000000			EDUCATION/DISTRICT OFFICE/SPECIAL AREA ADMINISTRATION S		74.37	
97745	Landking Ecogreen Environmenta	06/24/2025	0500555	Lincoln - toilet tissue, paper towels	7012400080	806.25	806.25
20E300	2540 4100 00 000000			OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		806.25	
97746	LOPEZ, BETSY	06/24/2025	BL 060925	Mileage Reimbursement	0	319.62	319.62
10E000	2330 3320 00 000000			EDUCATION/DISTRICT OFFICE/SPECIAL AREA ADMINISTRATION S		319.62	
97747	LYONS POLICE DEPARTMENT	06/24/2025	LP 061825	Mthly SOR June 25'	0	8,000.00	8,000.00
80E000	2365 1000 00 000000			TORT FUND/DISTRICT OFFICE/RISK MANAGEMENT/SALARIES		8,000.00	
97748	LYONS TOWNSHIP SCHOOL TREASURE	06/24/2025	25	Pro Rata and LTHS Separation redistribution	0	298,691.23	298,691.23
10E000	2310 3110 00 000000			EDUCATION/DISTRICT OFFICE/BOARD OF EDUCATION SERVICES/P		298,691.23	
97749	Magic Moment Photo Booth	06/24/2025	20250428-05	Staff Appreciation Event The Selfie Booth (Digital Experience)	7002400075	599.00	599.00
10E000	2642 4100 00 399800			EDUCATION/DISTRICT OFFICE/HUMAN RESOURCES/SUPPLIES/Teac		599.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
97750	MAHONEY, JOHN P	06/24/2025	202693	Diplomas, Diploma Covers	0	9,428.00	9,428.00
10E500	1110 4100 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/SUPPLIES		9,428.00	
97751	MATCHINIS, MAGGIE	06/24/2025	MM TR D630	Tuition Reimbursement for D630 at Western Governors University.	0	386.72	386.72
10E600	1110 2300 00 000000			EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/TUITION REIMBU		386.72	
97752	Matias, Cindy	06/24/2025	CM 0530	Mileage Reimbursement	0	235.06	235.06
10E000	2330 3320 00 000000			EDUCATION/DISTRICT OFFICE/SPECIAL AREA ADMINISTRATION S		235.06	
97753	MCBRIEN, CHRISTOPHER	06/24/2025	MC D186, 629, 630	Tuition Reimbursement for D186, D629 and D630; Western Governors University.	0	600.00	600.00
10E600	1110 2300 00 000000			EDUCATION/COSTELLO ELEMENTARY/ELEMENTARY/TUITION REIMBU		600.00	
97754	MCMILLIN, Ryan	06/24/2025	RM TR EL5023	Tuition Reimbursement for EL 5023 at American College of Education.	0	600.00	600.00
10E100	1110 2300 00 000000			EDUCATION/EDISON ELEMENTARY/ELEMENTARY/TUITION REIMBURS		600.00	
97755	MENARDS-FRONT END MANAGER	06/24/2025	63545	GWMS	0	201.24	201.24
20E500	2540 4100 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		201.24	
97756	MENTA ACADEMY HILLSIDE	06/24/2025	SESINV-049247	MS May 25' Tuition	0	4,652.97	15,843.66
10E600	1912 6700 00 000000			EDUCATION/COSTELLO ELEMENTARY/OTHER LEA PRIVATE TUITION		4,652.97	
			SESINV-049299	PP May 25' Tuition	0	7,420.35	
10E500	1912 6700 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/OTHER LEA PRIVATE TU		7,420.35	
			SESInv-049300	MM May 25' Tuition	0	3,770.34	
10E500	1912 6700 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/OTHER LEA PRIVATE TU		3,770.34	
97757	MINUTEMAN PRESS OF LYONS	06/24/2025	47779	Detention Slips	5002400094	180.29	180.29
10E500	1110 4100 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/SUPPLIES		180.29	
97758	MLPLUMBING,LLC dbaDELL PLUMBIN	06/24/2025	3435	Home	0	1,848.12	4,498.12
20E200	2540 3230 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		1,848.12	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
20E600	2540 3230 00 000000		3437	Costello	0	975.00	
				OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		975.00	
20E600	2540 3230 00 000000		3438	Costello	0	975.00	
				OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		975.00	
20E400	2540 3230 00 000000		3439	Robinson	0	700.00	
				OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		700.00	
97759	NICOR GAS	06/24/2025	30067700002 050825	Home	0	1,101.95	4,283.70
				04.04.25-05.05.25			
20E200	2540 4650 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		1,101.95	
20E100	2540 4650 00 000000		41174700009 050825	Edison	0	1,616.45	
				04.04.25-05.05.25			
				OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		1,616.45	
20E300	2540 4650 00 000000		4140080003 052325	Lincoln	0	426.17	
				04.22.25-05.20.25			
				OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		426.17	
20E400	2540 4650 00 000000		46930800001 060425	Robinson	0	733.14	
				04.25.25-05.26.25			
				OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		733.14	
20E000	2540 4650 00 000000		72030800006 052325	Board of Ed	0	405.99	
				04.22.25-05.20.25			
				OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		405.99	
97760	ODELSON & STERK, LTD.	06/24/2025	381	Svcs thru	0	20,425.00	20,425.00
				04.30.25			
10E000	2310 3180 00 000000			EDUCATION/DISTRICT OFFICE/BOARD OF EDUCATION SERVICES/L		20,425.00	
97761	OPEN KITCHENS	06/24/2025	52025	May 25' Billing	0	78,851.75	78,851.75
10E100	2560 3150 00 000000			EDUCATION/EDISON ELEMENTARY/FOOD SERVICES/FOOD - CONTRA		10,022.75	
10E200	2560 3150 00 000000			EDUCATION/HOME ELEMENTARY/FOOD SERVICES/FOOD - CONTRACT		9,881.25	
10E300	2560 3150 00 000000			EDUCATION/LINCOLN ELEMENTARY/FOOD SERVICES/FOOD - CONTR		11,370.75	
10E400	2560 3150 00 000000			EDUCATION/ROBINSON ELEMENTARY/FOOD SERVICES/FOOD - CONT		9,939.50	
10E500	2560 3150 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/FOOD SERVICES/FOOD -		29,858.00	
10E600	2560 3150 00 000000			EDUCATION/COSTELLO ELEMENTARY/FOOD SERVICES/FOOD - CONT		7,779.50	
97762	PARAGON PROFESSIONAL SERVICES,	06/24/2025	I-250102	BAS from winter	0	1,260.00	1,260.00
				to summer			
20E000	2540 3230 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		1,260.00	
97763	Peerless Network, Inc.	06/24/2025	76553	06.01.25-06.30.25	0	569.83	569.83
20E100	2540 3440 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		142.45	
20E200	2540 3440 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		142.45	
20E500	2540 3440 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		142.45	
20E600	2540 3440 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		142.48	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
97764	PILLADO-FRANCO, SARAHI	06/24/2025	SP TR BBED6538,7977	Tuition Reimbursement for BBED-6538 and BBED-7977 at Governors State University.	0	3,436.32	3,436.32
10E000	1110 2300 00 399800			EDUCATION/DISTRICT OFFICE/ELEMENTARY/TUITION REIMBURSEM		3,436.32	
97765	POLICH, ROBIN	06/24/2025	RP TR EL5123	Tuition Reimbursement for EL5123 at American College of Education.	0	600.00	600.00
10E100	1110 2300 00 000000			EDUCATION/EDISON ELEMENTARY/ELEMENTARY/TUITION REIMBURS		600.00	
97766	ProCare Therapy	06/24/2025	21204887	W.E. 05.09.25	0	1,485.00	50,734.20
10E200	1110 3140 00 000000			EDUCATION/HOME ELEMENTARY/ELEMENTARY/PROFESSIONAL SERVI		1,485.00	
10E400	1110 3140 00 000000		21206390	W/E 05.09.25	0	3,562.50	
10E400	1110 3140 00 000000			EDUCATION/ROBINSON ELEMENTARY/ELEMENTARY/PROFESSIONAL S		3,562.50	
10E400	1110 3140 00 000000		21206767	W/E 05.09.25	0	3,800.00	
10E400	1110 3140 00 000000			EDUCATION/ROBINSON ELEMENTARY/ELEMENTARY/PROFESSIONAL S		3,800.00	
10E500	1110 3140 00 000000		21210313	W.E. 04.11.25	0	3,641.35	
10E500	1110 3140 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/PROFESSIO		3,641.35	
10E500	1110 3140 00 000000		21210320	W.E. 04.18.25	0	2,897.50	
10E500	1110 3140 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/PROFESSIO		2,897.50	
10E200	1110 3140 00 000000		21211455	W.E. 05.16.25	0	1,485.00	
10E200	1110 3140 00 000000			EDUCATION/HOME ELEMENTARY/ELEMENTARY/PROFESSIONAL SERVI		1,485.00	
10E400	1110 3140 00 000000		21212938	W/E 05.16.25	0	3,562.50	
10E400	1110 3140 00 000000			EDUCATION/ROBINSON ELEMENTARY/ELEMENTARY/PROFESSIONAL S		3,562.50	
10E500	1110 3140 00 000000		21212943	W/E 05.16.25	0	3,800.00	
10E500	1110 3140 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/PROFESSIO		3,800.00	
10E200	1110 3140 00 000000		21216930	W.E. 05.23.25	0	990.00	
10E200	1110 3140 00 000000			EDUCATION/HOME ELEMENTARY/ELEMENTARY/PROFESSIONAL SERVI		990.00	
10E400	1110 3140 00 000000		21217596	W/E 05.23.25	0	2,208.75	
10E400	1110 3140 00 000000			EDUCATION/ROBINSON ELEMENTARY/ELEMENTARY/PROFESSIONAL S		2,208.75	
10E500	1110 3140 00 000000		21218137	W.E. 04.25.25	0	3,238.55	
10E500	1110 3140 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/PROFESSIO		3,238.55	
10E500	1110 3140 00 000000		21218648	W/E 05.23.25	0	3,800.00	
10E500	1110 3140 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/PROFESSIO		3,800.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E500	1110 3140 00 000000		21218649	W.E. 05.02.25 EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/PROFESSIO	0	3,658.45	
10E500	1110 3140 00 000000		21224521	W.E. 05.30.25 EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/PROFESSIO	0	3,800.00	
10E500	1110 3140 00 000000		21228175	W.E. 05.16.25 EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/PROFESSIO	0	2,771.15	
10E500	1110 3140 00 000000		21228548	W.E. 05.23.25 EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/PROFESSIO	0	2,589.70	
10E500	1110 3140 00 000000		21228646	W.E. 05.09.25 EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/PROFESSIO	0	3,443.75	
97767	Professional Pest Control, Inc	06/24/2025	19083	May 25' Billing...	0	560.00	560.00
20E100	2540 3230 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		80.00	
20E200	2540 3230 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		75.00	
20E300	2540 3230 00 000000			OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		90.00	
20E400	2540 3230 00 000000			OP, BLDG,MAIN/ROBINSON ELEMENTARY/OPERATION AND MAINTEN		80.00	
20E500	2540 3230 00 000000			OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		95.00	
20E600	2540 3230 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		80.00	
20E000	2540 3230 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		60.00	
97768	QUALITY NETWORK SOLUTIONS, INC	06/24/2025	79502	Projector (Robinson Rm 115)	4002400035	1,390.00	308,277.41
10E400	2663 7400 00 000000			EDUCATION/ROBINSON ELEMENTARY/TECH PROGRAMMING SERVICES		1,390.00	
10E000	2663 3100 00 000000		79698	June 25' Monthly Charge	0	26,501.91	
10E000	2663 3100 00 000000			EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/PRO		26,501.91	
10E000	2663 3100 00 000000		79801	Monthly VoIP Phone Charges	0	619.00	
10E000	2663 3100 00 000000			EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/PRO		619.00	
10E000	2663 3230 00 000000		79839	Document Cameras (replacements for District)	7042400049	1,138.50	
10E000	2663 3230 00 000000			EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/REP		1,138.50	
10E000	2663 4100 00 000000		79847	Chromebook Screens (Repairs- District)	7042400050	1,675.00	
10E000	2663 4100 00 000000			EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/SUP		1,675.00	
			79890	District 5-year technology replacement Plan	7042400051	276,953.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E000 2663 7400 00 000000				EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/EQU		261,953.00	
10E000 2663 3100 00 000000				EDUCATION/DISTRICT OFFICE/TECH PROGRAMMING SERVICES/PRO		15,000.00	
97769	RAYLA, ALDE	06/24/2025	AR TR PhDAL 606	Tuition Reimbursement for Ph DAL 606 at University of the Immaculate Conception (Philippines).	0	450.00	450.00
10E500 1110 2300 00 000000				EDUCATION/WASHINGTON MIDDLE SCHOOL/ELEMENTARY/TUITION R		450.00	
97770	Riverside Insights	06/24/2025	INV246871	Quote # QH23040 CoGat Testing Materials	7032400098	443.00	443.00
10E000 1250 4100 00 430000				EDUCATION/DISTRICT OFFICE/TITLE I/SUPPLIES/TITLE I		443.00	
97771	SAM'S CLUB DIRECT	06/24/2025	437979636 052025	05.20.25 Statement	0	1,386.00	1,386.00
10E000 1274 4100 00 370500				EDUCATION/DISTRICT OFFICE/EARLY CHILDHOOD 0-3/SUPPLIES/		673.17	
10E000 2310 4100 00 000000				EDUCATION/DISTRICT OFFICE/BOARD OF EDUCATION SERVICES/S		596.20	
10E000 3000 4100 00 370501				EDUCATION/DISTRICT OFFICE/COMMUNITY SERVICES/SUPPLIES/P		116.63	
97772	SCHINDLER ELEVATOR CORPORATION	06/24/2025	8106920692	GWMS Quarterly Billing	0	961.71	961.71
20E500 2540 3200 00 000000				OP, BLDG,MAIN/WASHINGTON MIDDLE SCHOOL/OPERATION AND MA		961.71	
97773	SEAL SOUTH, INC	06/24/2025	10191	Tuition May 25' DF	0	5,606.40	5,606.40
10E400 1912 6700 00 000000				EDUCATION/ROBINSON ELEMENTARY/OTHER LEA PRIVATE TUITION		5,606.40	
97774	Searcy Medical Solutions, Inc.	06/24/2025	7986	BLS Course I	0	250.00	250.00
10E000 2130 3100 00 000000				EDUCATION/DISTRICT OFFICE/HEALTH SERVICES/PROFESSIONAL		250.00	
97775	Shulman, Zoey	06/24/2025	ZS 053025	Lunch Duty for School	0	100.00	100.00
10E200 2560 1310 00 000000				EDUCATION/HOME ELEMENTARY/FOOD SERVICES/TEACHER EXTRA D		100.00	
97776	SOARING EAGLE ACADEMY	06/24/2025	23616	KM May 25' Tuition	0	10,548.93	10,548.93
10E400 1912 6700 00 000000				EDUCATION/ROBINSON ELEMENTARY/OTHER LEA PRIVATE TUITION		10,548.93	
97777	Sunbelt Staffing, LLC	06/24/2025	21210179	W.E. 04.12.25	0	3,844.80	60,298.40
10E000 2210 3100 00 462000				EDUCATION/DISTRICT OFFICE/IMPROVEMENT OF INSTRUCTION SE		3,844.80	
			21210182	W.E. 04.12.25	0	3,039.00	
10E000 2210 3100 00 462000				EDUCATION/DISTRICT OFFICE/IMPROVEMENT OF INSTRUCTION SE		3,039.00	
			21210186	W.E. 04.198.25	0	55.00	
10E000 2210 3100 00 462000				EDUCATION/DISTRICT OFFICE/IMPROVEMENT OF INSTRUCTION SE		55.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E000 2210 3100 00 370501			21210189	W.E. 04.19.25 EDUCATION/DISTRICT OFFICE/IMPROVEMENT OF INSTRUCTION SE	0	5,226.80 5,226.80	
10E000 2210 3100 00 462000			21219694	W.E. 04.26.25 EDUCATION/DISTRICT OFFICE/IMPROVEMENT OF INSTRUCTION SE	0	247.50 247.50	
10E000 2210 3100 00 462000			21221185	W.E. 04.26.25 EDUCATION/DISTRICT OFFICE/IMPROVEMENT OF INSTRUCTION SE	0	4,064.80 4,064.80	
10E000 2210 3100 00 462000			21221194	W.E. 05.25.25 EDUCATION/DISTRICT OFFICE/IMPROVEMENT OF INSTRUCTION SE	0	4,190.00 4,190.00	
10E000 2210 3100 00 462000			21221233	W.E. 05.03.25 EDUCATION/DISTRICT OFFICE/IMPROVEMENT OF INSTRUCTION SE	0	4,421.00 4,421.00	
10E000 2210 3100 00 462000			21221751	W.E. 05.03.25 EDUCATION/DISTRICT OFFICE/IMPROVEMENT OF INSTRUCTION SE	0	6,217.50 6,217.50	
10E000 2210 3100 00 462000			21229999	W.E. 05.10.25 EDUCATION/DISTRICT OFFICE/IMPROVEMENT OF INSTRUCTION SE	0	55.00 55.00	
10E000 2210 3100 00 462000			21230921	W.E. 05.10.25 EDUCATION/DISTRICT OFFICE/IMPROVEMENT OF INSTRUCTION SE	0	4,899.20 4,899.20	
10E000 2210 3100 00 462000			21230924	W.E. 05.10.25 EDUCATION/DISTRICT OFFICE/IMPROVEMENT OF INSTRUCTION SE	0	4,232.00 4,232.00	
10E000 2210 3100 00 462000			21231069	W.E. 05.17.25 EDUCATION/DISTRICT OFFICE/IMPROVEMENT OF INSTRUCTION SE	0	5,114.00 5,114.00	
10E000 2210 3100 00 462000			21231071	W.E. 05.17.25 EDUCATION/DISTRICT OFFICE/IMPROVEMENT OF INSTRUCTION SE	0	3,645.00 3,645.00	
10E000 2210 3100 00 462000			21231168	W.E. 05.24.25 EDUCATION/DISTRICT OFFICE/IMPROVEMENT OF INSTRUCTION SE	0	4,565.00 4,565.00	
10E000 2210 3100 00 462000			21231577	W.E. 05.24.25 EDUCATION/DISTRICT OFFICE/IMPROVEMENT OF INSTRUCTION SE	0	6,481.80 6,481.80	
97778 T-MOBILE		06/24/2025	972033599 052125	04.21.25-05.20.25 OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE	0	150.00 150.00	150.00
20E000 2540 3440 00 000000							
97779 THOMSON REUTERS - WEST		06/24/2025	852045406	June 25' Online/software	0	761.20 761.20	761.20
10E000 1205 3160 00 000000				EDUCATION/DISTRICT OFFICE/LEARNING DISABLED/DATA PROCES		761.20	
97780 Tyler Technologies, Inc		06/24/2025	025-509028	KC Project Management	0	170.00 170.00	1,175.00
10E000 2520 3900 00 000000				EDUCATION/DISTRICT OFFICE/FISCAL SERVICES/OTHER PURCHAS		170.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			025-509970	KC Project Management	0	85.00	
10E000	2520 3900 00 000000			EDUCATION/DISTRICT OFFICE/FISCAL SERVICES/OTHER PURCHAS		85.00	
			025-512936	Project management employee access	0	750.00	
10E000	2520 3900 00 000000			EDUCATION/DISTRICT OFFICE/FISCAL SERVICES/OTHER PURCHAS		750.00	
			025-513427	KC Project Management	0	170.00	
10E000	2520 3900 00 000000			EDUCATION/DISTRICT OFFICE/FISCAL SERVICES/OTHER PURCHAS		170.00	
97781	ULINE	06/24/2025	192664590	Tape	0	484.66	1,384.68
20E000	2540 4100 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		484.66	
			193193890	Tape Box	0	489.61	
20E000	2540 4100 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		489.61	
			193345937	Boxes/Tape	0	410.41	
20E000	2540 4100 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		410.41	
97782	VANDER PLOEG, GUADALUPE	06/24/2025	GVP 060325	GVP Expense	0	438.97	438.97
10E000	2330 3320 00 000000			EDUCATION/DISTRICT OFFICE/SPECIAL AREA ADMINISTRATION S		438.97	
97783	Ventris Learning, LLC	06/24/2025	20254500	UFLI Teacher Manuals for Summer Academy	7032400092	903.00	903.00
10E000	1110 4100 00 399900			EDUCATION/DISTRICT OFFICE/ELEMENTARY/SUPPLIES/AFTER SCH		903.00	
97784	VERIZON WIRELESS	06/24/2025	6114270617	Billing 04.24.25-05.23.25	0	1,362.38	1,362.38
20E000	2540 3440 00 000000			OP, BLDG,MAIN/DISTRICT OFFICE/OPERATION AND MAINTENANCE		1,362.38	
97785	VILLAGE OF LYONS WATER DEPARTM	06/24/2025	013293 053025	Costello Svc. 03.16.25-05.15.25	0	1,090.77	1,090.77
20E600	2540 3700 00 000000			OP, BLDG,MAIN/COSTELLO ELEMENTARY/OPERATION AND MAINTEN		1,090.77	
97786	VILLAGE OF STICKNEY WATER DEPT	06/24/2025	101878 051225	Home 05.12.25-06.12.25	0	1,976.09	2,438.86
20E200	2540 3700 00 000000			OP, BLDG,MAIN/HOME ELEMENTARY/OPERATION AND MAINTENANCE		1,976.09	
			101884 05125	Edison 05.12.25-06.12.25	0	462.77	
20E100	2540 3700 00 000000			OP, BLDG,MAIN/EDISON ELEMENTARY/OPERATION AND MAINTENAN		462.77	
97787	VILLAGE OF BROOKFIELD	06/24/2025	400067001 060525	Lincoln reading 05.31.25	0	765.39	765.39
20E300	2540 3700 00 000000			OP, BLDG,MAIN/LINCOLN ELEMENTARY/OPERATION AND MAINTENA		765.39	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
97788	WEST, KIMBERLY K	06/24/2025	KW 050825	Exp. reim. Staff Appreciation Event	0	319.59	339.56
10E000	2642 4100 00 399800			EDUCATION/DISTRICT OFFICE/HUMAN RESOURCES/SUPPLIES/Teac		319.59	
			KW 61325	Exp Reimbursement	0	19.97	
10E000	2150 3900 00 000000			EDUCATION/DISTRICT OFFICE/SPEECH PATHOLOGY AND AUDIOLOG		19.97	
10E000	1205 6400 00 000000			EDUCATION/DISTRICT OFFICE/LEARNING DISABLED/DUES & FEES		0.00	
97789	WILSON LANGUAGE	06/24/2025	101938	Wilson Language Foundations Ready to Rise Books for Summer Academy	7032400095	1,283.04	1,283.04
10E000	1110 4100 00 399900			EDUCATION/DISTRICT OFFICE/ELEMENTARY/SUPPLIES/AFTER SCH		1,283.04	
97790	Windy City Blues Society	06/24/2025	WCB 050225	Presentation GWMS	0	700.00	700.00
10E500	1590 3900 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/MUSIC INSTRUMENTAL/O		700.00	
97791	WOODS, GREGORY	06/24/2025	GW52925	Concert 05.23.25	0	200.00	200.00
10E500	1590 3900 00 000000			EDUCATION/WASHINGTON MIDDLE SCHOOL/MUSIC INSTRUMENTAL/O		200.00	

108 Computer Check(s) For a Total of 2,267,758.26

	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
	108	Computer	Checks For a Total of	2,267,758.26
Total For	108	Manual, Wire Tran, ACH & Computer	Checks	2,267,758.26
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	2,267,758.26

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	EDUCATION	598,153.92	0.00	1,200,892.74	1,799,046.66
20	OP, BLDG,MAIN	1,837.79	0.00	109,661.12	111,498.91
40	TRANSPORTION	0.00	0.00	258,308.79	258,308.79
60	CAP PROJ	0.00	0.00	89,223.90	89,223.90
80	TORT FUND	0.00	0.00	9,680.00	9,680.00

GENERAL FUND Totals for All Accounts

Costello Elementary School

Account #

				\$9,425.18
3/19/2025	1422	Migala(reim Scoty g.c. and flowers)	59.99	\$9,365.19
3/24/2025	1423	American Heart Association (cash donation)	10	\$9,355.19
3/27/2025		Deposit (AHA cash, spiritwear and fundraiser)	508.88	\$9,864.07
4/17/2025		Deposit (Spirit week donation/90-kinder pizza)	340.76	\$10,204.83
4/17/2025	1424	Hinsdale Humane Society (spirit week donations)	250.76	\$9,954.07
5/7/2025	1425	Flores(reim. Napkins/plates for staff luncheon)	9.98	\$9,944.09
5/7/2025	1426	Jamrose(reim staff luncheon)	444.14	\$9,499.95
5/20/2025	1430	Migala (reim. Battle of the books supplies)	130.09	\$9,636.86
5/20/2025	1431	Costello PTO (reim. Kinder pizza party)	59.9	\$9,309.96
5/29/2025	1327	Bahena (reim. Pizza for 5th grade send off)	84.49	\$9,225.47
6/9/2025		Deposit (P.E. from AHA and box tops)	104	\$9,329.47

EDISON SCHOOL STUDENT ACTIVITY ACCOUNT

MAY

2025

Beginning Balance 5/1/2025		\$29,054.97			
Petty Cash	\$487.40				
Postage/Supplies	\$1,078.15				
PF/Spirit	\$4,427.83				
Art/Choir/Music	\$24.34				
Social Committee	\$364.70				
5th Gr. Send-off	\$1,641.83				
Field Trip	\$3,953.89				
Student Council	\$6,991.61				
Teachers' Fund	\$2,441.02				
Yearbook	\$777.51				
Playground Fund	\$5,254.04				
IAR Testing Fund	\$0.00				
Kindergarten Graduation	\$3,253.20				
Sports	\$0.56				
Safety Patrol	\$266.60				
Talk It Out/Walk It Out Fund	\$651.23				
Ending Balance 5/13/2025		\$31,613.91			

HOME SCHOOL GENERAL LEDGER JUNE 2025

Date	Ck.#	Description	Disbursements	Receipts	Balance
7/1/2024		STARTING BALANCE			\$ 2,585.24
10/1/2024		Deposit - Van Gogh Spring Commission		\$181.99	\$ 2,767.23
10/7/2024	1176	Van Gogh School Photographers - Escabi Order	\$40.00		\$ 2,727.23
10/7/2024	1177	Van Gogh School Photographers - Aguilar Order	\$14.00		\$ 2,713.23
10/17/2024		Deposit - Van Gogh Orders made with Cash payment to office		\$54.00	\$ 2,767.23
10/18/24	1178	LaTasha Bailey-Reimbursement for student bathroom stepstools	\$114.40		\$ 2,652.83
10/30/24	1179	Tiffany Barrett - Reimbursement for yearbook - for Judy Egan (retiring)	\$14.13		\$ 2,638.70
11/12/2024		Deposit - Fun Pacs		\$1,210.00	\$ 3,848.70
11/12/2024	1180	Lisa Kesman-reimbursement for Smencils for fundraiser	\$320.00		\$ 3,528.70
12/6/2024		Deposit - Library Grant		\$1,500.00	\$ 5,028.70
1/15/2025		Deposit - Smencil Sale		\$320.00	\$ 5,348.70
1/28/2025	1181	Follett - Library books purchased from library grant money	\$754.80		\$ 4,593.90
1/31/2025	1182	Melissa Merkel - staff bereavement donation	\$1,250.00		\$ 3,343.90
2/3/2025		Deposit - Staff donation for Melissa Merkel		\$1,250.00	\$ 4,593.90
3/5/2025	1183	Home School PTO (Girl's basketball champion t-shirts - 10 girls/1 coach)	\$231.50		\$ 4,362.40
3/19/2025	1184	Follett - Library books purchased from library grant money	\$55.68		\$ 4,306.72
3/25/2025		VOID Check #1183		\$231.50	\$ 4,538.22
3/25/2025	1185	Home School PTO (Girl's basketball champion t-shirts - 10 girls/1 coach)	\$181.50		\$ 4,356.72
4/30/2025		VOID Check #1182 - Lost Check		\$1,250.00	\$ 5,606.72
4/30/2025		DEBIT - Stop payment fee for lost check #1182	\$30.00		\$ 5,576.72
5/1/2025	1186	Melissa Merkel - staff bereavement donation	\$1,250.00		\$ 4,326.72
5/6/2025	1187	AlphaBet Soup Productions - additional tickets for new student + chaperone	\$19.00		\$ 4,307.72
5/6/2025	1188	Lisa Kesman - reimbursement for teacher raffle prizes	\$56.44		\$ 4,251.28
5/27/2025	1189	Lisa Kesman - reimbursement for Fruit Snacks PBIS Party	\$37.71		\$ 4,213.57
5/27/2025	1190	Janet Terrazas - reimbursement for popcorn & water - PBIS Party	\$100.45		\$ 4,113.12
5/30/2025	1191	LaTasha Bailey - reimbursement for End of Year Supplies	\$64.93		\$ 4,048.19

Lincoln School Activity Account July 2024-present							Put in proper account	Agrees w/ Checkbook
Check #	Invoice #	Date	Description	Debit	Credit	Balance		
Balance Forwarded from July 2024 Bank Statement							\$16,639.82	
			Balance Forwarded from July 2024 Bank Statement			\$16,639.82		yes
		8/1/24	Deposit - Van Gogh School Photographers Commission Check		\$392.49	\$17,032.31		
		9/18/24	Balance Forwarded from August 2024 Bank Statement			\$17,032.31		yes
		9/30/24	Balance Forwarded from September 2024 Bank Statement			\$17,032.31		yes
		10/15/24	Deposit - School Spirit Wear Sales at Open House 8.19.24 (leftover inventory from previous years)		\$551.00	\$17,583.31		
1182	1506	10/22/24	Student Council T-Shirts 2024-25 from Ink Your Wear	\$104.00		\$17,479.31		
1183	1492	10/22/24	New Lincoln Staff first Spirit Wear Shirt from Ink Your Wear	\$161.81		\$17,317.50		
1184		10/24/24	Cheryl Ludwig - PBIS Supplies Reimbursement for PBIS Quarter 1 Reward and PBIS hallway displays	\$142.98		\$17,174.52		
1185		10/24/24	Cheryl Ludwig - PBIS Supplies Reimbursement for PBIS hallway displays	\$75.88		\$17,098.64		
		10/31/24	Balance Forwarded from October 2024 Bank Statement			\$17,098.64		yes
		11/20/24	Balance Forwarded from November 2024 Bank Statement			\$17,098.64		yes
1186	1537	11/26/24	Ink Your Wear - white shirts for girls and boys basketball uniforms	\$78.00		\$17,020.64		
1187		12/20/24	Emelia Zarenana - PBIS Supplies Reimbursement for PBIS Quarter 2 Reward	\$786.62		\$16,234.02		
		12/31/24	Balance Forwarded from December 2024 Bank Statement			\$16,234.02		yes
		1/2/25	Deposit - PBIS Fundraiser @ Culvers (October 2024)		\$84.47	\$16,318.49		
		1/2/25	Deposit - Van Gogh School Photographers Commission Check		\$617.43	\$16,935.92		
1188		1/14/25	Ink Your Wear - two polos shirts for Basketball Coaches	\$54.14		\$16,881.78		
1189		1/27/25	Reimbursement to Sarah O'Malley for 4 uniform shirts for McKinney Vento student	\$32.00		\$16,849.78		
			Balance Forwarded from January 2025 Bank Statement			\$16,849.78		yes
			Balance Forwarded from February 2025 Bank Statement			\$16,849.78		yes
1190	1613	2/13/25	Ink Your Wear - two t-shirts for Yearbook Club students			\$16,829.78		
1191		3/3/25	Lemont Quarries, Inc. deposit paid for 5th grade field trip to The Forge 5.1.25			\$16,368.04		
1192	9737	3/11/25	AlphaBet Soup Productions deposit paid for 2nd grade field trip to Elephant & Piggie play at Tivoli Theater 5.14.25	\$247.00		\$16,121.04	cashed 4.2.25	
1193		3/24/25	Reimbursement to Cheryl Ludwig for PBIS 2nd Quarter Reward Store Supplies	\$82.00		\$16,039.04	cashed 3.31.25	
			Balance Forwarded from March 2025 Bank Statement					yes
1194		4/8/25	Reimbursement to Cheryl Ludwig for PBIS 3rd Quarter Reward Store Supplies	\$68.95		\$15,970.09	cashed 4.16.25	
1195		4/8/25	Lemont Quarries, Inc. final payment for 5th grade field trip to The Forge 5.1.25 to be reimbursed w/student pymt	\$1,077.38		\$14,892.71	not yet cashed	
1196		4/11/25	DuPage Children's Museum deposit paid for 3rd grade field trip to the museum 5.23.25	\$100.00		\$14,792.71	cashed 4.22.25	
1197	1136035.099	4/30/25	Schaumburg Park District payment for Kindergarten field trip to Volkening Heritage Farm 5.9.25	\$367.50		\$14,425.21	cashed 5.19.25	
1198	9737	4/30/25	AlphaBet Soup Productions final payment for 2nd grade field trip to Elephant & Piggie play at Tivoli Theater 5.14.25	\$247.00		\$14,178.21	cahsed 5.23.25	
			Balance Forwarded from April 2025 Bank Statement					yes
		5/9/25	Deposit from student payments for 5th Gr. Field Trip to The Forge Lemont Quarries		\$958.00	\$15,136.21		
1199		5/14/25	Brookfield Zoo Chicago - Bus Fees for Student Drop Off (\$25/per bus, 2 First Student, 1 Grand Prairie bus = 3 total)	\$75.00		\$15,061.21	cashed 5.16.25	
1200	1702	5/16/25	Ink Your Wear: 5th Grade Farewell T-Shirts for All Students	\$483.74		\$14,577.47	cashed 5.21.25	
1201		5/23/25	DuPage Children's Museum final payment for 3rd grade field trip to the museum 5.23.25	\$584.00		\$13,993.47	cashed 5.28.25	
1202	13408	5/29/25	Ink Your Wear: Kindergarten T-Shirts for All Students	\$573.79		\$13,419.68	cashed 5.30.25	
1203	13727	5/29/25	Ink Your Wear: 5th Gr. Farewell Teacher T-Shirts	\$89.50		\$13,330.18	cashed 5.30.25	
1204		5/30/25	Reimbursement to Mirdije Jashari (Parapro) for Graduation Balloon Decorations	\$62.90		\$13,267.28	not yet cashed	
		6/5/25	Deposit: 2nd gr. & 3rd gr. Field Trip & Field Trip Reimbursement from DuPage Children's Museum		\$1,758.70	\$15,045.92		
			Balance Forwarded from May 2025 Bank Statement					yes

Date **Check Number**

Transaction

Debit

Credit

Total

Robinson

May-Jun 2025

Date **Check**

Transaction

Debit

Credit

Total

\$15,430.09

5/16/2025	1309	Crown Trophy, place for 5th grade	129.50		\$15,300.59
5/19/2025	1310	Academic Enertainments, science event for students	941.50		\$14,359.09
5/27/2025	1311	Ink your wear (PBIS student of the Q4)	156.24		\$14,202.85
5/29/2025	1312	Bounce Bridade(PBIS celebration)	350.00		\$13,852.85
5/29/2025	1313	Dominos pizza(staff pizza)	21.91		\$13,830.94
5/29/2025	1314	Dominos Pizza(staff pizza)	31.96		\$13,798.98
5/29/2025	1315	Sam's club (snack for kimndergarder graduation)	76.53		\$13,722.45
5/30/2025	1316	Dominos pizza(5 th grade pizza)	95.88		\$13,626.57
6/4/2025		Deposit (Dominos Fudraiser)		735.00	\$14,361.57
6/4/2025		Deposit (mother day and school store		1175.00	\$15,536.57
6/4/2025		Deposit(graduation kit sale)		237.00	\$15,773.57
6/4/2025		Deposit (Donation FOR TEACHER		166	\$15,939.57
6/4/2025		Deposit for cheer flower fundraiser		360	\$16,299.57

GWMS					
Date	Check #	Description	Disbursements	Receipts	Balance
13-May		1942 T&M Sports Cheer Volley	890		\$32,856.81
13-May		1943 Walsworth	883.68		\$31,973.13
15-May		1944 Paisans-NJHS	224.33		\$31,748.80
15-May		1945 Kristy Lynch- NJHS Award	323		\$31,425.80
15-May		1947 Paisans Basketball	102.07		\$31,323.73
15-May		1948 Paisans Volleyball	118.46		\$31,205.27
15-May		1951 BSN Sports Basketball Ur	4459.35		\$26,745.92
16-May	Deposit	SPORTS/GWMS/Yearbook/GRAD		1996	\$28,741.92
15-May		1950 Kristy Lynch- NJHS Shirts	230		\$28,511.92
21-May		1951 Paisans- Student Council	23.21		\$28,488.71
23-May		1952 Paisans- Soccer	81.87		\$28,406.84
23-May		1953 Music-Ukeleles	199.96		\$28,206.88
23-May		1954 Angelique Albino Student	63.06		\$28,143.82
23-May		1955 Crown Trophy - Graduation	289.5		\$27,854.32
23-May	Deposit	Grad/GWMS/Yearbook/UKs		1786	\$29,640.32
27-May		1956 Little Ceasars- 7 Red EOY	149.76		\$29,490.56
27-May		1957 Jewel Osco-Graduation fl	247.5		\$29,243.06
30-May		1958 Paisans - 7b party	339		\$28,904.06
30-May		1959 usps-records+stamps	75.87		\$28,828.19
30-May	Deposit	BOC/GWMS		720	\$29,548.19

MINUTES OF THE SPECIAL MEETING
OF THE BOARD OF EDUCATION
LYONS ELEMENTARY SCHOOL DISTRICT 103
George Washington Middle School, Cafeteria
8101 Ogden Avenue, Lyons, Il 60534 at 4:30 P.M.
Tuesday, May 7, 2025

I. Call to Order

The special meeting of the Board of Education was called to order at 4:31 p.m. by President Jorge Torres.

II. Roll Call

Members Physically Present: Slagiana Aleksikj
Sara Andreas
Mario Ramirez
Jorge Torres

Absent: Les Antos
Olivia Quintero
Winifred Rodriguez

III. Public Comment

None

IV. Reorganization of School Board

Consolidated Election Results – April 1, 2025 - Acceptance of Canvass

Sara Andreas moved and Mario Ramirez seconded to accept the Cook County Clerk's Office Canvass of Vote for Lyons Elementary School District 103 School Board election on April 1, 2025. The vote certification resulted in the election of Mario Ramirez, Slagiana Aleksikj, and Sara Andreas to the office of School Board Member.

Upon Roll Call:

Ayes: Slagiana Aleksikj
Sara Andreas
Mario Ramirez
Jorge Torres

Nays: None

Absent:	Les Antos Olivia Quintero Winifred Rodriguez
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Motion carried

Adjourn Sine Die

Board President Torres adjourned the meeting sine die at 4:33 p.m.

Administration of Oath of Office to Incoming Board Members

Attorney Priscilla Centenos administered the Oath of Office to Incoming Board Members Slagiana Aleksikj, Sara Andreas, and Mario Ramirez.

Selection of President Pro Tem

Sara Andreas nominated Jorge Torres for President Pro Tem.

President Pro Tem Appoints Secretary Pro Tem

Jorge Torres appointed Sara Andreas Secretary Pro Tem.

Call to Order by President Pro Tem

Board President Pro Tem Torres called the meeting to order at 4:40 p.m.

Roll Call

Members Physically Present:	Slagiana Aleksikj Sara Andreas Mario Ramirez Jorge Torres
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Absent:	Les Antos Olivia Quintero Winifred Rodriguez
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Nomination/Election of Officers

1. **Board President**

Jorge Torres was nominated and elected as Board President by Sara Andreas.

2. Board Vice-President

Winifred Rodriguez was nominated and elected as Board Vice-President by Sara Andreas.

3. Board Secretary

Sara Andreas was nominated and elected as Board Secretary by Mario Ramirez.

4. Establishment of Day, Time, and Location of Board Meetings for 2025-2026

Mario Ramirez moved seconded by Sara Andreas to approve the Board of Education School Board Meeting Calendar for 2025-2026, as presented.

Upon Roll Call:

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

Motion carried

5. Approve IASB Representative

Mario Ramirez moved seconded by Sara Andreas to approve Olivia Quintero as the Governing Board Representative to the IASB.

Upon Roll Call:

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

Motion carried

F. Approve Recording Secretary

Sara Andreas moved seconded by Mario Ramirez to appoint Charline Latronica as Recording Secretary for the Board of Education.

Upon Roll Call:

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

V. **Adjournment**

Sara Andreas moved seconded by Slagiana Aleksikj to adjourn at 4:44 p.m.

Upon Voice Vote there were 4 Ayes, 0 Nays, 3 Absent

Sara Andreas, Secretary

Jorge Torres, President

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, May 20, 2025

I. Call to Order

The regular meeting of the Board of Education was called to order at 6:05 p.m. by President Jorge Torres.

II. Roll Call

Members Physically Present: Slagiana Aleksikj
Olivia Quintero
Mario Ramirez
Jorge Torres

Absent: Sara Andreas
Les Antos
Winifred Rodriguez

III. Reading of Communications

None

IV. Year-to-Date Financials

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

V. Superintendent Report

None

VI. Closed Session

Olivia Quintero moved seconded by Slagiana Aleksikj to go into Closed Executive Session at 6:07 pm to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees and to conduct the Superintendent's evaluation pursuant to Section 120/2(c)(1) of the Open Meetings Act; collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees pursuant to Section 2(c)(2) of

the Open Meetings Act; and, pending litigation of the public body pursuant to Section 120/2(c)(11) of the Open Meetings Act.

Upon Roll Call:

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

Motion carried

VII. Return to Open Session

Olivia Quintero moved seconded by Mario Ramirez to return to open session at 6:41 p.m.

Upon Roll Call:

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

Motion carried

VIII. Public Comment

None

IV. Consent Agenda

Olivia Quintero moved seconded by Mario Ramirez to approve the Consent Agenda, as presented.

Upon Roll Call:

Ayes: Slagiana Aleksikj
Olivia Quintero
Mario Ramirez
Jorge Torres

Nays: None

Absent: Sara Andreas
Les Antos
Winifred Rodriguez

Motion carried

- A. Authorize Payment of Monthly Bills for May 2025
 - 1. Board Bills May 2025
 - 2. Activity Funds May 2025
- B. Approval of Minutes
 - 1. Regular Minutes of April 22, 2025
- C. Approval of Personnel [List #05.20.25](#)

V. Action Items

Approval of Termination of Paraprofessional

Olivia Quintero moved seconded by Mario Ramirez to approve the termination of Melissa Romo, Paraprofessional at Home School, at the end of School Year 2024-2025, as presented.

Upon Roll Call:

Ayes: Slagiana Aleksikj
Olivia Quintero
Mario Ramirez
Jorge Torres

Nays: None

Absent: Sara Andreas
Les Antos
Winifred Rodriguez

Motion carried

Approval of QNS Student Chromebook Renewal Proposal for SY2025-26

Olivia Quintero moved seconded by Mario Ramirez to approve the QNS Student Chromebook Renewal Proposal for SY2025-26 in the amount of \$220,552.00, as presented.

Upon Roll Call:

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

VI. Adjournment

Olivia Quintero moved seconded by Mario Ramirez to adjourn at 6:43 p.m.

Upon Voice Vote there were 4 Ayes, 0 Nays, 3 Absent

Sara Andreas, Secretary

Jorge Torres, President

LYONS ELEMENTARY SCHOOL DISTRICT 103
PERSONNEL REPORT (June, 2025)
List #06.24.25

APPROVAL OF CERTIFIED STAFF EMPLOYMENT

NAME	SCHOOL	POSITION	DATE	SALARY
Emily Cambry (pending paperwork)	Home	School Social Worker	08/15/25	\$65,563.31
Melanie McCutcheon (pending paperwork)	Lincoln	Speech Language Pathologist	08/15/25	\$59,001.46
Alicia Spicer (pending paperwork)	Home	ESL Teacher	08/15/25	\$59,050.75

APPROVAL OF SUPPORT STAFF EMPLOYMENT

NAME	SCHOOL	POSITION	DATE	SALARY
Mary Solis	District	Accounts Payable & Executive Business Assistant	06/25/25	\$65,000.00

APPROVAL OF LEAVE OF ABSENCE

NAME	SCHOOL	POSITION	DATE
Jaclyn Barth	Costello	Resource Teacher	09/24/25 - 12/15/25
Samantha James	Costello	Student Services Coordinator	01/21/25 - 05/30/25
Jodi Jeras	Edison	ECE Paraprofessional	04/29/25 - 5/30/25
Marija Markovic	Lincoln	Food Service Aide	05/08/25 - 05/30/25

APPROVAL OF RESIGNATIONS

NAME	SCHOOL	POSITION	DATE
Elizabeth Armich	Lincoln	4th/5th Grade Teacher	05/30/25
Viridiana Guzman	Lincoln	English as a Second Language Teacher	05/30/25
Amanda Polirer	Lincoln	Speech Language Pathologist	05/30/25
Veronica Riley	Home	Speech Language Pathologist	06/23/25
Tristan Stovall	GWMS	Paraprofessional	05/30/25

Approved By:

Dated: June 24, 2025

Sara Andreas, Secretary

Jorge Torres, President

Document Status: Draft Update

BOARD OF EDUCATION

2:260 Uniform Grievance Procedure

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

1. Title II of the Americans with Disabilities Act, [42 U.S.C. §12101](#) *et seq.*
2. [Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX complaints governed by Board policy 2:265, Title IX Grievance Procedure](#)^{PRESSPlus1}
3. Section 504 of the Rehabilitation Act of 1973, [29 U.S.C. §791](#) *et seq.*
4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, [775 ILCS 5/](#); Title VI of the Civil Rights Act of 1964, [42 U.S.C. §2000d et seq.](#); and/or Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e et seq.](#) (see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*)
5. Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e et seq.](#) (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, [5 ILCS 430/70-5\(a\)](#); Illinois Human Rights Act, [775 ILCS 5/](#); and Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e et seq.](#) (Title IX sexual harassment complaints are addressed under Board policy 2:265, *Title IX Grievance Procedure*)
7. Breastfeeding accommodations for students, [105 ILCS 5/10-20.60](#)
8. Bullying, [105 ILCS 5/27-23.7](#)
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, [820 ILCS 180/](#)
12. Illinois Equal Pay Act of 2003, [820 ILCS 112/](#)
13. Provision of services to homeless students
14. Illinois Whistleblower Act, [740 ILCS 174/](#)
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, [410 ILCS 513/](#); and Titles I and II of the Genetic Information Nondiscrimination Act, [42 U.S.C. §2000ff et seq.](#)
16. Employee Credit Privacy Act, [820 ILCS 70/](#).

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this

grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parent(s)/guardian(s)); this includes mediation.

Right to Pursue Other Remedies Not Impaired

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

Deadlines

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

Filing a Complaint

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

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

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

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

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

Investigation Process

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

(2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

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

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

The Superintendent will keep the Board informed of all complaints.

If a complaint contains allegations involving the Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy.

Decision and Appeal

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

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

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

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall provide its written decision to the Complainant and the accused, as well as to the Complaint Manager.

This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing a Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers [PRESSPlus2](#)

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

The ~~Nondiscrimination Coordinator also serves as the District's~~ Superintendent shall appoint a Title IX Coordinator ~~to coordinate the District's efforts to comply with Title IX.~~ [PRESSPlus3](#)

The Superintendent shall appoint at least one Complaint Manager to administer this policy. If possible,

the Superintendent will appoint two Complaint Managers, each of a different gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

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

Nondiscrimination Coordinator:

Stephanie Koenig
4100 Joliet Ave., Lyons, IL 60534
koenigs@lyons103.org
708-783-4100

Complaint Managers:

Stephanie Koenig
4100 Joliet Ave., Lyons, IL 60534
koenigs@lyons103.org
708-783-4100

Kim West
4100 Joliet Ave., Lyons, IL 60534
westk@lyons103.org
708-783-4100

LEGAL REF.:

- [8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.
- [20 U.S.C. §1232g](#), Family Education Rights Privacy Act.
- [20 U.S.C. §1400](#), The Individuals with Disabilities Education Act.
- [20 U.S.C. §1681](#) *et seq.*, Title IX of the Education Amendments; [34 C.F.R. Part 106](#).
- [29 U.S.C. §206](#)(d), Equal Pay Act.
- [29 U.S.C. §621](#) *et seq.*, Age Discrimination in Employment Act.
- [29 U.S.C. §791](#) *et seq.*, Rehabilitation Act of 1973.
- [29 U.S.C. §2612](#), Family and Medical Leave Act.
- [42 U.S.C. §2000d](#) *et seq.*, Title VI of the Civil Rights Act of 1964.
- [42 U.S.C. §2000e](#) *et seq.*, Title VII of the Civil Rights Act of 1964.
- [42 U.S.C. §2000ff](#) *et seq.*, Genetic Information Nondiscrimination Act.
- [42 U.S.C. §11431](#) *et seq.*, McKinney-Vento Homeless Assistance Act.
- [42 U.S.C. §12101](#) *et seq.*, Americans With Disabilities Act; [28 C.F.R. Part 35](#).
- [105 ILCS 5/2-3.8](#), [5/3-10](#), [5/10-20](#), [5/10-20.5](#), [5/10-20.7a](#), [5/10-20.60](#), [5/10-20.69](#), [5/10-20.75](#), [5/10-22.5](#), [5/22-19](#), [5/22-95](#) (final citation pending), [5/24-4](#), [5/27-1](#), [5/27-23.7](#), and [45/1-15](#).

[5 ILCS 415/10\(a\)\(2\)](#), Government Severance Pay Act.

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

[410 ILCS 513/](#), Ill. Genetic Information Privacy Act.

[740 ILCS 174/](#), Whistleblower Act.

[740 ILCS 175/](#), Ill. False Claims Act.

[775 ILCS 5/](#), Ill. Human Rights Act.

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

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

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

[23 Ill.Admin.Code §§1.240, 200.40, 226.50](#), and [226.570](#).

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:310 (Restrictions on Publications; Elementary Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

Adopted: September 24, 2024

PRESSPlus Comments

PRESSPlus 1. Updated throughout in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

PRESSPlus 2. While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 3. A district must prominently display its Title IX nondiscrimination policies (this policy 2:260, *Uniform Grievance Procedure*, and policy 2:265, *Title IX Grievance Procedure*) and contact

information for its Title IX Coordinator on its website, if any, and in each handbook made available to students, applicants for employment, parents/guardians, employees, and collective bargaining units. 34 C.F.R. §106.8(a) and (b). Notifications must state that nondiscrimination extends to employment, and that inquiries about the application of Title IX and its regulations may be referred to the district's Title IX coordinator, to the U.S. Dept. of Education's Assistant Secretary of Education, or both. 34 C.F.R. §106.8(b). See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

Document Status: Draft Update - Rewritten

BOARD OF EDUCATION

2:265 Title IX Grievance Procedure

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) [PRESSPlus1](#) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

Title IX Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment when that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(11), *domestic violence* as defined in 34 U.S.C. §12291(a)(12), or *stalking* as defined in 34 U.S.C. §12291(a)(36).

Examples of sexual harassment include, but are not limited to, touching, rape, sexual battery, sexual abuse, sexual coercion, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Definitions from 34 C.F.R. §106.30

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Education program or activity includes locations, events, or circumstances where the District has substantial control over both the *Respondent* and the context in which alleged sexual harassment occurs.

Formal Title IX Sexual Harassment Complaint means a document filed by a *Complainant* or signed by the Title IX Coordinator alleging sexual harassment against a *Respondent* and requesting that the District investigate the allegation.

Respondent means an individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the *Complainant* or the *Respondent* before or after the filing of a Formal Title IX Sexual Harassment Complaint or where no Formal Title IX Sexual Harassment Complaint has been filed.

Title IX Sexual Harassment Prevention and Response

The Superintendent or designee will ensure that the District prevents and responds to allegations of Title IX Sexual Harassment as follows:

1. Ensures that the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*, incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
2. Incorporates education and training for school staff as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, [PRESSPlus2](#) or a Complaint Manager.
3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons.

Making a Report

A person who wishes to make a report under this Title IX grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, [PRESSPlus3](#) a Complaint Manager, or any employee with whom the person is comfortable speaking.

School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge.

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator. [PRESSPlus4](#)

Title IX Coordinator:

Name

Address

Email

Telephone

Processing and Reviewing a Report

Upon receipt of a report made under this Title IX grievance procedure, the Title IX Coordinator and/or designee will promptly contact the Complainant to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's* wishes with respect to *supportive measures*, (3) inform the

Complainant of the availability of supportive measures with or without the filing of a Formal Title IX Sexual Harassment Complaint, and (4) explain to the Complainant the process for filing a Formal Title IX Sexual Harassment Complaint.

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review Board policies 2:260, *Uniform Grievance Procedure*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, *Student Behavior*, to determine if the allegations in the report require further action.

Reports of alleged sexual harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of sexual harassment.

Formal Title IX Sexual Harassment Complaint Grievance Process

When a Formal Title IX Sexual Harassment Complaint is filed, the Title IX Coordinator will investigate it or appoint a qualified person to undertake the investigation.

The Superintendent or designee shall implement procedures to ensure that all Formal Title IX Sexual Harassment Complaints are processed and reviewed according to a Title IX grievance process that fully complies with 34 C.F.R. §106.45. The District's grievance process shall, at a minimum:

1. Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a *Respondent*.
2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
 - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
 - b. Receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by the District as a decision-maker receive training [PRESSPlus5](#) on issues of relevance of questions and evidence, including when questions and evidence about the *Complainant's* sexual predisposition or prior sexual behavior are not relevant.
6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
9. Base all decisions upon the *preponderance of evidence* standard. [PRESSPlus6](#)
10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Enforcement

Any District employee who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.

Retaliation Prohibited

The District prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation using Board policy 2:260, *Uniform Grievance Procedure*.

Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.:

20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

PRESSPlus Comments

PRESSPlus 1. Rewritten in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. See the sample policy 2:265's footnotes, available at PRESS Online by logging in at www.iasb.com, for more information. **Issue 118, April 2025**

PRESSPlus 2. If the district does not employ an Assistant Building Principal and/or Dean of Students, strike the title(s) that do not apply, and use the Save Status "Adopted with Additional District Edits." **Issue 118, April 2025**

PRESSPlus 3. If the district does not employ an Assistant Building Principal and/or Dean of Students, strike the title(s) that do not apply, and use the Save Status "Adopted with Additional District Edits." **Issue 118, April 2025**

PRESSPlus 4. While the name and contact information is required by law to be listed, it is not part of the adopted policy and does not require board action. It is important for the updated name and contact information to be inserted into this policy and regularly monitored. A district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator. If the district has more than one Title IX Coordinator, it should designate one of its Title IX Coordinators to retain ultimate oversight to ensure the district's consistent compliance with its responsibilities under Title IX and its implementing regulations. The Title IX Coordinator with ultimate oversight should be listed in this policy.

Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 5. While live hearings are only required for postsecondary institutions, elementary and secondary schools may choose to offer them as part of their grievance process. **Consult the board attorney** if the board wants the district to use a live hearing in its grievance process.

If using a live hearing during the grievance process, amend #5 by inserting the following underscored text: "Require that any individual designated by the District as a decision-maker receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant." After inserting the underscored text, use the Save Status "Adopted with Additional District Edits." **Issue 118, April 2025**

PRESSPlus 6. 34 C.F.R. §106.45(b)(1)(vii) requires the Title IX sexual harassment grievance process to state the standard of proof it will use to determine responsibility of the respondent. The standard of proof selected must be applied "consistently to formal complaints alleging Title IX sexual harassment regardless of whether the respondent is a student or an employee." 85 Fed. Reg. 30373. *Preponderance of evidence* is a standard of proof used in civil cases. It means "the greater weight of the evidence, not necessarily established by the greater number of witnesses testifying to a fact but by evidence that has the most convincing force." See *Black's Law Dictionary, 11th ed. 2019*. *Preponderance of evidence* is the standard of proof used in sample policy 2:260, *Uniform Grievance Procedure*.

Clear and convincing is a higher standard of proof, requiring more than *preponderance of evidence* but less than proof beyond a reasonable doubt. It means “evidence indicating that the thing to be proved is highly probable or reasonably certain.” See *Black’s Law Dictionary, 11th ed. 2019*. **Consult the board attorney regarding the appropriate standard of proof for the district, as well as implications if a different standard of proof is used in this policy than in 2:260, *Uniform Grievance Procedure*.** For boards that choose the *clear and convincing evidence* standard of proof, delete “~~*preponderance of*~~” and insert “*clear and convincing*.” Ensure the same standard of proof is used in 2:265-AP2, *Formal Title IX Complaint Grievance Process*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

Document Status: Draft Update

OPERATIONAL SERVICES

4:15 Identity Protection

The collection, storage, use, and disclosure of social security numbers by the School District shall be consistent with State and federal laws. The goals for managing the District's collection, storage, use, and disclosure of social security numbers are to:

1. Limit all activities involving social security numbers to those circumstances that are authorized by State or federal law.
2. Protect each social security number collected or maintained by the District from unauthorized disclosure.

The Superintendent is responsible for ensuring that the District complies with the Identity Protection Act, [5 ILCS 179/](#). Compliance measures shall include each of the following:

1. All employees having access to social security numbers in the course of performing their duties shall be trained to protect the confidentiality of social security numbers. Training should include instructions on the proper handling of information containing social security numbers from the time of collection through the destruction of the information.
2. Only employees who are required to use or handle information or documents that contain social security numbers shall have access to such information or documents.
3. Social security numbers requested from an individual shall be provided in a manner that makes the social security number easily redacted if the record is required to be released as part of a public records request.
4. When collecting a social security number or upon request by an individual, a statement of the purpose(s) for which the District is collecting and using the social security number shall be provided. The stated reason for collection of the social security number must be relevant to the documented purpose.
5. All employees must be advised of this policy's existence and a copy of the policy must be made available to each employee. The policy must also be made available to any member of the public, upon request.
6. If this policy is amended, employees will be advised of the existence of the amended policy and a copy of the amended policy will be made available to each employee.

No District employee shall collect, store, use, or disclose an individual's social security number unless specifically authorized by the Superintendent. This policy shall not be interpreted as a guarantee of the confidentiality of social security numbers and/or other personal information. The District will use best efforts to comply with this policy, but this policy should not be construed to convey any rights to protection of information not otherwise afforded by law.

Treatment of Personally Identifiable Information Under Grant Awards

The Superintendent ensures that the District takes reasonable **cybersecurity and other** measures to safeguard **information including** [PRESSPlus1](#) (1) ⁶⁷ *protected personally identifiable information*, (2) other

types of information that a federal awarding agency, pass-through agency/entity, or State awarding agency designates as sensitive, such as *personally identifiable information* (PII) and (3) information that the District considers to be sensitive consistent with applicable laws regarding privacy and confidentiality (collectively, *sensitive information*), when administering federal grant awards and State grant awards governed by the Grant Accountability and Transparency Act ([30 ILCS 708/](#)).

The Superintendent shall establish procedures for the identification, handling, storage, access, disposal and overall confidentiality of sensitive information. The Superintendent shall ensure that employees and contractors responsible for the administration of a federal or State award for the District receive regular training in the safeguarding of sensitive information. Employees mishandling sensitive information are subject to discipline, up to and including dismissal.

LEGAL REF.:

[2 C.F.R. §200.303\(e\)](#).

[5 ILCS 179/](#), Identity Protection Act.

[30 ILCS 708/](#), Grant Accountability and Transparency Act.

[50 ILCS 205/3](#), Local Records Act.

[105 ILCS 10/](#), Illinois School Student Records Act.

CROSS REF: 2:250 (Access to District Public Records), 5:150 (Personnel Records), 7:340 (Student Records), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

Adopted: September 24, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 2 C.F.R Part 200, amended by 89 Fed. Reg 30046, addressing the safeguarding of information under grant awards and updating the definitions for *personally identifiable information* and *protected personally identifiable information*.

Personally Identifiable Information (PII) means information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual. Some PII is available in public sources such as telephone books and websites. This was previously defined as *public personally identifiable information* (Public PII), but 2024 revisions to 2 C.F.R. Part 200 have deleted Public PII as a definition. The definition of PII is not attached to any single category of information or technology. Instead, it requires a case-by-case assessment of the specific risk that an individual can be identified. Non-PII can become PII whenever additional information is made publicly available, in any medium and from any source, that could be used to identify an individual when combined with other available information. 2 C.F.R. §200.1.

Protected personally identifiable information (Protected PII) means PII, except for certain types of PII that must be disclosed by law. 2024 revisions to 2 C.F.R. Part 200 eliminated examples of Protected PII and instead only list examples of PII within the definition of Protected PII at 2 C.F.R. §200.1, which may indicate broadening of the definition of Protected PII. See 89 Fed. Reg. 79732. Before the 2024 revisions, examples of Protected PII contained in the regulation included, but were not limited to, social security number, passport number, credit card numbers, clearances, bank numbers, biometrics, date and place of birth, mother's maiden name, criminal records, medical records, financial records, and educational transcripts. 2 C.F.R. §200.1. Consult the board attorney for guidance in this area. See

sample administrative procedure 4:15-AP2, *Treatment of Personally Identifiable Information Under Grant Awards*, available at PRESS Online by logging in at www.iasb.com. Protected PII is similar to, but broader than, the definition of *personal information* under PIPA. **Issue 118, April 2025**

Document Status: Draft Update

OPERATIONAL SERVICES

4:80 Accounting and Audits

The School District's accounting and audit services shall comply with the Requirements for Accounting, Budgeting, Financial Reporting, and Auditing, as adopted by the Ill. State Board of Education (ISBE), State and federal laws and regulations, and generally accepted accounting principles. Determination of liabilities and assets, prioritization of expenditures of governmental funds, and provisions for accounting disclosures shall be made in accordance with government accounting standards as directed by the auditor designated by the Board. The Superintendent, in addition to other assigned financial responsibilities, shall report monthly on the District's financial performance, both income and expense, in relation to the financial plan represented in the budget.

Annual Audit

At the close of each fiscal year, the Superintendent shall arrange an audit of the District funds, accounts, statements, and other financial matters. The audit shall be performed by an independent certified public accountant designated by the Board and be conducted in conformance with prescribed standards and legal requirements. A complete and detailed written audit report shall be provided to each Board member and to the Superintendent. The Superintendent shall annually, on or before October 15, submit an original and one copy of the audit to the appropriate Intermediate Service Center Executive Director.

Annual Financial Report

The Superintendent or designee shall annually prepare and submit the Annual Financial Report on a timely basis using the form adopted by the ISBE. The Superintendent shall review and discuss the Annual Financial Report with the Board before it is submitted.

Inventories

The Superintendent or designee is responsible for establishing and maintaining accurate inventory records. The inventory record of supplies and equipment shall include a description of each item, quantity, location, purchase date, and cost or estimated replacement cost, unless the supplies and equipment are acquired by the District pursuant to a federal or State grant award, in which case the inventory record shall also include the information required by [2 C.F.R. §200.313](#), if applicable. The Superintendent shall establish procedures for the management of property acquired by the District under grant awards that comply with federal and State law.

Capitalization Threshold

To be considered a capital asset for financial reporting purposes, a capital item must be at or above a capitalization threshold of \$~~5~~10,000 [PRESSPlus1](#) and have an estimated useful life greater than one year.

Disposition of District Property

The Superintendent or designee shall notify the Board, as necessary, of the following so that the Board may consider its disposition: (1) District personal property (property other than buildings and land) that is no longer needed for school purposes, and (2) school site, building, or other real estate that is

unnecessary, unsuitable, or inconvenient. Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal property of a diminutive value. The Superintendent shall establish procedures for the disposition and, when permitted by the terms and conditions of the award, the retention ^{PRESSPlus2} of property acquired by the District under grant awards that comply with federal and State law.

Taxable Fringe Benefits

The Superintendent or designee shall: (1) require that all use of District property or equipment by employees is for the District's convenience and best interests unless it is a Board-approved fringe benefit, and (2) ensure compliance with the Internal Revenue Service regulations regarding when to report an employee's personal use of District property or equipment as taxable compensation.

Controls for Revolving Funds and Petty Cash

Revolving funds and the petty cash system are established in Board policy 4:50, *Payment Procedures*. The Superintendent shall: (1) designate a custodian for each revolving fund and petty cash fund, (2) obtain a bond for each fund custodian, and (3) maintain the funds in compliance with this policy, State law, and ISBE rules. A check for the petty cash fund may be drawn payable to the designated petty cash custodian. Bank accounts for revolving funds are limited to a maximum balance of \$3,000. All expenditures from these bank accounts must be directly related to the purpose for which the account was established and supported with documentation, including signed invoices or receipts. All deposits into these bank accounts must be accompanied with a clear description of their intended purpose. The Superintendent or designee shall include checks written to reimburse revolving funds on the Board's monthly listing of bills indicating the recipient and including an explanation.

Control Requirements for Checks

The Board must approve all bank accounts opened or established in the District's or a District school's name or with the District's Federal Employer Identification Number. All checks issued by the School District must be signed by either the Treasurer or Board President, except that checks from accounts containing student activity funds or fiduciary funds and checks from revolving accounts may be signed by their respective account custodians.

Internal Controls

The Superintendent is primarily responsible for establishing and implementing a system of internal controls for safeguarding the District's financial condition; the Board, however, will oversee these safeguards. The control objectives are to ensure efficient business and financial practices, reliable financial reporting, and compliance with State law and Board policies, and to prevent losses from fraud, waste, and abuse, as well as employee error, misrepresentation by third parties, or other imprudent employee action.

The District's system of internal controls shall include the following:

1. All financial transactions must be properly authorized and documented.
2. Financial records and data must be accurate and complete.
3. Accounts payable must be accurate and punctual.
4. District assets must be protected from loss or misuse.
5. Incompatible duties should be segregated, if possible.
6. Accounting records must be periodically reconciled.
7. Equipment and supplies must be safeguarded.
8. Staff members with financial or business responsibilities must be properly trained and supervised, and must perform their responsibilities with utmost care and competence.

9. Any unnecessary weaknesses or financial risks must be promptly corrected.

The Superintendent or designee shall annually audit the District's financial and business operations for compliance with established internal controls and provide the results to the Board. The Board may from time-to-time engage a third-party to audit internal controls in addition to the annual audit.

LEGAL REF.:

[2 C.F.R. §200](#) *et seq.*

[30 ILCS 708/](#), Grant Accountability and Transparency Act, implemented by [44 Ill.Admin.Code 7000](#) *et seq.*

[105 ILCS 5/2-3.27](#), [5/2-3.28](#), [5/3-7](#), [5/3-15.1](#), [5/5-22](#), [5/10-21.4](#), [5/10-20.19](#), [5/10-22.8](#) and [5/17-1](#) *et seq.*

[23 Ill.Admin.Code Part 100](#).

CROSS REF.: 4:10 (Fiscal and Business Management), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards), 4:90 (Student Activity and Fiduciary Funds)

Adopted: September 24, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 2 C.F.R. Part 200, amended by 89 Fed. Reg. 30046. A minimum threshold of \$10,000, or a lesser amount established by the board, and useful life greater than one year complies with the definition of *equipment* under federal grant rules. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 2 C.F.R. Part 200, amended by 89 Fed. Reg. 30046. **Issue 118, April 2025**

Document Status: Draft Update

General Personnel

5:10 Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race; color; creed; religion; national origin; sex; sexual orientation; age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; citizenship status provided the individual is authorized to work in the United States; work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; reproductive health decisions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; family responsibilities; or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, [410 ILCS 130/](#).

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*, or in the case of denial of equal employment opportunities on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*. ~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~

The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX. [PRESSPlus1](#)

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

Nondiscrimination Coordinator:

73

Stephanie Koenig

4100 Joliet Ave., Lyons, IL 60534

koenigs@lyons103.org

708-783-4100

Complaint Managers:

Stephanie Koenig

Kim West

4100 Joliet Ave., Lyons, IL 60534

4100 Joliet Ave., Lyons, IL 60534

koenigs@lyons103.org

westk@lyons103.org

708-783-4100

708-783-4100

The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as, by posting required notices and including this policy in the appropriate handbooks.

Minority Recruitment

The District will attempt to recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights based on a protected status without evidence of past discrimination.

LEGAL REF.:

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

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Education Amendments of 1972; [34 C.F.R. Part 106](#).

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

[29 U.S.C. §218d](#), Fair Labor Standards Act.

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

[29 U.S.C. §701](#) *et seq.*, Rehabilitation Act of 1973.

[38 U.S.C. §4301](#) *et seq.*, Uniformed Services Employment and Reemployment Rights Act (1994).

[42 U.S.C. §1981](#) *et seq.*, Civil Rights Act of 1991.

[42 U.S.C. §2000d](#) *et seq.*, Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

[42 U.S.C. §2000e](#) *et seq.*, Title VII of the Civil Rights Act of 1964; [29 C.F.R. Part 1601](#).

[42 U.S.C. §2000ff](#) *et seq.*, Genetic Information Nondiscrimination Act of 2008.

[42 U.S.C. §2000gg](#) *et seq.*, Pregnant Workers Fairness Act; [29 C.F.R. Part 1636](#).

[42 U.S.C. §2000e\(k\)](#), Pregnancy Discrimination Act.

[42 U.S.C. §12111](#) *et seq.*, Americans with Disabilities Act, Title I.

[Ill. Constitution, Art. I](#), §§17, 18, and 19.

[105 ILCS 5/10-20.7](#), [5/10-20.7a](#), [5/10-21.1](#), [5/10-22.4](#), [5/10-23.5](#), [5/22-19](#), [5/24-4](#), [5/24-4.1](#), and [5/24-7](#).

[410 ILCS 130/40](#), Compassionate Use of Medical Cannabis Program Act.

[410 ILCS 513/25](#), Genetic Information Privacy Act.

[740 ILCS 174/](#), Ill. Whistleblower Act.

[775 ILCS 5/1-103](#), [5/2-101](#), [5/2-102](#), [5/2-103](#), [5/2-103.1](#), [5/2-104\(D\)](#) and [5/6-101](#), Ill. Human Rights Act.

[775 ILCS 35/](#), Religious Freedom Restoration Act.

[820 ILCS 55/10](#), Right to Privacy in the Workplace Act.

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

[820 ILCS 75/](#), Job Opportunities for Qualified Applicants Act.

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

[820 ILCS 180/30](#), Victims' Economic Security and Safety Act.

[820 ILCS 260/](#), Nursing Mothers in the Workplace Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment At-Will, Compensation, and Assignment), 5:300 (Schedules and Employment Year), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response To Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

Adopted: December 17, 2024

PRESSPlus Comments

PRESSPlus 1. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, ~~5:20~~, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue**

118, April 2025

Document Status: Draft Update

General Personnel

5:60 Expenses

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

The Board regulates the reimbursement of all travel, meal, and lodging expenses by resolution. Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the employee, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event. The District is not responsible for losses due to an employee's own negligence, losses due to normal wear, or losses due to theft, unless the theft was a result of the District's negligence. Employees must submit the appropriate itemized, signed, standardized form(s) to support any requests for expense advancements, reimbursements, or purchase orders that show the following:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and title of the employee who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense advancement, reimbursement, or purchase order will be or was expended.
4. The nature of the official business conducted when the expense advancement, reimbursement, or purchase order will be or was expended.

Advancements

The Superintendent may advance expenses to teachers and other licensed employees for the anticipated actual and necessary expenses to be incurred while attending meetings that are related to their duties and will contribute to their professional development, provided they fall below the maximum allowed in the Board's expense regulations.

Expense advancement requests must be submitted to the Superintendent or designee on the District's standardized estimated expense approval form for employees. After spending expense advancements, employees must use the District's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts. Any portion of an expense advancement not used must be returned to the District. Expense advancements and vouchers shall be presented to the Board in its regular bill process.

Reimbursements and Purchase Orders

Expense reimbursements and purchase orders may be issued by the Superintendent or designee to

employees, along with other expenses necessary for the performance of their duties, provided the expenses fall below the maximum allowed in the Board's expense regulations.

Expense reimbursements and purchase order approvals are not guaranteed and, when possible, employees should seek pre-approval of expenses by providing an estimation of expenses on the District's standardized estimated expense approval form for employees, except in situations when the expense is diminutive. When pre-approval is not sought, employees must seek reimbursement on the District's standardized expense reimbursement form for employees. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

Use of Credit and Procurement Cards

Credit and procurement card usage is governed by policy 4:55, *Use of Credit and Procurement Cards*.

Exceeding the Maximum Allowable Expense Amount(s)

All requests for expense advancements, reimbursements, and purchase orders exceeding the maximum allowed in the Board's expense regulations may only be approved when:

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.

Registration

When possible, registration fees will be paid by the District in advance.

Travel

The least expensive method of travel will be used, provided that no hardship will be caused to the employee. Employees will be reimbursed for:

1. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Copies of airline tickets must be attached to the expense form.
2. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
3. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
4. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
5. Taxis, airport limousines, ride sharing services, or other local transportation costs.

Meals

Meals charged to the District should represent mid-fare selections for the hotel/meeting facility or general area. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.

Lodging

Employees should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Employees should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.

Miscellaneous Expenses

Employees may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

Additional Requirements for Travel Expenses Charged to Federal and State Grants

All grant-related travel expenses must be pre-approved by the Superintendent or designee.

Expenses for travel, including expenses for transportation, lodging, meals, and related items incurred by employees and charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act ([30 ILCS 708/](#)) must also meet the following requirements:

1. The participation of the employee is necessary to the award, and the costs are specifically related to the award.
2. Expenses must be permissible under the terms and conditions of the award.
3. Expenses must be reasonable and consistent with this policy.
4. The Board does not reimburse actual expenses or pay a per diem allowance unless the employee is on official *travel status* for more than 12 hours. However, employees remain eligible for mileage reimbursement (minus regular commuting mileage/costs) and other transportation expenses if on travel status less than 12 hours.
5. Expenses may be charged based on an actual cost basis or on a per diem basis in lieu of actual costs incurred; however, only one method may be applied per trip.
6. Commercial airfare costs in excess of the least expensive coach or economy class are prohibited except when such accommodations would: (1) require circuitous routing; (2) require travel during unreasonable hours; (3) excessively prolong travel; (4) result in additional costs that would offset transportation savings; or (5) offer accommodations not reasonably adequate for the traveler's medical needs. Qualifying circumstances must be explained on the expense form, and Board approval of the additional expense is required.
7. Per diem rates and actual reimbursement amounts for mileage, meals, and lodging may not exceed the rates established by the Governor's Travel Control Board or federal travel regulations, whichever is less. These limits do not apply when: (1) an employee stays in the lowest-priced room available at or near a hotel where a conference or seminar is located or in accommodations arranged by the conference/seminar organization, or (2) lodging at or below the established rate is unavailable. In those cases, the employee will be reimbursed for actual lodging expenses with prior approval, but in no case will the reimbursement exceed 300% of the applicable maximum per diem rate. If a conference fee includes a meal, the meal or per diem allowance will be reduced by the actual value of the meal or the applicable meal allowance, whichever is less.
8. Employees must use the least expensive compact car available when using a rental car for travel, unless an exception is approved. The Board does not reimburse employees for collision damage waiver or theft insurance.
9. The Board will reimburse travel expenses not chargeable to an award from other District funds consistent with this policy.

LEGAL REF.:

2 C.F.R. §200.4754. [PRESSPlus1](#)

[30 ILCS 708/130](#), Grant Accountability and Transparency Act.

[50 ILCS 150/](#), Local Government Travel Expense Control Act.

[105 ILCS 5/10-22.32](#).

[820 ILCS 115/9.5](#), Ill. Wage Payment and Collection Act.

CROSS REF.: 2:125 (Board Member Compensation; Expenses), 2:240 (Board Policy Development), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards)

Adopted: November 22, 2022

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 118, April 2025**

Document Status: Review and Monitoring

Expenses

5:60-E1 Exhibit - Employee Expense Reimbursement Form

Submit to the Superintendent. Use of this form is required by 2:125-E3, Resolution to Regulate Expense Reimbursements. Please print and attach receipts for all expenditures. [PRESSPlus1](#)

Name: _____ Title/Office: _____

Destination: _____ Purpose: _____

Departure Date: _____ Return Date: _____

Receipts attached Request Date: _____

Estimated expenses attached (Completed 5:60-E2, Employee Estimated Expense Approval Form)(pre-approval is required for federal and state grants).

Approved expense advancement (voucher) attached, if applicable* (Completed 5:60-E2, Employee Estimated Expense Approval Form.)

Actual Expense Report									
<p>*Employees will be reimbursed for actual and necessary expenses that exceed the amount advanced, but must refund any expense advancement that exceeds the actual and necessary expenses incurred. 105 ILCS 5/10-22.32. For federal and State grants, employees will be reimbursed for actual and necessary expenses that exceed estimated expenses as permitted by Board policy 5:60, Expenses.</p>									
Auto Travel Allowance: _____ per mile									
Date	Auto Mileage		Transp. Expenses	Lodging	Meals or Per Diem			Other Item Cost	Daily Total
	Miles	Cost			Bkfst	Lunch Dinner			
Subtotal									
Advances									-
TOTAL (A negative amount indicates refund due from employee.)									\$

Superintendent or Designee:

Approved **Denied**

(below maximum allowable amount)

Approved in Part

Grant Funding Source (if applicable): _____

Superintendent or Designee Signature

Date

Comments: _____

Board Action *(exceeds maximum allowable amount):*

Approved **Denied**

Approved in Part

Grant Funding Source (if applicable): _____

Employee Signature

Date

DATED : August 25, 2020

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 118, April 2025

Document Status: Review and Monitoring

Expenses

5:60-E2 Exhibit - Employee Estimated Expense Approval Form

Submit to the Superintendent. Use of this form is required (1) by 2:125-E3, Resolution to Regulate Expense Reimbursements and (2) for pre-approval of expenses to be charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act. [PRESSPlus1](#) Please print.

Name: _____ Title/Office: _____

Travel Destination: _____ Purpose: _____

Estimated Expenses Approval Requested ([50 ILCS 150/20](#) or grant expenditure)

Travel is grant-related* (specify grant): _____

Purchase Order Requested Purchase Order #: _____

Expense Advancement Voucher Requested ([105 ILCS 5/10-22.32](#))

Voucher Amount: _____

Estimated Expense Report									
Departure date: _____					Return date: _____				
Auto Travel Allowance: _____ per mile									
*Grant-related travel only: Except for mileage and other transportation expenses, expense reimbursement/per diem is only allowed if on official travel status for 12 hours or more. If lodging at or below the applicable rate cannot be identified, please indicate below and attach at least three quotes for review.									
Date	Auto Mileage		Transp. Expenses	Lodging	Meals or Per Diem			Other Cost	Daily Total
	Miles	Cost			Bkfst	Lunch Dinner	Item		
Total									\$

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Superintendent or Designee:

Approved **Denied**

(below maximum allowable amount)

Approved in Part

Grant Funding Source (if applicable): _____

Superintendent or Designee Signature

Date

Comments: _____

Board Action *(exceeds maximum allowable amount):*

Approved **Denied**

Approved in Part

Grant Funding Source (if applicable): _____

Employee Signature

Date

DATED : August 25, 2020

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

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- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 118, April 2025

Document Status: Draft Update

General Personnel

5:100 Staff Development Program

The Superintendent or designee shall implement a staff development program. The goal of the program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for licensed staff members shall be designed to effectuate any School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State.

Abused and Neglected Child Reporting Act (ANCRA) and *Erin's Law* Training

The staff development program shall include the Abused and Neglected Child Reporting Act (ANCRA) mandated reporter training and training on the awareness and prevention of child sexual abuse and grooming behaviors (*Erin's Law*) as follows (see Board policies 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and 5:90, *Abused and Neglected Child Reporting*):

1. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years.
2. By January 31 of every year, all school personnel must complete evidence-informed training on preventing, reporting, and responding to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*), and boundary violations.

In-Service Training Requirements

The staff development program shall provide, at a minimum, within six months of employment and renewed at least once every five years thereafter (unless required more frequently by other State or federal law), the in-service training of all District staff who work with pupils on:

1. Health conditions of students, including but not limited to training on:
 - a. Anaphylactic reactions and management, conducted by a person with expertise on anaphylactic reactions and management;
 - b. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting;
 - c. The basics of seizure recognition and first aid and emergency protocols, consistent with best practice guidelines issued by the Centers for Disease Control and Prevention;
 - d. The basics of diabetes care, how to identify when a diabetic student needs immediate or emergency medical attention, and whom to contact in case of emergency;
 - e. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and
 - f. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable.

2. Social-emotional learning. Training may include providing education to all school personnel about the content of the Illinois Social and Emotional Learning Standards, how they apply to

everyday school interactions, and examples of how social emotional learning can be integrated into instructional practices across all grades and subjects.

3. Developing cultural competency, including but not limited to understanding and reducing implicit bias, including *implicit racial bias* as defined in [105 ILCS 5/10-20.61](#) (implicit bias training).
4. Identifying warning signs of mental illness, trauma, and suicidal behavior in youth, along with appropriate intervention and referral techniques, including resources and guidelines as outlined in [105 ILCS 5/2-3.166](#) (*Ann Marie's Law*) and the definitions of *trauma*, *trauma-responsive learning environments*, and *whole child* as set forth in [105 ILCS 5/3-11](#).
5. Domestic and sexual violence and the needs of expectant and parenting youth, conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth. Training shall include, but is not limited to:
 - a. Communicating with and listening to youth victims of domestic or sexual violence and expectant and parenting youth;
 - b. Connecting youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs, and services as needed;
 - c. Implementing the District's policies and procedures regarding such youth, including confidentiality; and
 - d. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in [105 ILCS 110/3.10](#) (see Board policy 7:185, *Teen Dating Violence Prohibited*).
6. Protections and accommodations for students, including but not limited to training on:
 - a. The federal Americans with Disabilities Act as it pertains to the school environment; and
 - b. Homelessness.
7. Educator ethics and responding to child sexual abuse and grooming behavior (see Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*); including but not limited to training on:
 - a. Teacher-student conduct;
 - b. School employee-student conduct; and
 - c. Evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in [105 ILCS 5/10-23.13](#) (*Erin's Law*).
8. Effective instruction in violence prevention and conflict resolution, conducted in accordance with the requirements of [105 ILCS 5/27-23.4](#) (violence prevention and conflict resolution education).

Additional Training Requirements

In addition, the staff development program shall include each of the following:

1. Ongoing professional development for ~~teachers, administrators,~~ all school personnel and school resource officers, and staff regarding on the requirements of 105 ILCS 5/10-22.6 and 5/10-20.14, the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments as defined in 105 ILCS 5/3-11(b), PRESSPlus1 the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
2. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall

document compliance with this requirement by the end of each school year and maintain documentation for a three-year period.

3. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
4. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
5. For delegated care aides performing services in connection with a student's seizure action plan, training in accordance with [105 ILCS 150/](#), the Seizure Smart School Act.
6. For delegated care aides performing services in connection with a student's diabetes care plan, training in accordance with [105 ILCS 145/](#), the Care of Students with Diabetes Act.
7. For all District staff, annual sexual harassment prevention training.
8. Title IX requirements for training in accordance with 34 C.F.R. [§Part 106.8\(d\)](#) (see Board policy 2:265, *Title IX Grievance Procedure*).
9. Training for all District employees on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years.
10. Training for at least one designated employee at each school about the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for it.
11. Training in accordance with 105 ILCS 5/26A for at least one staff member in each school designated as a resource for students who are parents, expectant parents, or victims of domestic or sexual violence, and for any employees whose duties include the resolution of complaints of violations of 105 ILCS 5/26A (see Board policy 7:255, *Students who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*). [PRESSPlus2](#)

The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and Prevention*.

LEGAL REF.:

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Educational Amendments of 1972; [34 C.F.R. Part 106](#).

[42 U.S.C. §1758b](#), [Pub. L. 111-296](#), Healthy, Hunger-Free Kids Act of 2010; [7 C.F.R. Parts 210](#) and [235](#).

[105 ILCS 5/2-3.62](#), [5/2-3.166](#), [5/3-11](#), [5/10-20.17a](#), [5/10-20.61](#), [5/10-22.6\(c-5\)](#), [5/10-22.39](#), [5/10-23.12](#), [5/10-23.13](#), [5/22-80\(h\)](#), [5/22-95](#), and [5/24-5](#), and [5/26A](#).

[105 ILCS 25/1.15](#), Interscholastic Athletic Organization Act.

[105 ILCS 145/25](#), Care of Students with Diabetes Act

[105 ILCS 150/25](#), Seizure Smart School Act.

[105 ILCS 110/3](#), Critical Health Problems and Comprehensive Health Education Act.

[325 ILCS 5/4](#), Abused and Neglected Child Reporting Act.

[745 ILCS 49/](#), Good Samaritan Act.

[775 ILCS 5/2-109](#) and [5/5A-103](#), Ill. Human Rights Act.

[23 Ill.Admin.Code §§ 22.20, 226.800](#), and [Part 525](#).

[77 Ill.Admin.Code §527.800](#).

CROSS REF.: 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), [7:250 \(Student Support Services\)](#), [7:255 \(Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence\)](#), 7:270 (Administering Medicines to Students), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

Adopted: September 24, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/26A-25 and 26A-35, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, which requires each designated Article 26A Resource Person to either (1) be trained to understand, provide information and referrals, and address issues pertaining to youth who are parents, expectant parents, or victims of domestic or sexual violence, including training in the subjects set forth in 105 ILCS 5/26A-35(b)(i), or (2) have participated in an in-service training program under 105 ILCS 5/10-22.39(d) that includes training on the rights of minors to consent to counseling services and psychotherapy under the Mental Health and Developmental Disabilities Code within 12 months prior to designation. However, 105 ILCS 5/10-22.39(d) was deleted by P.A. 103-542 and its training contents are in 105 ILCS 5/10-22.39(b-25).

105 ILCS 5/26A-25(b)(1), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, requires employees whose duties include resolution of Article 26A complaints to initially complete at least eight hours of training on issues related to domestic and sexual violence and how to conduct the district's complaint resolution procedure, and to complete six hours of training annually thereafter. Such training must be conducted by individual(s) with expertise in domestic or sexual violence in youth and expertise in developmentally appropriate communications with elementary and secondary students regarding topics of a sexual, violent, or sensitive nature. See sample administrative procedures *7:255-AP1, Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and *7:255-AP2, Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

requirements that may be suitable to fulfill Article 26A training requirements, at:
www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf. **Issue 118, April 2025**

Document Status: Draft Update

INSTRUCTION

6:150 Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Ill. State Board of Education rules governing (1) the continuum of placement options for students who have been identified for special education services or (2) the home and hospital instruction provisions for students who have not been identified for special education services. Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from: (1) a physician licensed to practice medicine in all of its branches, (2) a licensed physician assistant, or (3) a licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence as defined in 105 ILCS 5/26A, will be provided home instruction, correspondence courses, or other courses of instruction under the following circumstances: [PRESSPlus1](#)

1. ~~(1) b~~ Before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction. ~~and (2) f~~
2. For up to three months after the child's birth or a miscarriage. [PRESSPlus2](#)
3. When a student must care for his or her ill child if:
 - a. The child's physician, physician assistant, or advanced practice registered nurse informs the District, in writing, that the child has a serious health condition [PRESSPlus3](#) that would require the student to be absent from school for two or more consecutive weeks; and
 - b. The student or the student's parent/guardian informs the District, in writing, that the student needs to care for the child during this period.
4. The student must treat physical or mental health complications or address safety concerns arising from domestic or sexual violence when a health care provider or an employee of the student's domestic or sexual violence organization, as defined in 105 ILCS 5/26A, informs the District, in writing, that the care is needed by the student and will cause the student's absence from school for two or more consecutive weeks.

The District may reassess home instruction provided to a student under No. 3 or No. 4 every two months to determine the student's continuing need for home instruction.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

[105 ILCS 5/10-19.05\(e\)](#), [5/10-22.6a](#), [5/14-13.01](#), and [5/18-4.5](#).

[23 Ill.Admin.Code §§1.520, 1.610](#), and [226.300](#).

CROSS REF.: 6:120 (Education of Children with Disabilities), 7:10 (Equal Educational Opportunities), 7:250 (Student Support Services), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:280 (Communicable and Chronic Infectious Disease)

Adopted: September 24, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6a, amended by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. Number 2 does not require a written statement from a physician, physician assistant, or advanced practice registered nurse. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. **Issue 118, April 2025**

PRESSPlus 3. *Serious health condition* means an illness, injury, impairment, or physical or mental health condition that involves inpatient care in a hospital, hospice, or residential medical care facility or continuing treatment by a health care provider that is not controlled by medication alone. **Issue 118, April 2025**

Document Status: Draft Update

INSTRUCTION

6:235 Access to Electronic Networks

Electronic networks are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication.

The term *electronic networks* includes all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-issued Wi-Fi hotspots, and any District servers or other networking infrastructure;
2. Access to the Internet or other online resources via the District's networks or to any District-issued online account from any computer or device, regardless of location;
3. District-owned or District-issued computers, laptops, tablets, phones, or similar devices.

The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s).

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum and Appropriate Online Behavior

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Use

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Users of the District's electronic networks have no expectation of privacy in any material that is stored on, transmitted, or received via the District's electronic networks. General rules for behavior and communications apply when using electronic networks. The District's administrative procedure, *Acceptable Use of the District's Electronic Networks* contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

Technology protection measures shall be used on each District computer with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Use of Artificial Intelligence (AI)-Enabled Tools [PRESSPlus1](#)

The Board recognizes that AI-enabled tools are important to enhance student learning, educator effectiveness, and school operations. The use of AI-enabled tools in the District shall be implemented in a safe, ethical, and equitable manner and in accordance with Board policies 1:30, *School District Philosophy*, and 7:345, *Use of Educational Technologies*.

To implement the use of AI-enabled tools in the District, the Superintendent or designee shall:

1. Develop a District-wide AI Plan that addresses the District's approach to the integration of AI;
2. Based on the District-wide AI Plan, establish AI Responsible Use Guidelines to address the responsible use of AI in the District by students and staff;
3. Ensure that AI-enabled tools comply with State and federal law;
4. Ensure that staff receive training and students receive instruction on the use of AI, as appropriate; and
5. Review the District's AI Plan and AI Responsible Use Guidelines on an annual basis and update them as needed.

Authorization for Electronic Network Access

Each staff member must sign the *Authorization for Access to the District's Electronic Networks* as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use.

Confidentiality

All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

Violations

The failure of any user to follow the terms of the District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

LEGAL REF.:

[20 U.S.C. §7131](#), Elementary and Secondary Education Act.

[47 U.S.C. §254](#)(h) and (l), Children's Internet Protection Act.

[47 C.F.R. Part 54](#), Subpart F, Universal Service Support for Schools and Libraries.

[115 ILCS 5/14](#)(c-5), Ill. Educational Labor Relations Act.

[720 ILCS 5/26.5](#).

CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:210 (Instructional Materials), 6:230 (Library Media Program), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:310 (Restrictions on Publications; Elementary Schools), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

Adopted: October 26, 2021

PRESSPlus Comments

PRESSPlus 1. Optional. Artificial intelligence is a rapidly evolving and complex technology that implicates many unsettled legal and ethical issues. This content contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

A Statewide Generative AI and Natural Language Processing Taskforce issued a report to the General Assembly in December 2024 (<https://doit.illinois.gov/content/dam/soi/en/web/doit/meetings/ai-taskforce/reports/2024-gen-ai-task-force-report.pdf>) that recommended the Ill. State Board of Education provide guidance on the use of AI in schools, best practices, and educator training. The U.S. Dept. of Education released a toolkit to assist education leaders with the safe, ethical, and equitable integration of AI within education systems, available at: http://downloads.microscribepub.com/il/press/federal_resources/FINAL-ED-OET-EdLeaders-AI-Toolkit-10.29.24_20250221.pdf. Note: This resource may no longer be available on a federal government website but is being maintained at PRESS Online to provide consistent subscriber access.

Adopting policy language that addresses AI provides (a) a way for boards to monitor how this technology is being used in the district, and (b) an opportunity for the board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject. Before adoption of this subhead, the board may want to have a conversation with the superintendent to determine how local conditions, resources, and current practices will support the full implementation of a policy that addresses AI and its goals. The use of AI will be most effective when the policy reflects local conditions and circumstances. Consult the board attorney about these issues. See sample administrative procedure 6:235-AP3, *Development of Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines*, available at PRESS Online by logging in at www.iasb.com, for a

suggested framework for developing an AI plan and guidelines. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:10 Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, national origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination complaint by using Board policy 2:260, *Uniform Grievance Procedure*, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the appropriate Intermediate Service Center (pursuant to [105 ILCS 5/3-10](#)) and, thereafter, to the State Superintendent of Education (pursuant to [105 ILCS 5/2-3.8](#)).

Any student may file a ~~sexual harassment~~^{sexual harassment}~~discrimination~~^{discrimination} [PRESSPlus1](#) complaint by using Board policy 2:265, *Title IX Grievance Procedure*.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator, ~~who also serves as the District's~~ ^{and a} Title IX Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures.

LEGAL REF.:

[20 U.S.C. §1681](#) et seq., Title IX of the Education Amendments of 1972; [34 C.F.R. Part 106](#).

[29 U.S.C. §791](#) et seq., Rehabilitation Act of 1973; [34 C.F.R. Part 104](#).

[42 U.S.C. §2000d](#), Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

[42 U.S.C. §11431](#) et seq., McKinney-Vento Homeless Assistance Act.

[Good News Club v. Milford Central Sch.](#), 533 U.S.⁹⁶8 (2001).

[Ill. Constitution, Art. I, §18.](#)

[105 ILCS 5/3.25b](#), [5/3.25d\(b\)](#), [5/10-20.12](#), [5/10-20.60](#), [5/10-20.63](#), [5/10-22.5](#), [5/26A](#), and [5/27-1](#).

[775 ILCS 5/1-101](#) et seq., Illinois Human Rights Act.

[775 ILCS 35/5](#), Religious Freedom Restoration Act.

[23 Ill.Admin.Code §1.240](#) and [Part 200](#).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:165 (School Uniforms), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), [7:255 \(Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence\)](#), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

Adopted: December 17, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:20 Harassment of Students Prohibited

No person, including a School District employee, agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies 2:265, *Title IX Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. ~~A student may choose to report to an employee of the student's same gender.~~ [PRESSPlus1](#)

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Grievance Procedure*. The Nondiscrimination Coordinator, [Title IX Coordinator](#), [PRESSPlus2](#) and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, [Title IX Coordinator](#), and Complaint Managers. ~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~

Nondiscrimination Coordinator:

4100 Joliet Ave.,
Lyons, IL 60534
koenigs@lyons103.org
708-783-4100

Complaint Managers:

Stephanie Koenig
4100 Joliet Ave.,
Lyons, IL 60534
koenigs@lyons103.org
708-783-4100

Kim West
4100 Joliet Ave.,
Lyons, IL 60534
westk@lyons103.org
708-783-4100

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, Title IX Coordinator, or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual-based PRESSPlus3 harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Title IX Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or

designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A](#)(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

LEGAL REF.:

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Educational Amendments of 1972; [34 C.F.R. Part 106](#).

[29 U.S.C. §791](#) *et seq.*, Rehabilitation Act of 1973; [34 C.F.R. Part 104](#).

[42 U.S.C. §2000d](#), Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

[105 ILCS 5/10-20.12](#), [5/10-22.5](#), [5/10-23.13](#), [5/26A](#), [5/27-1](#), and [5/27-23.7](#).

[775 ILCS 5/1-101](#) *et seq.*, Illinois Human Rights Act.

[23 Ill.Admin.Code §1.240](#) and [Part 200](#).

[Davis v. Monroe County Bd. of Educ.](#), 526 U.S. 629 (1999).

[Franklin v. Gwinnett Co. Public Schs.](#), 503 U.S. 60 (1992).

[Gebser v. Lago Vista Independent Sch. Dist.](#), 524 U.S. 274 (1998).

West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities), [7:255 \(Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence\)](#)

Adopted: September 24, 2024

PRESSPlus Comments

PRESSPlus 1. This sentence is stricken because the preceding sentence already states that students are encouraged to report to any employee with whom the student is comfortable speaking. **Issue 118, April 2025**

PRESSPlus 2. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 3. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:60 Residence

Resident Students

Only students who are residents of the District may attend a District school except as provided below or in State law. A student's residence is the same as the person who has legal custody of the student.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's natural or adoptive parent, the District shall request in writing that the person complete a signed statement or affidavit stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition.

When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school.

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within six months after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition.

Residence of Students with Disabilities

The residence of a child with a disability is determined in accordance with [105 ILCS 5/14-1.11](#), [5.14-1.11a](#), and [5/14-1.11b](#).

Requests for Nonresident Student Admission

For a nonresident student who is the child of a District employee, if the Superintendent approves the request for nonresident admission for the student, the tuition cost is waived pursuant to [105 ILCS 5/10-20.12a](#)(a).

Admission of Nonresident Students Pursuant to an Agreement or Order

Nonresident students may attend District schools pursuant to:

1. A written agreement with an adjacent school ¹⁰²district to provide for tuition-free attendance by a

student of that district, provided both the Superintendent or designee and the adjacent district determine that the student's health and safety will be served by such attendance.

2. A written agreement with cultural exchange organizations and institutions supported by charity to provide for tuition-free attendance by foreign exchange students and nonresident pupils of charitable institutions.
3. According to an intergovernmental agreement, including, but not limited to, an agreement for interdistrict transfer of students who are parents, expectant parents, or victims of domestic or sexual violence under 105 ILCS 5/26A. [PRESSPlus1](#)
4. Whenever any State or federal law or a court order mandates the acceptance of a nonresident student.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. Board of Education policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

Challenging a Student's Residence Status

If the Superintendent or designee determines that a nonresident student is attending a District school, he or she on behalf of the Board shall notify the person who enrolled the student of the tuition amount that is due and immediately begin proceedings to ban the student from future attendance. The notice shall detail the specific reasons why the Board believes that the student is a nonresident of the District and shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by the School Code, [105 ILCS 5/10-20.12b](#).

LEGAL REF.:

[42 U.S.C. §11431](#) *et seq.*, McKinney-Vento Homeless Assistance Act.

[105 ILCS 5/10-20.12a](#), [5/10-20.12b](#), [5/10-22.5](#), [5/10-22.5a](#), [5/14-1.11](#), [5/14-1.11a](#), and [5/14-1.11b](#), and [5/26A](#).

[105 ILCS 45/](#), Education for Homeless Children Act.

[105 ILCS 70/](#), Educational Opportunity for Military Children Act.

[23 Ill.Admin.Code §1.240](#).

Israel S. by Owens v. Bd. of Educ. of Oak Park and River Forest High Sch. Dist. 200, 235 Ill.App.3d 652 (5th Dist. 1992).

Joel R. v. Board of Education of Manheim School District 83, 292 Ill.App.3d 607 (1st Dist. 1997).

Kraut v. Rachford, 51 Ill.App.3d 206 (1st Dist. 1977).

CROSS REF.: 6:140 (Education of Homeless Children), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:70 (Attendance and Truancy), [7:255 \(Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence\)](#)

PRESSPlus Comments

PRESSPlus 1. Nonresident students may include students who are parents, expectant parents, or victims of domestic or sexual violence under 105 ILCS 5/26A, added by P.A. 102-466, a/k/a *Ensuring Success in School Law*, eff. 7-1-25. Interdistrict transfer is not required by Article 26A, but including language about it in this policy is recommended in the 2024 Ensuring Success in School (ESS) Task Force Report to the Governor and the General Assembly, available here: www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf. For further information about the 2024 ESS Task Force, see footnote 1 in sample policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:70 Attendance and Truancy

Compulsory School Attendance

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

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including a victim services provider), [PRESSPlus1](#) observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. For students who are parents, expectant parents, or victims of domestic or sexual violence, valid cause for absence also includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. [PRESSPlus2](#) Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

Absenteeism and Truancy Program

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

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 8 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
5. A process to identify and track students who are truants, chronic or habitual truants, or truant

minors as defined in [105 ILCS 5/26-2a](#).

6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, ~~or~~ and information about [available](#) community ~~agency~~ services [relevant to such students' needs](#). See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
8. A process for the collection and review of chronic absence data and to:
 - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
 - b. Encourage the habit of daily attendance and promote success.
9. Reasonable efforts to provide ongoing professional development to ~~teachers, administrators~~ [all school personnel](#), Board members, [and](#) school resource officers, ~~and staff~~ [PRESSPlus3](#) on the appropriate and available supportive services for the promotion of student attendance and engagement.
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Intermediate Service Center, if truancy continues after supportive services have been offered.
11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Intermediate Service Center, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
12. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.

[Monitoring/Updating](#)

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

LEGAL REF.:

[105 ILCS 5/22-92](#) and [5/26-1 through 5/26-3, 5/26-5 through 5/26-16, and 5/26-18, and 5/26A](#).

[705 ILCS 405/3-33.5](#), Juvenile Court Act of 1987.

[23 Ill.Admin.Code §§1.242](#) and [1.290](#).

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

Religious Instruction/Observance), 7:190 (Student Behavior), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:340 (Student Records)

Adopted: February 20, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/26-2a, amended by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. 105 ILCS 5/26-2a, amended by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. *Fulfillment of a parenting responsibility* includes, but is not limited to, arranging and providing child care, caring for a sick child, attending prenatal or other medical appointments for the expectant student, and attending medical appointments for a child. *Circumstances resulting from domestic or sexual violence* includes, but is not limited to, experiencing domestic or sexual violence, recovering from physical or psychological injuries, seeking medical attention, seeking services from a domestic or sexual violence organization as defined in 105 ILCS 5/26A-10, seeking psychological or other counseling, participating in safety planning, temporarily or permanently relocating, seeking legal assistance or remedies, or taking any other action to increase the safety or health of the student or to protect the student from future domestic or sexual violence. Before an absence of three or more consecutive days that is related to domestic or sexual violence, a district may require a student to verify his or her claim of domestic or sexual violence under 105 ILCS 5/26A-45. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 3. Updated in response to 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:180 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program.

Definitions from [105 ILCS 5/27-23.7](#)

Bullying includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is

meant to be illustrative and non-exhaustive.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the [First Amendment to the U.S. Constitution](#) or under [Section 3 of Article I of the Illinois Constitution](#).
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, [Title IX Coordinator](#), [PRESSPlus1](#) Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator:

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Stephanie Koenig

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4. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use ¹¹⁰interventions to address bullying, that may include, but

are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- 1) An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
- 2) If no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
- 3) A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

limitation, the following:

- a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
- b. 2:265, *Title IX Grievance Procedure*. Any person may use this policy to complain about ~~sexual harassment-discrimination~~ [PRESSPlus2](#) in violation of Title IX of the Education Amendments of 1972.
- c. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.
- d. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
- e. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
- f. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
- g. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
- h. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
- i. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
- j. 7:310, *Restrictions on Publications; Elementary Schools*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.:

[105 ILCS 5/10-20.14](#), [5/10-22.6\(b-20\)](#), [5/24-24](#), and [5/27-23.7](#).

[405 ILCS 49/](#), Children's Mental Health Act.

[775 ILCS 5/1-103](#), Ill. Human Rights Act.

[23 Ill.Admin.Code §§1.240](#), [1.280](#), and [1.295](#).

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student

Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:310 (Restrictions on Publications; Elementary Schools)

Adopted: December 17, 2024

PRESSPlus Comments

PRESSPlus 1. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:185 Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
 - a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
 - b. 2:265, *Title IX Grievance Procedure*. This policy prohibits a District employee, agent, or student from engaging in sexual discrimination, including sex-based harassment, PRESSPlus1 in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
 - c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person, including a District employee, agent, or student, from harassing intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - d. 7:180, *Prevention of and Response To Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.
3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's

educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.

4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

Incorporated

by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.:

[105 ILCS 110/3.10.](#)

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response To Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Adopted: September 24, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:190 Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or

licensed practitioner's prescription.

- d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. *Look-alike* or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
5. Using or possessing an electronic paging device.
6. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. ~~Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone.~~ [PRESSPlus1](#) Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off or silenced during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP) or [Section 504 plan](#); (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
7. Sexting, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending,

sharing, viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions, as defined in State law. [PRESSPlus2](#)

6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
11. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
15. Being absent without a recognized excuse; State law and Board of Education policy regarding truancy control will be used with chronic and habitual truants.
16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.

21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term *possession* includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended may also be restricted

from being on school grounds and at school activities.

12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in [Article 13A](#) or [13B of the School Code](#).
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion. Students enrolled in the District's State-funded preschool program(s) may be temporarily removed or transitioned to a new program in accordance with federal and State law. State law prohibits the expulsion of students from the program(s).

Corporal punishment is prohibited in all circumstances. *Corporal punishment* is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt an offense, prevent its recurrence, or set an example for others. [PRESSPlus3](#) It includes slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as permitted by 105 ILCS 5/10-20.33 ~~needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.~~

Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in [105 ILCS 5/10-20.33](#), State Board of Education rules ([23 Ill.Admin.Code §§ 1.280, 1.285](#)), and the District's procedure(s).

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code ([18 U.S.C. § 921](#)), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act ([430 ILCS 65](#)), or firearm as defined in Section 24-1 of the Criminal Code of 2012 ([720 ILCS 5/24-1](#)).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-

case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to a battery. *School grounds* includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify local law enforcement. In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and any involved student's parent/guardian.

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report these incidents involving battery against staff members to the Ill. State Board of Education ISBE through its web-based School Incident Reporting System as they occur during the year and no later than August 1 July 31 PRESSPlus4 for the preceding school year.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated-licensed educational employees, and any other persons (whether or not a licensed employee) providing a related service for or with respect to a student, may only use reasonable force as permitted by 105 ILCS 5/10-20.33 PRESSPlus5 needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the ¹²¹appropriate procedures are followed. The Board

may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Incorporated

by Reference: 7:190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.:

[20 U.S.C. §7971](#), Pro-Children Act of 2004.

[20 U.S.C. §7961](#) *et seq.*, Gun Free Schools Act.

[105 ILCS 5/10-20.5b](#), [5/10-20.14](#), [5/10-20.28](#), [5/10-20.36](#), [5/10-21.7](#), [5/10-21.10](#), [5/10-22.6](#), [5/10-27.1A](#), [5/10-27.1B](#), [5/22-33](#), [5/22-100](#), [5/24-24](#), [5/26-12](#), [5/27-23.7](#), and [5/31-3](#).

[105 ILCS 110/3.10](#), Critical Health Problems and Comprehensive Health Education Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Pilot Program.

[410 ILCS 647/](#), Powdered Caffeine Control and Education Act.

[430 ILCS 66/](#), Firearm Concealed Carry Act.

[23 Ill.Admin.Code §§ 1.280, 1.285](#).

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310 (Restrictions on Publications; Elementary Schools), 8:30 (Visitors to and Conduct on School Property)

Adopted: February 20, 2024

PRESSPlus Comments

PRESSPlus 1. This text is moved to #7, below. **Issue 118, April 2025**

PRESSPlus 2. This definition of sexting is adapted¹⁷ from Merriam-Webster's definition at www.merriam-webster.com/dictionary/sexting, and it incorporates offenses under State law that

address the dissemination of explicit images. A district may wish to use another definition or create its own with the board attorney. See sample administrative procedure 7:190-AP6, *Guidelines for Investigating Sexting Allegations*, available at PRESS Online by logging in at www.iasb.com, for definitions of the italicized terms in this paragraph and their accompanying citations. See also sample administrative procedure 7:190-AP5, *Student Handbook - Electronic Devices*. **Issue 118, April 2025**

PRESSPlus 3. Updated in response to 105 ILCS 5/22-100, added by P.A. 103-806. **Issue 118, April 2025**

PRESSPlus 4. Updated in response to 105 ILCS 5/10-27.1A and 10-27.1B, amended by P.A.s 103-609 (first to pass both houses) and 103-780 (second to pass both houses and controlling). **Issue 118, April 2025**

PRESSPlus 5. Updated in response to 105 ILCS 5/24-24, amended by P.A. 103-806. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:200 Suspension Procedures

In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

Out-of-School Suspension

The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
 - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
 - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
 - d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
 - e. Depending upon the length of the out-of-school suspension, include the following applicable information:
 - i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:
 - a. A threat to school safety, or
 - b. A disruption to other students' learning opportunities.
 - ii. For a suspension of 4 or more school days, an explanation:

- a. That other appropriate and available behavioral and disciplinary interventions have been exhausted,
 - b. As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and
 - c. That the student's continuing presence in school would either:
 - i. Pose a threat to the safety of other students, staff, or members of the school community, or
 - ii. Substantially disrupt, impede, or interfere with the operation of the school.
 - d. ~~Of For a suspension of 4 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining~~ what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension, as determined by the Superintendent or designee.
5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
 6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board.
 - a. At the review, the student ~~s~~ and his or her parent(s)/guardian(s) may appear with a representative of their choice and at their expense, be accompanied by a support person of their choice and at their expense, disclose any factor to be considered in mitigation (including the student's status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A), and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing. [PRESSPlus1](#)
 - b. If the review involves allegations of sexual violence by the student, neither the student nor the student's representative shall directly question nor have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim. [PRESSPlus2](#)
 - c. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.
 - d. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

LEGAL REF.:

[Goss v. Lopez](#), 419 U.S. 565 (1975).

[105 ILCS 5/10-20.14, 5/10-22.6.](#)

[23 Ill.Admin.Code §1.280.](#)

CROSS REF.: 5:100 (Staff Development), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:220 (Bus Conduct)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, eff. 7-1-25. A representative chosen by the parent/guardian (or by the student, if emancipated) must be permitted to represent the student "throughout the proceedings and to address the school board or its appointed hearing officer." A support person chosen by the parent/guardian (or by the student, if emancipated) must also be permitted to accompany the student to any expulsion hearing or proceeding. For the definition of *support person*, see sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/10-22.6(b-40), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:210 Expulsion Procedures

The Superintendent or designee shall implement expulsion procedures that provide, at a minimum, for the following:

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
 - a. Include the time, date, and place for the hearing.
 - b. Briefly describe what will happen during the hearing.
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
 - d. Inform the student and parent(s)/guardian(s) that a representative of their choice and at their expense is permitted to represent the student throughout the proceedings and to address the Board or its hearing officer. [PRESSPlus1](#)
 - e. Inform the student and parent(s)/guardian(s) that a support person [PRESSPlus2](#) of their choice and at their expense is permitted to accompany the student throughout the proceedings.
 - f. List the student's prior suspension(s).
 - g. State that the School Code allows the Board of Education to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
 - h. Ask that the student or parent(s)/guardian(s) ~~or attorney~~ inform the Superintendent or Board Attorney if the student will ~~be represented by an attorney~~ appear with a representative and/or support person and, if so, provide the attorney's name(s) and contact information for the representative and/or support person
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate.
3. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.
4. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged.
 - a. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student.
 - b. The student and his or her parent(s)/guardian(s) may ~~be represented by counsel~~ appear

with a representative, be accompanied by a support person, disclose any factor to be considered in mitigation (including his or her status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A), offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing. [PRESSPlus3](#)

c. If the expulsion hearing involves allegations of sexual violence by the student, neither the student nor the student's representative shall directly question nor have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim. [PRESSPlus4](#)

5. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
6. If the Board acts to expel the student, its written expulsion decision shall:
 - a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
 - b. Provide a rationale for the specific duration of the recommended expulsion.
 - c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
 - d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.
7. Upon expulsion, the District may refer the student to appropriate and available support services.

LEGAL REF.:

[Goss v. Lopez](#), 419 U.S. 565 (1975).

[105 ILCS 5/10-20.14, 5/10-22.6.](#)

CROSS REF.: 5:100 (Staff Development Program), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:230 (Misconduct by Students with Disabilities)

Adopted: March 22, 2022

PRESSPlus Comments

PRESSPlus 1. Items d and e are required by 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, *a/k/a Ensuring Success in School (ESS) Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. For the definition of support person, see sample administrative procedure 7:255-AP1, *Supporting Students who are Parents, Expectant Parents, or Victims of Sexual or Domestic Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 3. 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 4. 105 ILCS 5/10-22.6(b-40), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:250 Student Support Services

The District provides a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services when enrolling in or changing schools.

The following student support services may be provided by the School District:

1. ~~Guidance and s~~ School counseling services. The Superintendent or designee shall annually inform all school personnel and students 12 years of age and older, in writing, of the availability of counseling without parent/guardian consent under 405 ILCS 5/3-550. [PRESSPlus1](#)

The Superintendent or designee shall develop protocols for responding to students with social, emotional, or mental health needs that impact learning ability. The District, however, assumes no liability for preventing, identifying, or treating such needs.

Erin's Law Counseling Options, Assistance, and Intervention

The Superintendent or designee will ensure that each school building's Student Support Committee identifies counseling options for students who are affected by sexual abuse and grooming behaviors, along with District and community-based options for victims of sexual abuse and grooming behaviors to obtain assistance and intervention. Community-based options must include a Children's Advocacy Center and sexual assault crisis center(s) that serve the District, if any.

Article 26A Domestic or Sexual Violence and Parenting Resource Personnel [PRESSPlus2](#)

The Superintendent or designee will ensure that at least one staff member in each school building is designated as a resource person (Article 26A Resource Person) for students who are parents, expectant parents, or victims of domestic or sexual violence and offers those services required by 105 ILCS 5/26A. See Board policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. The Article 26A Resource Person may be a member of the building's Student Support Committee.

The Superintendent shall ensure that this policy ~~shall be~~ is implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq., and that it is respectful of student privacy, including that student records are maintained and their confidentiality protected in accordance with Board policy and District procedures. [PRESSPlus3](#)

LEGAL REF.:

105 ILCS 5/10-23.13(b), 5/10-20.59, ~~and~~ 5/21B-25(G), and 5/26A.

405 ILCS 5/, Mental Health and Developmental Disabilities Code.

[405 ILCS 49/](#), Children's Mental Health Act.

[740 ILCS 110/](#), Mental Health and Developmental Disabilities Confidentiality Act.

CROSS REF.: 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), [7:255 \(Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence\)](#), 7:280 (Communicable and Chronic Infectious Disease), 7:340 (Student Records)

Adopted: January 24, 2023

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/26A-40(h), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. Required by 105 ILCS 5/26A-35, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 3. This policy text is based on recommendations of the second ESS Task Force. See pp. 13-14 of the June 2024 ESS Task Force final report, at: www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf. **Issue 118, April 2025**

Document Status: Draft Update - New

7:255 Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence

New/Unpublished Section

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, [PRESSPlus1](#) or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important District goals and required by 105 ILCS 5/26A (Article 26A). [PRESSPlus2](#)

The Superintendent or designee shall develop and implement a program for supporting Article 26A Students that:

1. Distributes this policy and procedures for requesting supportive services or filing a complaint to all students at the beginning of each school year. [PRESSPlus3](#)
2. Ensures at least one staff member in each school building is designated as a resource person for Article 26A Students (Article 26A Resource Person) and receives training in accordance with 105 ILCS 5/26A-35. [PRESSPlus4](#)
3. Notifies all District employees and agents that, upon learning or suspecting that a student is a parent, expectant parent, or victim of domestic or sexual violence, they must refer the student to a designated Article 26A Resource Person. [PRESSPlus5](#)
4. Ensures any employees whose duties include the resolution of Article 26A complaints receive training in accordance with 105 ILCS 5/26A-25(b)(1).
5. Requires verification of a student's claim of Article 26A status relating to domestic or sexual violence in accordance with 105 ILCS 5/26A-45. [PRESSPlus6](#)
6. Provides Article 26A Students with in-school support services, information about non-school-based support services, and the ability to make up work missed due to circumstances related to the student's Article 26A status in accordance with 105 ILCS 5/26A-40. [PRESSPlus7](#)
7. Ensures the prompt and equitable resolution of all Article 26A complaints through a complaint resolution procedure that fully complies with 105 ILCS 5/26A-25. [PRESSPlus8](#)
8. Ensures that all information concerning an Article 26A Student's status and related experiences, or information concerning a student who is a named perpetrator of domestic or sexual violence, provided to or otherwise obtained by the District or its employees or agents pursuant to 105 ILCS 5/26A is retained in a confidential temporary file in accordance with 105 ILCS 10/2(f). [PRESSPlus9](#) Confidentiality procedures will: [PRESSPlus10](#)
 - a. Provide that such information may not be disclosed to any other individual outside of the District, including any other employee, except if such disclosure is: (1) permitted by the Ill. School Student Records Act (105 ILCS 10/), the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g), or other applicable State or federal laws; or (2) requested or consented to, in writing, by the Article 26A Student or their parent/guardian if it is safe to obtain written consent from the parent/guardian; and
 - b. Comply with the requirements of 105 ILCS 5/26A-30.
9. Ensures that in the event an Article 26A Student or their parent/guardian reports an incident of alleged domestic or sexual violence, the District's procedures comply with 105 ILCS 5/26A-

20(c). [PRESSPlus11](#)

10. Complies with State and federal law and aligns with Board policies. [PRESSPlus12](#)

Requesting Support Services

An Article 26A Student and/or their parent/guardian may request support services under this policy by contacting the building-level Article 26A Resource Person, whose name and contact information will be annually distributed to employees, students, and parents/guardians by each Building Principal.

Filing a Complaint

An Article 26A Student and/or their parent/guardian may file a complaint under this policy with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, [PRESSPlus13](#) a Complaint Manager, or any employee with whom the person is comfortable speaking. [PRESSPlus14](#)

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the District’s current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers. [PRESSPlus15](#)

Nondiscrimination Coordinator:

Title IX Coordinator:

Name

Name

Address

Address

Email

Email

Telephone

Telephone

Complaint Managers:

Name

Name

Address

Address

Email

Email

Telephone

Telephone

Complaint Resolution Procedure

When a complaint is filed, the Nondiscrimination Coordinator and/or Complaint Manager or designee shall process and review it according to administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

Enforcement

Any District employee who is determined, at the conclusion of the complaint resolution procedure, to have violated Article 26A will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the complaint resolution procedure, to have violated Article 26A will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc.

This policy does not increase or diminish the ability of the District or the parties to exercise any other 7:255

rights under existing law.

Policy Review [PRESSPlus16](#)

At least once every two years, pursuant to 105 ILCS 5/26A-20 and Board policy 2:240, *Board Policy Development*, the Board reviews and makes any necessary updates to this policy and to any other policies that may act as a barrier to their immediate enrollment and re-enrollment, attendance, graduation, and success in school of any student who is a parent, expectant parent, or victim of domestic or sexual violence. The Superintendent or designee shall assist the Board with its review and any updates.

Retaliation Prohibited [PRESSPlus17](#)

Retaliation against an Article 26A Student or their parent/guardian for exercising or attempting to exercise their rights under Article 26A is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

A student, employee, or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension or expulsion, with regard to students.

LEGAL REF.:

105 ILCS 5/26A.

105 ILCS 10/, III. School Student Records Act.

405 ILCS 5/, Mental Health and Developmental Disabilities Code.

405 ILCS 49/, Children's Mental Health Act.

740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.

23 Ill.Admin.Code §1.240 and Part 200.

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:250 (Student Support Services), 7:340 (Student Records)

PRESSPlus Comments

PRESSPlus 1. An *expectant parent* is a student who (i) is pregnant and (ii) has not yet received a diploma for completion of a secondary education as defined in 105 ILCS 5/22-22. **Issue 118, April 2025**

PRESSPlus 2. This policy is created in response to 105 ILCS 5/26A, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, requiring districts to ensure they have policies, procedures, and resources in 7:255

place to ensure that Article 26A Students are provided with support services necessary to enable them to meet State educational standards and successfully attain a school diploma.

105 ILCS 5/2-3.147, added by P.A. 95-558 and repealed by P.A. 99-30, created the first Ensuring Success in School (ESS) Task Force. Supervised by the Ill. State Board of Education (ISBE), it developed policies, procedures, and protocols for school boards to adopt to address the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence; the goal was to encourage these students to stay in school, stay safe while in school, and successfully complete their education. The June 2010 report of the first ESS Task Force is available here: www.isbe.net/Documents/ess-task-force-final-report0610.pdf.

105 ILCS 5/26A-15, added by P.A. 102-466 (a/k/a *ESS Law*) and scheduled to be repealed on 12-1-25, created a second ESS Task Force supervised by ISBE, also focused on the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence. The second ESS Task Force was to: (1) draft and publish model policies and intergovernmental agreements for inter-district transfers, (2) draft and publish model complaint resolution procedures, and (3) identify current mandatory and new staff trainings needed.

Issue 118, April 2025

PRESSPlus 3. 105 ILCS 5/26A-20(d), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 4. See footnote 25 in sample policy 5:100, *Staff Development Program*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com, for further information about training requirements. **Issue 118, April 2025**

PRESSPlus 5. 105 ILCS 5/26A-40(e), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. *Agents* is not defined and who is considered an agent for the district is fact-specific; consult the board attorney for guidance. **Issue 118, April 2025**

PRESSPlus 6. 105 ILCS 5/26A-45, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. See detailed verification requirements and restrictions in sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 7. 105 ILCS 5/26A-40, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. Providing accommodations to ensure equal educational opportunities for students who are parents and expectant parents is also required by federal regulations implementing Title IX of the Education Amendments of 1972 (Title IX) (20 U.S.C. §1681 et seq.) and ISBE sex equity regulations. 34 C.F.R. §106.40 and 49 C.F.R. §25.445; 23 Ill.Admin.Code §200.50. See policy 7:10, *Equal Educational Opportunities*, and sample administrative procedure 7:10-AP2, *Accommodating Breastfeeding Students*, available at PRESS Online by logging in at www.iasb.com. Reasonable accommodations for breastfeeding students are also required by 105 ILCS 5/10-20.60. **Issue 118, April 2025**

1-25, list the basic requirements for a complaint resolution procedure. Live hearings are not required but may be offered as part of the complaint resolution procedure. **Consult the board attorney if the board wants the district to use a live hearing in its complaint resolution procedure.** For an Article 26A complaint resolution procedure, see sample administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. See also sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. Sample administrative procedures are available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 9. 105 ILCS 5/26A-45(a), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. The ESS Law amended the definition of *student temporary record* in the Ill. School Student Records Act (ISSRA) (105 ILCS 10/) to include information concerning a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A. **Issue 118, April 2025**

PRESSPlus 10. Required by 105 ILCS 5/26A-30, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25.

The policy text is based on recommendations of the second ESS Task Force. See p. 14 of the June 2024 ESS Task Force final report, at: www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf. The phrase "including any other employee" comes directly from 105 ILCS 5/26A-30(a) and is confusing because it is unclear whose employee is being referenced. The Ill. School Student Records Act (ISSRA) permits student records to be disclosed to any district employees with a "current demonstrable educational or administrative interest" in a student if disclosure is "in furtherance of such interest." 105 ILCS 10/6(a)(2). **Consult the board attorney for guidance. Issue 118, April 2025**

PRESSPlus 11. 105 ILCS 5/26A-20(c)(1)-(6), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, states elements that must be in a district's "policy on the procedures" that a student or their parent/guardian may follow if he or she chooses to report an incident of alleged domestic or sexual violence. Having a "policy on the procedures" is a misnomer because the board does not adopt procedures but rather, through policy, directs the superintendent to establish procedures to implement policy. Only the required element at 105 ILCS 5/26A-20(c)(6), to establish a complaint resolution procedure, appears in this policy's text because the remaining elements are not board work and therefore inappropriate to include in board policy. Instead, required elements from 105 ILCS 5/26A-20(c)(1)-(5) appear in sample administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 12. See sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com, for a list of board policies implicated by the ESS Law and that may interact with this policy. **Issue 118, April 2025**

PRESSPlus 13. If the district does not employ an Assistant Building Principal and/or Dean of Students, strike the title(s) that do not apply, and use the Save Status "Adopted with Additional District

Edits." **Issue 118, April 2025**

PRESSPlus 14. By including “any employee” in this list, this policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. **Issue 118, April 2025**

PRESSPlus 15. While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. **Issue 118, April 2025**

PRESSPlus 16. 105 ILCS 5/26A-20(a), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. This provision also requires districts to review and revise any procedures that act as a barrier to Article 26A Students. Since procedure review and revision is administrator work and not board work, this requirement is addressed in sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 17. 105 ILCS 5/26A-50, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:270 Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form (SMA Form)* is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed an *SMA Form*. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.

A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed an *SMA Form*. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an allergy emergency action plan, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act. A student may also possess the supplies and equipment necessary to monitor and treat diabetes in accordance with the student's diabetes care plan and/or the supplies, equipment, and medication necessary to treat epilepsy in accordance with the student's seizure action plan. [PRESSPlus1](#)

The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

School District Supply of Undesignated Epinephrine Injectors

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. *Undesignated epinephrine injector* means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesignated opioid antagonists and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a *medical cannabis infused product* to be administered to a student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:
 - a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
 - b. Copies of the registry identification cards are provided to the District;
 - c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*; and
 - d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.
3. The student him or herself when the self-administration takes place under the direct supervision

of a school nurse or administrator.

Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Void Policy

The **School District Supply of Undesignated Epinephrine Injectors** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is unable to obtain a supply of opioid antagonists due to a shortage, in which case the District shall make reasonable efforts to maintain a supply.

The **Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Undesignated Medication Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation, parents/guardians of students, should rely on the District for the availability of undesignated medication. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

LEGAL REF.:

[105 ILCS 5/10-20.14b](#), [5/10-22.21b](#), [5/22-30](#), and [5/22-33](#).

[105 ILCS 145/](#), Care of Students with Diabetes Act.

[105 ILCS 150/](#), Seizure Smart School Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Program Act.

[720 ILCS 550/](#), Cannabis Control Act.

[23 Ill.Admin.Code §1.540.](#)

CROSS REF.: 7:285 (Anaphylaxis Prevention, Response, and Management Program)

Adopted: February 20, 2024

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 145/30; 105 ILCS 150/30. This is not a new requirement, but it is added to make clear in policy that self-carry may also be authorized for diabetes/seizure management. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:310 Restrictions on Publications; Elementary Schools

School-Sponsored Publications and Web Sites

School-sponsored publications, productions, and web sites are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material that is inconsistent with the District's educational mission.

All school-sponsored communications shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the school, is socially inappropriate, is inappropriate due to the maturity of the students, or is materially disruptive to the educational process will not be tolerated.

The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

Non-School Sponsored Publications Accessed or Distributed On-Campus

For purposes of this section and the following section, a *publication* includes, without limitation: (1) written or electronic print material, (2) audio-visual material on any medium including electromagnetic media (e.g., images, digital files flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, digital files, etc.) or online (e.g., any website, social networking site, database for information retrieval, etc.), or (3) information or material on electronic devices (e.g., text or voice messages delivered by cell phones, tablets, and other hand-held devices).

Creating, distributing and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by Board of Education policy [7:190](#), [Student Behavior](#), [PRESSPlus1](#) and/or Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use; or
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material

to be distributed or accessed is primarily prepared by students.

Accessing or distributing “on-campus” includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

Bullying and Cyberbullying

The Superintendent or designee shall treat behavior that is *bullying* and/or *cyberbullying* according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

LEGAL REF.:

[105 ILCS 5/27-23.7.](#)

[Hazelwood v. Kuhlmeier](#), 484 U.S. 260 (1988).

[Tinker v. Des Moines Indep. Cmty. Sch. Dist.](#), 393 U.S. 503 (1969).

[Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118](#), 9 F.3d 1295 (7th Cir. 1993).

CROSS REF.: 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response To Bullying, Intimidation, and Harassment), [7:190 \(Student Behavior\)](#), 8:25 (Advertising and Distributing Materials in Schools Provided by Non-School Related Entities)

Adopted: March 22, 2022

PRESSPlus Comments

PRESSPlus 1. Updated in response to the addition of a definition of *sexting* in 7:190, *Student Behavior*. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:340 Student Records

School student records are confidential. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 18 years who has been arrested or taken into custody.

State and federal law grants students, parents/guardians, and when applicable, the Ill. Dept. of Children and Family Services' Office of Education and Transition Services, certain rights, including the right to inspect, copy, and/or challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to opt-out of the release of directory information regarding his or her child. The District will comply with State or federal law with regard to release of a student's school records, including, where applicable, without notice to, or the consent of, the student's parent/guardian or eligible student. Upon request, the District discloses school student records without parent consent to the official records custodian of another school in which a student has enrolled or intends to enroll, as well as to any other person as specifically required or permitted by State or federal law.

The Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

Student Biometric Information Collection

The Superintendent or designee may recommend a student biometric information collection system solely for the purposes of identification and fraud prevention. Such recommendation shall be consistent with budget requirements and in compliance with State law. Biometric information means any information that is collected through an identification process for individuals based on their unique behavioral or physiological characteristics, including fingerprint, hand geometry, voice, or facial

recognition or iris or retinal scans.

Before collecting student biometric information, the District shall obtain written permission from the person having legal custody/parental responsibility or the student (if over the age of 18). Upon a student's 18th birthday, the District shall obtain written permission from the student to collect student biometric information. Failure to provide written consent to collect biometric information shall not be the basis for refusal of any services otherwise available to a student.

All collected biometric information shall be stored and transmitted in a manner that protects it from disclosure. Sale, lease, or other disclosure of biometric information to another person or entity is strictly prohibited.

The District will discontinue use of a student's biometric information and destroy all collected biometric information within 30 days after: (1) the student graduates or withdraws from the School District, or (2) the District receives a written request to discontinue use of biometric information from the person having legal custody/parental responsibility of the student or the student (if over the age of 18). Requests to discontinue using a student's biometric information shall be forwarded to the Superintendent or designee.

The Superintendent or designee shall develop procedures to implement this policy consistent with State and federal law.

LEGAL REF.:

[20 U.S.C. §1232g](#), Family Educational Rights and Privacy Act; [34 C.F.R. Part 99](#).

[50 ILCS 205/7](#), Local Records Act.

105 ILCS 5/10-20.12b, 5/10-20.40, ~~and 5/14-1.01 et seq.~~ [and 5/26A-30](#). [PRESSPlus1](#)

[105 ILCS 10/](#), Ill. School Student Records Act.

[105 ILCS 85/](#), Student Online Personal Protection Act.

[325 ILCS 17/](#), Children's Privacy Protection and Parental Empowerment Act.

[750 ILCS 5/602.11](#), Ill. Marriage and Dissolution of Marriage Act.

[23 Ill.Admin.Code Parts 226](#) and [375](#).

[Owasso I.S.D. No. I-011 v. Falvo](#), 534 U.S. 426 (2002).

Chicago Tribune Co. v. Chicago Bd. of Ed., 332 Ill.App.3d 60 (1st Dist. 2002).

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct), [7:255 \(Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence\)](#), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

Adopted: January 24, 2023

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/26A-30, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. . **Issue 118, April 2025**

District: Lyons District 103

School Year: 2025-26

School(s): Edison (2), Lincoln (3)

Program(s): MN Primary (1), MN Intermediate (2), CD ECE (1), CD Primary (1)

Checklist for Lease Agreements

(Effective 2025-26 School Year)

PROCEDURES: This checklist must be signed by the LADSE Executive Director, Building Principal, and District Superintendent by June 30 of each year for the upcoming school year.

LADSE Executive Director Date

Edison Princial Date

Lincoln Principal Date

District Superintendent Date

AGREEMENTS BETWEEN LADSE AND DISTRICT 103

LADSE pays the district \$10,000 per year for each classroom rented for use as a multi-district program classroom/s. In addition LADSE pays the district \$1,300 per ADE for LADSE multi-district program students. For these sums, the following is agreed:

Facilities, Equipment, Supplies, Services...

- LADSE will pay for any and all adaptations to the building to provide accessibility for LADSE program students.
- LADSE staff/program students will have full use of all utilities.
- LADSE multi-district program students are entitled to the same accessibility as general education students to the common school grounds area: school lockers, gym, playground and recreational equipment and materials, library, parking, lunchroom, auditorium, computer lab, science lab, Internet accessibility, home economics areas, restrooms, meeting rooms for IEPs, etc.
- LADSE multi-district program students are entitled to books, markers, paper, poster boards, laminating machine usage, and all general supplies needed for instruction as are available to general education students.
- District will provide LADSE staff the same access to photocopying of instructional materials, supplies, technology supports/access, and other building supports as it does to the building’s general education classrooms and staff.
- District provides LADSE classrooms with basic equipment equivalent to general building classroom, such as teacher desks, tables, and student desks, chairs, locking filing cabinets.
- District will provide a phone line in the classroom.
- District will pay for repairs and general maintenance to the classroom (e.g., desks, tables, chalkboards, etc.) as it would in general education classrooms (not to include LADSE specialized educational equipment). If a LADSE program student or staff member damages district property, LADSE will reimburse the district for repairs.

- District will provide complete janitorial as provided to all classrooms, daily trash removal, etc.
- *School building secretary services are provided to the LADSE classrooms/staff (i.e., accepting messages for LADSE staff, reporting information from LADSE parents who report their children's attendance, and processing all other telephone messages as they are handled for general education staff and students).*

Students...

- The rights and responsibilities of students enrolled in LADSE multi-district programs housed in District 103 are governed by the policies, procedures, and practices of the district. Only in absence of district policy, procedure, and practice will LADSE policies be in effect.
- Federally subsidized lunches will be made available to LADSE program students through the local school district. District 103 will invoice LADSE for costs of applicable lunch fees.
- District will provide integration opportunities for students in LADSE programs as appropriate (emphasis on social interactions with general education peers).
- LADSE program students will have opportunities for participation in school sponsored extracurricular activities (field trips, dances, athletic events, theater, etc.).
- District will provide mainstreaming opportunities (emphasis on parallel academic learning with general education peers (i.e., algebra, service education, career shadowing, P.E., etc.).
- District administration and department chairpersons will follow the same discipline procedures and policies with LADSE program students as are followed with the general school population.
- Parents of students in LADSE programs should receive all school mailings, newsletters, and general communications from the school district or building.

Staff...

- School principals will collaborate with LADSE teachers regarding the appropriate use of student database information.
- School principals will serve as the administrators to make emergency decisions if the assigned LADSE administrator or coordinator is not present in the building.
- District will seek LADSE administrative input when disciplining students enrolled in LADSE programs in its school buildings.

LEASE

1. **PARTIES:** The parties to this Lease are the Board of Education of Lyons District 103, Cook County, Illinois, having its principal offices at 4100 Joliet Avenue, Lyons, Illinois 60534 (“Lessor”), and La Grange Area Department of Special Education (LADSE), having its principal offices at 1301 W. Cossitt, La Grange, Illinois (“Lessee”). The rights and duties of Lessee and Lessor shall be controlled by the provisions of this Lease.
2. **PREMISES:** Lessor hereby leases to Lessee and Lessee hereby leases from Lessor the following described premises:
 - 2 classrooms at District 103 Edison School in Stickney, Illinois
 - 3 classroom at Distrct 103 Lincoln School in Brookfield, Illinoisincluding all furnishings and ordinary school equipment necessary to use said rooms as classrooms. Lessor shall make available from time to time areas and facilities of common benefit; (e.g., the gymnasium, playgrounds, parking areas, etc.). Further, Lessee shall have the right to use all hallways for access to the above-mentioned classrooms. Use of said hallways and common areas by Lessee, its employees, agents, students, or other persons on Lessor’s premises for Lessee’s business purposes shall be subject to reasonable regulation by the Lessor.
3. **TERM:** This Lease shall be for a term of one year commencing on August 1, 2025 and continuing until June 30, 2026. The Lessee shall notify the Lessor by March 1 of the current leased period of Lessee’s intention to exercise the renewal or termination of the agreement. The Lessor shall notify the Lessee by March 30 of the current leased period in the event the Lessor intends to reject the renewal request.
4. **RENT AND RELATED COSTS:** Lessee agrees to pay Lessor rent and a per ADE fee as determined by the LADSE Directing Board, currently set at \$10,000 per classroom, and \$1,300 per ADE (average daily enrollment).
5. **PAYMENT OF RENT:** Lessee agrees to pay rent on or before January 1 of the school term of the lease to the principal office of Lessor as stated above or at such other address as Lessor may designate.
6. **REGULATION OF STUDENTS AND CLASSROOMS:** Lessor shall have the right to establish reasonable rules and regulations:
 - a. For the conduct of Lessee, its agents, employees, students, or persons entering or on Lessor’s premises, including that which is leased.
 - b. For the reasonable use of the classroom.
7. **BACKGROUND INVESTIGATION:** Lessee, at its sole cost, shall conduct background investigations of all Lessee employees, agents, or others who will interact with students, and, in accordance with Section 10-21.9 of the Illinois School Code, shall provide upon request, results of each background investigation to the Lessor, and shall comply with all requirements of Section 10-21.9 as may be amended from time to time. Lessee shall not allow anyone to work under this Agreement whose criminal background check reveals items that would prohibit them from working with children under Illinois law or reveals other criminal convictions or other conduct which lawfully may be considered and which call into question such individual’s fitness to work with children.
8. **ASSIGNMENT SUBLETTING:** Lessee shall neither sublet the premises or any part thereof nor assign this Lease or permit by any act or default any transfer of Lessee’s interest by operation of law, or offer the premises or any part thereof for lease or sublease, nor permit the use thereof for lease or sublease, nor permit the use thereof for any purpose other than as above mentioned, without in each case, the written consent of Lessor.
9. **SURRENDER OF PREMISES:** Lessee shall quit and surrender the premises and the school equipment provided by Lessor at the end of the term in good condition, reasonable wear and tear accepted, with all keys thereto. Lessee shall not make any alterations in the premises without the written consent of Lessor; and all alterations which may be made by either party thereto upon the premises, except movable furniture, fixtures, shelves, and bulletin boards put in at the expense of Lessee, shall be the property of Lessor, and shall remain upon and be surrendered with the premises as a part thereof at the termination of this Lease.
10. **NO WASTE OR MISUSE:** During the term of this Lease, or any renewal thereof, Lessee shall repair and restore any

glass broken in the several doors and windows in the premises hereby leased to Lessee, which replacement or restoration shall be of a like kind and quality. The Lessee, its employees, agents, or students, shall not allow any waste of water or misuse or neglect of water and lighting fixtures on the premises. Lessee will pay all damages to Lessor's premises caused by such waste or misuse.

11. **TERMINATION, ABANDONMENT, RE-ENTRY, RELETTING:** At the termination of the Lease, by lapse of time or otherwise, Lessee agrees to yield up immediate and peaceable possession to Lessor. If default be made in the payment of the rent, or any part thereof, of in any of the covenants herein contained to be kept by Lessee, it shall be lawful for the Lessor at any time, at its election, without notice, to declare the term ended and this Lease forfeited.
12. **INSURANCE, UTILITY SERVICE, REPAIRS AND REPLACEMENT:** Lessor assumes full responsibility for providing at its expense adequate insurance to protect the classrooms, including the contents thereof owned by: the Board of Education of Lyons District 103, Lessor; from fire, lightning, vandalism, or other perils. Lessee assumes full responsibility for providing at its expense any insurance to protect its property within said classrooms. Lessor, at its own cost and expense, shall keep the air-conditioning, heating, electrical, plumbing and all other mechanical equipment in good repair, condition and working order and shall furnish any and all parts, mechanisms and devices required therefore. Any major repairs or replacements to said mechanical equipment, to the roof, exterior walls and structural portions of the building, shall be made by the Lessor. Lessee shall, at the expiration of the term of the Lease return the leased premises to Lessor in the same condition as received by Lessee at the commencement of the term of this Lease, ordinary wear and tear and acts of God excepted. Any repairs or replacements made necessary by the waste or misuse of the premises by Lessee, its agents, employees, or students, shall be made promptly by the Lessee, at its own expense and in a manner to prevent liens from attaching as a result thereof.
13. **LESSOR NOT LIABLE:** The Lessor shall not be liable for any loss of property or defects in the building or in the premises, of any accidental damages to the person or property of the Lessee in or about the building or the premises where such loss or injury results from water, rain or snow leaking into, issuing or flowing from any part of the building or the premises, or from the pipes or plumbing of the same. The Lessee hereby covenants and agrees to make no claim for any such loss or damage of or to any property placed in the storeroom or storage place being furnished gratuitously, and no part of the obligations of this Lease. Lessee shall purchase a policy of insurance with a minimum face value of \$1,000,000 per occurrence and \$3,000,000 aggregate with the Lessor named as additional insured to insure against any claim or claims brought by any party or parties against Lessor for bodily injury resulting from acts occasioned by any negligence or recklessness or willful conduct of Lessee, its agents, employees, students, or other persons on Lessor's premises, including that leased to Lessee, for Lessee's business purposes. Certificates of Insurance for both Lessee or Lessor shall be on file at LADSE Offices and Lessor's Offices.
14. **INDEMNIFICATION:** Lessee shall indemnify, save harmless, and defend Lessor, its Board, Board members, employees, agents, volunteers, and successors against all claims, losses, liability, costs, and expenses (including attorneys' fees) related to damages to property or person (including death) that may arise out of or in connection with Lessee's, its employees, agents, volunteers and students use of the premises or Lessee's breach of the Lease.
15. **PLURALS, SUCCESSORS:** The words Lessor and Lessee wherever used in this Lease shall be construed to mean Lessors or Lessees in all cases where there is more than one Lessor or Lessee, and to apply to individuals, male or female, or to firms or corporations, as the same may be described as Lessor to Lessee herein contained shall be binding upon, apply and inure to the benefit of Lessor and Lessee and their respective heirs, legal representatives, successors and assigns.

LEASE (Page 3)

IN WITNESS WHEREOF, the parties hereto have caused this Lease to be executed by their duly authorized officers as of the _____ day of _____, 2025.

THE BOARD OF EDUCATION OF
LYONS DISTRICT 103
4100 Joliet Avenue
Lyons, Illinois 60534

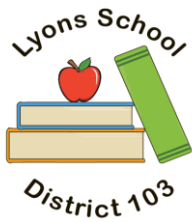
By:
District Superintendent: _____
Mr. Kristopher Rivera

Attest:
Secretary: _____

LA GRANGE AREA DEPARTMENT
OF SPECIAL EDUCATION (LADSE)
1301 W. Cossitt
La Grange, IL 60525

By:
LADSE Executive Director: _____
Dr. Ellie Ambuehl

Attest:
Secretary: _____



Lyons Elementary District 103

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

Working Together to Expand Student Opportunities

Mr. Kristopher A. Rivera
Superintendent of Schools

June 24, 2025

The Board of Education of Lyons Elementary District 103 hereby:

1. Extends authority to the administration to hire temporary substitutes for the district;
2. Extends authority to the administration to place students for ten (10) days or less for violation of school rules and other misconduct in the District 103 Alternative School or out-of-school suspension according to district policy and student handbooks;
3. Designates **Ms. Stephanie Koenig** as the Title IX Grievance Officer for the District;
4. Designates **Ms. Stephanie Koenig** as District Nondiscrimination Coordinator;
5. Designates **Ms. Stephanie Koenig** as the Uniform Complaint hearing officer;
6. Designates **Ms. Kim West** as the expulsion hearing officer for Grades K-5, when allowed by district policy;
7. Designates **Ms. Kim West** as District liaison to homeless children;
8. Designates the following two (2) complaint managers for STAFF sexual harassment or sexual discrimination issues: **Ms. Stephanie Koenig (primary) and Ms. Kim West (secondary)**;
9. Designates the following two (2) complaint managers for STUDENT sexual harassment or sexual discrimination issues: **Ms. Kim West (primary) and Ms. Stephanie Koenig (secondary)**;
10. Designates **the Business Manager** to be in charge of transportation and food sales that compete with the federal student lunch program;
11. Designates the following as Student Activity Fund Managers:
Home School: **Ms. LaTasha Bailey** Costello School: **Mr. Christopher Jamrose**
Robinson School: **Ms. Nicole Lawler** Lincoln School: **Mrs. Theresa Silva**
Edison School: **Brandon Baisden** GWMS: **Mr. Christopher Cybulski**
12. Designates **Township Treasurer's Office** as Chief Investment Officer;
13. Designates the following as responsible and in charge in the event that the Superintendent is unavailable or unable to act in an emergency situation (in succession):
 - a. **Ms. Kim West**
 - b. **Dr. Regina Redd**
14. Designates **Ms. Charline Latronica** and **Ms. Stephanie Koenig** as the FOIA Officers.

HAZARDOUS CROSSING RESOLUTION

We, the Board of Education, School District No. 103, Lyons, Illinois, ensure that the conditions under which Hazardous Crossing Aid was approved for the 2003-04 school year continue to exist at the beginning of the 2025-2026 school year. The Hazardous Crossings are Ogden Avenue; Harlem Avenue; Joliet Road; and, First Avenue.

ADOPTED this 24th day of June 2025

Board of Education
Lyons School District No. 103
County of Cook, State of Illinois

BY: _____
Jorge Torres, President

ATTEST: _____
Sara Andreas, Secretary

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: 6/17/2025 10:01:34 AM

Generated By: vanderploegg

1. Contact Information for Person Completing This Form

Last Name* <input type="text" value="Rivera"/> Phone* <input type="text" value="708"/> <input type="text" value="783"/> <input type="text" value="4100"/> Extension <input type="text"/>	First Name* <input type="text" value="Kristopher"/> Email* <input type="text" value="riverak@lyons103.org"/>	Middle Initial <input type="text"/>
---	---	--

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:

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. District Migrant Education Program Liaison

Last Name <input type="text" value="Vander Ploeg"/> Phone <input type="text" value="708"/> <input type="text" value="334"/> <input type="text" value="2471"/>	First Name <input type="text" value="Guadalupe"/> Extension <input type="text"/>	Middle Initial <input type="text"/> Email <input type="text" value="vanderploegg@lyons103.org"/>
--	---	---

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Program Liaison may notify ISBE at 312-814-3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has information that a migratory child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Every Student Succeeds Act of 2015) - Title I, Part C Education of Migratory Children.

5. General Completion Instructions

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

Required fields on each page are dependent upon funding sources selected on the Needs Assessment and Programs tab.

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

Amendments

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

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

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

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2025-2026.* [1]

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

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

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

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.

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, 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.

3. Will the LEA braid funding?* Indicate the funds that will be braided, and select the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, select no.

Braiding of Funds

- Yes No

4. Will the LEA hybrid-blend Title II and/or Title IV funding?* Indicate all that apply, and select the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, select no.

Transfer of Funds

- Yes No

If Yes Transfer of Funds is selected, you will need to indicate which fund sources are being transferred and if it will be partial or all in the box below.

- | | | |
|---|--|---|
| <input type="checkbox"/> Title II to Title I | <input type="checkbox"/> Transfer Partial Funds | <input type="checkbox"/> Transfer All Funds |
| <input checked="" type="checkbox"/> Title IV to Title I | <input checked="" type="checkbox"/> Transfer Partial Funds | <input type="checkbox"/> Transfer All Funds |
| <input type="checkbox"/> Title II to Title IV | <input type="checkbox"/> Transfer Partial Funds | <input type="checkbox"/> Transfer All Funds |
| <input type="checkbox"/> Title IV to Title II | <input type="checkbox"/> Transfer Partial Funds | <input type="checkbox"/> Transfer All Funds |

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

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

([count] of 7500 maximum characters used)

The district ensures fidelity of MTSS implementation as defined by the SAM-I, which covers the six domains of MTSS, including Leadership, Building the Capacity/Infrastructure for implementation, communication and collaboration, database problem solving, three-tiered instructional/intervention model, and data evaluation.

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 Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

- Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- Include any additional information relevant to this planning document. Provide targeted responses where noted.
- 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

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

Title I grants funds provide support for our students in core content of math and reading through interventionist and bilingual teachers. Supports are also provided for our teachers via professional learning in forms of conferences, consultants, and in-district training. Will we use an IL Quality Framework Supporting Rubric for the Needs Analysis.

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

Title I, Part A - School Improvement Section 1003 grant funds will be used to provide additional compensation for staff supporting the implementation of targeted actions aligned to two school improvement goals at Costello Elementary School. School Improvement Goals
 Goal 1: By the summer of 2027, the percentage of K-1 students scoring at "low risk or above" on the FastBridge Early Reading Benchmark Assessment will increase from 33% to 40%. For grades 2-5, the percentage scoring "low risk or above" on the FastBridge Reading Benchmark Assessment will increase from 45% to 51%.
 Goal 2: By the spring of 2026, 25% of students will meet or exceed growth targets on the IAR Math Assessment, as measured by Student Growth Percentile (SGP) reports. By the spring of 2027, this percentage will increase to 35%.
 Targeted Activities and Use of Funds
 Curriculum Alignment and Assessment
 Grant funds will support ELA and Math teachers in implementing district-aligned curriculum maps and pacing guides to ensure consistent instructional delivery. Funds will also support the development and implementation of common assessments to monitor student progress and inform instructional adjustments.
 Professional Development
 Teachers will participate in targeted professional learning, including training on the StudySync curriculum and strategies for supporting struggling students. Emphasis will be placed on actionable, classroom-ready techniques.
 Research and Planning
 A portion of the funds will be allocated to conduct surveys with students and families to identify key drivers of chronic absenteeism. The results will inform a comprehensive action plan aimed at improving attendance rates across all student groups.
 Committee and Leadership Support
 Compensation will be provided to members of the Common Assessment Committee and Building Leadership Team for their participation in after-school meetings. Funds will also cover substitute teacher costs to allow regular classroom teachers to attend school-day planning and leadership sessions.
 Attendance Improvement Strategies
 The Building Leadership Team will implement research-based strategies from the "Attendance Works" framework to address identified barriers to student attendance and increase overall attendance rates.
 Training and System Management
 Training will be provided to teachers and office staff on the accurate use of Skyward for recording and managing attendance data. Accurate attendance reporting is critical to the implementation and evaluation of attendance-related interventions.
 Parental Engagement
 Funds will support parent communication initiatives, including the distribution of attendance-related nudge letters, follow-up phone calls, and parent education sessions. Incentives will be provided to encourage participation in parent surveys to ensure a high-quality data set for planning and improvement purposes.
 Building Leadership Meetings
 Additional substitute coverage will be provided to support daytime meetings of the Building Leadership Team. This ensures focused, collaborative planning without disruption to daily classroom instruction.

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 programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and 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 (6th-8th grade) and Imagine

Language and Literacy (K-5th grade) 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

In response to the changing requirements of our English Learner (EL) population, and in consultation with Ayala and Associates, we are dedicated to refining our educational offerings to ensure both compliance and effectiveness. We have set forth the following objectives to support our educators and leadership in delivering superior EL services: Objectives: Enhance Educator Expertise: Provide our educators with thorough understanding and training on Illinois Article 14C regulations to ensure our English learner services adhere to state standards. Leadership Support: Aid our school leaders in the effective execution and oversight of EL services, ensuring adherence to legal requirements. Promote Collaborative Practices: Foster collaboration between teachers and administrators to drive successful outcomes in our EL programs. Implementation Plan: Planning and Needs Assessment (March - June): Evaluate existing practices for EL students. Identify discrepancies and ensure alignment with Article 14C standards. Examine and realign staffing as necessary. Professional Development Delivery (Summer/2025-2026 School Year): Implement training on Article 14C and Transitional Bilingual Education (TBE) requirements.

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. After reviewing the 5 Essential Survey data, it was determined that Social Emotional Learning is needed to promote a positive school climate through the use of Caring School Community. After reviewing student achievement data, it was determined that opportunities for STEM enrichment lessons and activities are needed to improve student math achievement.

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

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

Students with IEPs went from 384(18%) to 340(16%) between 2022 to 2023, a 2% decline. Of those 16%, 78% were Hispanic, while 14% were white. Achievement gaps for students with IEPs compared to those without IEPs has declined in 2023 to -14% in ELA and -9% in Math. The 5 Essentials Survey (2024) assigned a score of 29 out of 100 based on our staff's responses regarding Instructional Leadership. 5 additional teachers, from the previous year, agreed or strongly agreed to the statements in this area.

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, Caring School Communities, 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.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

District Goal(s):

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

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).*

Check all that apply.

- A. Teachers (1,7,8)
- B. Principals (1,7,8)
- C. Other school leaders (1,8)
- D. Paraprofessionals (1)
- E. Specialized instructional support personnel (1,2,3,4,8)
- F. Charter school leaders (in a local educational agency that has charter schools) (1)
- G. Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- H. Parent liaisons
- I. Title I director (1)
- J. Title II director (1)
- K. Bilingual director (Administrator overseeing EL Services) (1,6,8)
- L. Title IV director (1)
- M. Special Education director
- N. Guidance staff
- O. Community members and community based organizations (7)
- P. Business representatives (2,3,4)
- Q. Researchers (7)
- R. Institutions of Higher Education (7)
- S. Homeless Liaison
- T. Other - specify
- U. Additional Other - specify

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = EL - BSP

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

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District Plan needs.

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([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 - Jorge TorresAdministration - Kris Rivera, Christopher Jamrose, Brandon Braison, LaTasha Bailey, Christopher Cybulski, Nicole Lawler, Regina Redd, Theresa Silva, Kim West, Guadalupe Vander PloegCertified Staff - Jessica Koester, Susanne Stevenson, Lauren Gregorcy, Molly Woo, Kerri Pajeau, Melanie Hill, Patty Crowley, Anna Strizak & Steven Karon.Support Staff- Jeffrey Rice School Improvement Committee- Colleen Ryan, Colleen Wereldsma, Eileen Cahill, Eric Rauch, Vanessa Ahmed, Christopher Cybulski, Kathleen Shaevel, Kerri Pajeau, Kim West, Kristopher Rivera, Ana Verduzco, Lynn Kerby, Molly Woo, Regina Redd, Ruth Poage, Susie PantazisB-3 Parent/Community Advisory: Bina Habibi, Hilda Celio, Tina Davis, Denisse Zermeno, Jessica Zermeno, Stephanie Lukich Roldan, Sonya Pencheva, Anne Morley, Chris Grunow, Elizabeth Rios, Nuestras Familias Cicero PI, Alejandra Cornejo Aguilera, Alissa West, Alma Janet Padilla, Alyssa Harling, Elizabeth Amaya, Ana Lilia Ruiz-Lopez, Brenda Aranda, Brenda Verence Silva Pacheco, Cindy Albor, Bricela de Arcos, Liz Bethell, Edith Chavez-Garcia, Maria Fabiola Morales Rodriguez, Stephanie Ibarra, Karen Polich, Karla Tapia, Stuart Kerr, Kelly Picton, Katherine Yanes, Melissa Paloucek Larson, Diana Carolina Torres Loaliza, Melissa Solis, Rosa Hernandez, Rosalina Salamanca, Serina Kogut, Shannon Medic Yans, Veronica Hernandez Gonzalez, Yesenia GonzalezDistrict Meeting Dates - 4/17/24, 8/18/24, 12/4/24, 12/16/24, 4/30/25School Improvement Meeting Dates- 09/11/24,10/09/24, 11/06/24, 12/04/24, 01/08/25, 02/05/25, 03/05/25, 04/09/25, 05/07/25B-3 Parent/Community Meeting Dates: 8/18/24, 10/09/24, 02/19/25, 04/30/25Process - The Community Committee has been reviewing our plans and assessing their connection to district goals and student needs. The School Improvement Committee has been completing the needs assessment process to set improvement goals identified as a result of the needs assessment. The B-3 Advisory committee reviews the plans of the B-3 program. Assessing their connection to community 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 - Jorge 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 School Improvement Committee- Alysse Kohler, Colleen Ryan, Colleen Wereldsma, Eileen Cahill, Eric Rauch, Jessica Beristain, Joshua Dakins, Kathleen Shaevel, Kerri Pajeau, Kim West, Kristopher Rivera, Kyle Novak, Lynn Kerby, Molly Woo, Regina Redd, Ruth Poage, Susie PantazisB-3 Parent/Community Advisory: Bina Habibi, Hilda Celio, Tina Davis, Denisse Zermeno, Jessica Zermeno, Stephanie Lukich Roldan, Sonya Pencheva, Anne Morley, Chris Grunow, Elizabeth Rios, Nuestras Familias Cicero PI, Alejandra Cornejo Aguilera, Alissa West, Alma Janet Padilla, Alyssa Harling, Elizabeth Amaya, Ana Lilia Ruiz-Lopez, Brenda Aranda, Brenda Verence Silva Pacheco, Cindy Albor, Bricela de Arcos, Liz Bethell, Edith Chavez-Garcia, Maria Fabiola Morales Rodriguez, Stephanie Ibarra, Karen Polich, Karla Tapia, Stuart Kerr, Kelly Picton, Katherine Yanes, Melissa Paloucek Larson, Diana Carolina Torres Loaliza, Melissa Solis, Rosa Hernandez, Rosalina Salamanca, Serina Kogut, Shannon Medic Yans, Veronica Hernandez Gonzalez, Yesenia GonzalezDistrict Meeting Dates - 3/4/24, 3/11/24, 3/18/24, 3/26/24Community Meetings Dates - 2/20/24, 3/26/24School Improvement Meeting Dates- 11/15/23, 12/20/23, 1/18/24, 1/25/24, 2/29/24, 3/27/24B-3 Parent/Community Meeting Dates: 9/13/23, 12/6/23, 2/14/24, 4/17/24Process-The Community Committee has been reviewing our plans and assessing their connection to district goals and student needs. The School Improvement Committee has been completing the needs assessment process to set improvement goals identified as a result of the needs assessment. The B-3 Advisory committee reviews the plans of the B-3 program and assesses their connection to community 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 and diverse populations. [2]**

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

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([count] of 7500 maximum characters used)

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 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 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]**

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([count] of 7500 maximum characters used)

The EL Services Director and Parent Liaisons will conduct surveys to identify preferred activities to gauge parental interest and encourage participation. Our aim is to foster parent engagement and enhance their ability to support their children's education at home. Planned activities are designed to connect parents more closely with the educational community through various events, including family gatherings, informative sessions by speakers and consultants, and targeted parent training programs.Among these activities, we are excited to offer sessions designed by the Illinois Resource Center, focusing specifically on fostering parental involvement in our central initiatives. Additionally, we will host sessions dedicated to the importance of biliteracy, demonstrating our commitment to bilingual education and cultural literacy.We also recognize some parents' unique challenges, particularly with technology and language barriers. To address these issues, we will offer workshops, including sessions conducted in Spanish, to assist parents in navigating these obstacles. Our parent liaisons are here to provide support through registration workshops and more, ensuring all parents feel confident in their ability to contribute to their child's academic journey.

Response from the prior year Consolidated District Plan.

The EL Services Director and Parent Liaisons will conduct surveys to identify preferred activities to gauge parental interest and encourage participation. Our aim is to foster parent engagement and enhance their ability to support their children's education at home. Planned activities are designed to connect parents more closely with the educational community through various events, including family gatherings, informative sessions by speakers and consultants, and targeted parent training

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Title I Requirement:

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

[FSEA 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 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

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic School Consultation Form Nonpublic Consultation Form
Our Lady Of Charity	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): 11	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen

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

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{[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 are invited to 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. We created a transition form for our EC students going to Kindergarten. This form gives their new kindergarten teacher the academic and social-emotional information they will need on the student. Teachers working in our Early Childhood program offer the Kindergarten team times to set up transition meetings face-to-face to discuss incoming students.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 are invited to 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. We created a transition form for our EC students going to Kindergarten. This form gives their new kindergarten teacher the academic and social-emotional information they will need on the student. Teachers working in our Early Childhood program offer the Kindergarten team times to set up transition meetings face-to-face to discuss incoming students.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.

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[(count) of 7500 maximum characters used]

District 103 uses the reading curriculum Wonders (grades K-5), Maravillas (grades K-5) and StudySync (grades 6-8), which incorporates SEL standards and gives teachers guidance on scaffolds needed to make the curriculum accessible to EBs. For the math component, the district uses iReady for grades K-5 and iReady for grades 6-8th. It also uses Spring Math for K-8th grade intervention. These resources provide conceptual, procedural, and application approaches to the state standards. They also have many visuals and graphic organizers that support our Emerging Bilingual 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 and 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. It also uses Spring Math for K-8th grade intervention. These resources provide conceptual, procedural, and application approaches to the state standards. They also have many visuals and graphic organizers that support our Emerging Bilingual 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]

District 103 will utilize Fastbridge data to identify students at risk. Students that fall below the 20th percentile are considered at risk of failure. Students receive Tier 3 intervention support. For EL students we also utilize Fastbridge, however we also include data from ACCESS to see what domains the students need additional help in. To strengthen instructional practices and improve outcomes for our Emergent Bilingual (EB) population, certified personnel will engage in targeted professional development focused on the Sheltered Instruction Observation Protocol (SIOP) and Native Language Instruction. For the 2025-2026 school year, the district has partnered with the Center for Applied Linguistics to implement a Train-the-Trainer model. This initiative will build the capacity of school leaders and instructional coaches by equipping them with the knowledge, skills, and dispositions necessary to effectively advocate for and implement native language instruction. By prioritizing high-quality professional development, we aim to ensure that all educators are well-prepared to meet the linguistic and academic needs of our EB students. Expanding the number of certified personnel who can effectively serve and support our Emergent Bilingual (EB) population has been a key district priority. For the 2025-2026 school year, we will have six full-time EL teachers at the middle school level, three bilingual teachers in the early childhood grades, and two full-time EL teachers at each elementary school. To ensure these educators are fully equipped to meet the diverse needs of our EB students, we are prioritizing high-quality professional development aligned to evidence-based practices and language development frameworks.

Response from the prior year Consolidated District Plan.

District 103 will utilize Fastbridge data to identify students at risk. Students that fall below the 20th percentile are considered at risk of failure. Students receive Tier 3 intervention support. For EB students we also utilize Fastbridge, 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 2024-2025, we will add a full-time teacher at the middle school. 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. Laptops) 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. Increasing certified personnel that can service and support our EB population has been a focus for the district. For SY 2024-2025, 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.

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

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

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

[(count) of 7500 maximum characters used]

Students identified as needing additional support will receive tailored interventions to help them meet challenging state academic and language standards. These interventions include "Success Time" during the school day, "WIN (What I Need)" sessions after school, and targeted summer school programs. For English learners (EL) and immigrant students, we offer a dedicated summer school section staffed exclusively by EL or bilingual-endorsed teachers. These teachers select curricula that specifically target the language skills EL students need to develop. Additionally, teachers receive training on various tools to enhance student achievement, such as Google Suite, Math, and Imagine Language and Literacy. These tools are essential for scaffolding and differentiating instruction, allowing teachers to meet students at their current proficiency levels. To ensure effective support for newcomer students, we prioritize the use of Imagine Language and Literacy, a program specifically designed to help these students develop foundational language skills. Our comprehensive approach ensures that all students, particularly those facing language barriers, have access to the resources and support they need to succeed academically. Overall, our strategy focuses on providing personalized, evidence-based educational assistance, ensuring that every student can achieve their full potential. By leveraging specialized programs, trained educators, and targeted resources, we create an inclusive learning environment where all students can thrive.

Response from the prior year Consolidated District Plan.

Students identified as needing additional support will receive tailored interventions to help them meet challenging state academic and language standards. These interventions include "Success Time" during the school day, "WIN (What I Need)" sessions after school, and targeted summer school programs. For English learners (EL) and immigrant students, we offer a dedicated summer school section staffed exclusively by EL or bilingual-endorsed teachers. These teachers select curricula that specifically target the language skills EL students need to develop. Additionally, teachers receive training on various tools to enhance student achievement, such as Google Suite, Math, and Imagine Language and Literacy. These tools are essential for scaffolding and differentiating instruction, allowing teachers to meet students at their current proficiency levels. To ensure effective support for newcomer students, we prioritize the use of Imagine Language and Literacy, a program specifically designed to help these students develop foundational language skills. Our comprehensive approach ensures that all students, particularly those facing language barriers, have access to the resources and support they need to succeed academically. Overall, our strategy focuses on providing personalized, evidence-based educational assistance, ensuring that every student can achieve their full potential. By leveraging specialized programs, trained educators, and targeted resources, we create an inclusive learning environment where all students can thrive.

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, allowing them to get the text at their level but also giving 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 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, allowing them to get the text at their level but also giving 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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([count] of 7500 maximum characters used)

To address disparities that might result in low-income and/or minority students being taught by ineffective, inexperienced, or out-of-field teachers, our district has implemented a comprehensive and systematic approach. This includes the following policies and steps: 1. Teacher Evaluations: We conduct regular and rigorous teacher evaluations based on a standardized rubric that measures instructional effectiveness, student engagement, and professional growth. These evaluations help identify teachers who need additional support and professional development. 2. Data Analysis: We utilize data analytics to monitor and identify any patterns of disparities in teacher assignments. This includes examining the distribution of teacher qualifications, experience, and effectiveness across different schools and student populations. 3. Targeted Professional Development: Based on evaluation results and data analysis, we offer targeted professional development opportunities. This includes workshops, training sessions, and courses designed to enhance teaching skills and content knowledge, particularly for those identified as ineffective or inexperienced. 4. Mentoring and Coaching: New and inexperienced teachers are paired with experienced mentors who provide guidance, support, and feedback. Additionally, instructional coaches work with teachers on a regular basis to improve instructional practices and classroom management skills. 5. Recruitment and Hiring Practices: We prioritize the recruitment and hiring of highly qualified and experienced teachers for schools serving low-income and minority students. This includes partnerships with universities and teacher preparation programs to attract top talent. 6. Incentives for High-Need Schools: To attract and retain effective teachers in high-need schools, we offer incentives such as salary bonuses, additional resources, and professional growth opportunities. 7. Community and Stakeholder Engagement: We involve parents, community members, and stakeholders in the process of identifying and addressing disparities. Regular feedback and input are sought to ensure transparency and accountability. By implementing these policies and steps, we aim to ensure that all students, regardless of their socio-economic background or ethnicity, can access highly effective and experienced teachers. This comprehensive approach helps us identify disparities early and take corrective actions to provide equitable education for all students.

Response from the prior year Consolidated District Plan.

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

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([count] of 7500 maximum characters used)

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 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 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 has 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 state standards.

Response from the prior year Consolidated District Plan.

The district has 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 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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[[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 2024-2025 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.

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

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

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

[[count] of 7500 maximum characters used]

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 2025-2026 school year, we will expand the opportunity to select eighth-grade students to participate in an enrichment, dual enrollment pilot program offered at one of our feeder high schools. The STEM program 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 who complete the pilot program will receive high school credit for science and math and can participate in the College Board's Advanced Placement testing, which, depending on their participation and assessment score, will earn them college credit. The STEM program saw high success at the high school's sister location. The program is inquiry-based, taught by teachers endorsed in math and science, and approved by 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, develop critical-thinking skills, improve communication and critiquing skills, and enhance students' understanding of complex topics and issues. Additionally, during the 2024-2025 school year, we will expand the opportunity to select eighth-grade students to participate in an enrichment, dual enrollment pilot program offered at one of our feeder high schools. The STEM program 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 who complete the pilot program will receive high school credit for science and math and can participate in the College Board's Advanced Placement testing, which, depending on their participation and assessment score, will earn them college credit. The STEM program saw high success at the high school's sister location. The program is inquiry-based, taught by teachers endorsed in math and science, and approved by 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 2025-2026 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

- Be sure to include information on how participating private schools will be included in the professional development plans.

- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

Title I 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

For the 2025-2026 school year, several professional development activities will be funded across various programs, each aimed at enhancing educational practices and student outcomes:1. Curriculum Alignment and Assessment: ELA and Math teachers will receive support in adhering to district-aligned curriculum maps and pacing, ensuring consistency across educational content. Professional development will also focus on the creation and use of Common Assessments, which are essential for monitoring student progress and adapting instruction to meet individual learning needs.2. Professional Development: Teachers will engage in professional learning opportunities specifically designed around the StudySync curriculum and effective strategies for supporting struggling students. This training will equip teachers with practical tools and techniques that can be immediately applied in the classroom.3. Research and Planning: Professional development will extend to activities that help identify the root causes of high absenteeism among Children with Disabilities (CWD), particularly within the Black student population. Insights gained from targeted surveys of students and parents will guide the development of tailored strategies to mitigate these challenges.4. Committee and Leadership Support: Members of the Common Assessment Committee and the Building Leadership Team will receive compensation for their extended duties beyond regular school hours. This includes development sessions that are crucial for strategic planning and the effective implementation of school improvement initiatives.5. Attendance Improvement Strategies: The Building Leadership Team will use "Attendance Works" resources to implement research-based strategies to improve attendance. This program will involve professional development on deploying these strategies effectively based on identified student needs.6. Training and System Management: Professional development will cover the accurate and efficient use of SkyWard for entering student attendance, ensuring that teachers and secretaries are well-versed in leveraging this system to maintain reliable attendance records. These initiatives represent a comprehensive approach to professional development, focusing on both enhancing academic instruction and addressing barriers to student attendance, thereby supporting a holistic educational environment.

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-8), Spring Math (K-8), and McGraw Hill: Wonders/Maravillas/StudySync 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. Instructional Coaches will be trained on Sheltered Instruction Observation Protocol (SIOP) Strategies and use the strategies during grade level team meetings with teachers.

G. Title III - LIEP

For the 2025-2026 school year, English Learner (EL) students in grades K-5 will continue to utilize Wonders and Maravillas for core English Language Arts instruction, supplemented by Imagine Language & Literacy to support language development. EL students in grades 6-8 will receive instruction through StudySync for English Language Arts and Summit K12 for targeted English Language Development. To support Tier 2 and Tier 3 language learners, Imagine Language & Literacy, a research-based intervention program, will be used to provide differentiated instruction. Additionally, Read Naturally will be implemented for dually identified EL students in grades 1-8, addressing their unique language and literacy needs. Resource teachers will receive training on the use of Read Naturally to ensure effective implementation. To strengthen instructional practices, bilingual teachers, ESL teachers, and General Program of Instruction (GPI) teachers will participate in professional development focused on SIOP (Sheltered Instruction Observation Protocol) strategies and native language instruction. LIEP funds will be allocated to expand access to high-quality native language literacy materials, including the addition of Spanish-language books to classroom and school libraries. Funds will also support technology acquisition (e.g., headsets and translation devices) and ongoing professional learning opportunities for instructional staff.

H. Title III - ISEP

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

To improve student academic achievement, the Title IV, Part A program will fund professional development activities focused on enhancing digital literacy and effective use of educational technology. Staff will receive training on tools like iReady Math, Imagine Language & Literacy, Clever, and Google Suite for Education to ensure they can effectively integrate these resources into their teaching. Additionally, professional development will include training on Navigate 360, a comprehensive platform for school safety and student wellness, to support a holistic approach to student success. These activities aim to equip educators with the skills and knowledge to utilize technology for maximizing student engagement and learning outcomes.

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

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

8% of students with an IEP Met Expectations on the 2023 English Language Arts IAR and 5% in Math. This is an increase in the previous year of 5% in ELA and 2% 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 have decreased from the previous year. In Math the gap will be -9% in 2023 from -11% in 2022. In ELA, the gap difference -14% in 2023 from a -19% in 2022. 18.2% of students taking the DLM assessment Met Expectations on the 2023 DLM Math assessment and 9% Met Expectations in the English Language Arts assessment. This has increased from the 2022 DLM, a 4% increase in ELA and 2% increase in Math. The 5 Essential Survey assigned a score of 29 out of 100 based on our staff's responses regarding Instructional Leadership. While the score of 29 stayed the same from 2022, there are 5 additional teachers who agreed or strongly agreed to the statement in this area. Joint Planning and Scheduling: Collaborative planning sessions are held to design a PD schedule that aligns with both district goals and cooperative resources. This includes creating a calendar of workshops, seminars, and training sessions. Resource Sharing: The district leverages the cooperative's expertise, resources, and trainers to deliver high-quality professional development. This includes accessing specialized materials and expertise that might not be available internally. Trainer Expertise: Engaging external experts or specialists through the cooperative to provide in-depth training on complex topics. These experts can offer insights and hands-on training that enhance the district's professional development efforts. Feedback Mechanisms: Implementing feedback systems to gather input from participants on the effectiveness of the PD sessions. This feedback helps in refining future training programs and ensuring they meet the needs of educators. Evaluation and Reporting: Both the district and cooperative work together to evaluate the impact of professional development initiatives. They analyze data on teacher performance, student outcomes, and adherence to IDEA requirements to report progress and make necessary adjustments. By integrating these strategies, the district ensures that IDEA funds are used effectively to support professional development, thereby improving educational outcomes for students with disabilities and fulfilling federal

requirements.

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.

Legislative Requirement:

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

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

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

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- 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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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]

A whole district Positive Behavior Support System was developed and will be implemented for the 2025-2026 school year at all Lyons 103 schools. Additionally, principals and district leaders are working with IL MTSS to provide professional development to staff. Additional training in ACES and Trauma Informed Care to better serve our students. 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 developed and will be implemented for the 2024-2025 school year at all Lyons 103 schools. Additionally, principals and district leaders are working with IL MTSS to provide professional development to staff. Additional training in ACES and Trauma Informed Care to better serve our students. 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.

- 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 needed 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"/>	6/24/2025
2004 - HOME ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/24/2025
2005 - LINCOLN ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/24/2025
2006 - J W ROBINSON JR ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/24/2025
2007 - WASHINGTON MIDDLE SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/24/2025
2008 - COSTELLO SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/24/2025

Describe anticipated Reorganizations:

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

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

ISBE Goals:

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

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

1. School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).* (Section 1112(b)(3))

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

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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 is committed to enhancing student achievement by implementing programs that align with our objectives to engage all stakeholders in creating a healthy and safe learning environment. Our approach emphasizes the faithful implementation of these programs by our certified staff. To ensure our students' learning, climate, and culture continue to improve, we have set forth a comprehensive plan that includes:- Training our staff to effectively implement the curriculum, understand the standards, framework, related resources, and instructional strategies.- Developing our staff professionally to assess students accurately and differentiate instruction, aiming to captivate students with relevant, inquiry-based lessons.- Building leadership capacity and fostering teamwork to guarantee equal access to programming and resources throughout the district.- Forming instructional teams comprising teachers and related service staff to analyze data and support students and schools, especially in areas with identified needs.Our district includes the following schools, each with its specific designation related to our continuous improvement efforts:- George Washington Middle School: Commendable- Costello Elementary: Commendable- Edison Elementary: Commendable- Home Elementary: Commendable- J. Robinson Elementary: Commendable- Lincoln Elementary: CommendableAdditionally, we will:- Conduct Teacher Team Meetings during common planning and/or district meeting times to review student data and identify those needing support, ensuring timely interventions.- Allocate funding for instructional teams to meet, develop professionally, and revise district programs.- Select and provide materials and resources that enhance and extend student learning.- Ensure regular meetings with representatives from across the district and community to revise our goals, assessments, and programming.- Evaluate faculty and staff continuously, promoting high-quality instruction and services.- Seek additional funding to support programs, services, and staff.- Implement strategies to maximize instructional time, allowing for academic and behavior interventions during school hours.- Hire bilingual teachers and staff to cater to our diverse student population.- Engage students in hands-on, real-world, inquiry-based instruction.- Monitor program and intervention fidelity to ensure they are implemented as intended.- Improve and formalize communication across the district, encompassing schools, programs, departments, and communities.- Increase the number of extracurricular activities to engage students outside regular school hours and during summer.- Research and implement best practices for new and updated programming, demonstrating our dedication to student achievement.- Involve community stakeholders to offer academic and socio-emotional support, including financial assistance, medical aid for eyeglasses, student mentoring, and WRAP services.Through these measures, we aim to foster an inclusive, supportive, and effective educational environment that meets the needs of every student in our district.

Response from the approved prior year Consolidated District Plan.

Lyons School District 103 is committed to enhancing student achievement by implementing programs that align with our objectives to engage all stakeholders in creating a healthy and safe learning environment. Our approach emphasizes the faithful implementation of these programs by our certified staff. To ensure our students' learning, climate, and culture continue to improve, we have set forth a comprehensive plan that includes:- Training our staff to effectively implement the curriculum, understand the standards, framework, related resources, and instructional strategies.- Developing our staff professionally to assess students accurately and differentiate instruction, aiming to captivate students with relevant, inquiry-based lessons.- Building leadership capacity and fostering teamwork to guarantee equal access to programming and resources throughout the district.- Forming instructional teams comprising teachers and related service staff to analyze data and support students and schools, especially in areas with identified needs.Our district includes the following schools, each with its specific designation related to our continuous improvement efforts:- George Washington Middle School: Targeted- Costello Elementary: Commendable- Edison Elementary: Commendable- Home Elementary: Commendable- J. Robinson Elementary: Commendable- Lincoln Elementary: CommendableAdditionally, we will:- Conduct Teacher Team Meetings during common planning and/or district meeting times to review student data and identify those needing support, ensuring timely interventions.- Allocate funding for instructional teams to meet, develop professionally, and revise district programs.- Select and provide materials and resources that enhance and extend student learning.- Ensure regular meetings with representatives from across the district and community to revise our goals, assessments, and programming.- Evaluate faculty and staff continuously, promoting high-quality instruction and services.- Seek additional funding to support programs, services, and staff.- Implement strategies to maximize instructional time, allowing for academic and behavior interventions during school hours.- Hire bilingual teachers and staff to cater to our diverse student population.- Engage students in hands-on, real-world, inquiry-based instruction.- Monitor program and intervention fidelity to ensure they are implemented as intended.- Improve and formalize communication across the district, encompassing schools, programs, departments, and communities.- Increase the number of extracurricular activities to engage students outside regular school hours and during summer.- Research and implement best practices for new and updated programming, demonstrating our dedication to student achievement.- Involve community stakeholders to offer academic and socio-emotional support, including financial assistance, medical aid for eyeglasses, student mentoring, and WRAP services.Lyons School District is committed to providing targeted support for Washington Middle School through the application for the 21st Century Community Learning Centers (21st CCLC) Grant. This grant, authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA), aims to create or enhance community learning centers that primarily serve students from low-income families and offer extended learning opportunities outside of regular school hours.Specific Measures for Washington Middle School:1. Partnership with Imagine Learning:Lyons School District has established a strategic partnership with Imagine Learning and Youth Crossroads to deliver specialized educational programs tailored to the needs of George Washington Middle School students. Imagine Learning will provide: - Personalized Learning Solutions: Adaptive software that meets individual student needs in reading, math, and language development. - Progress Monitoring: Tools to assess and track student progress, ensuring timely interventions and support.2. Extended Learning Opportunities:The district will implement extended learning opportunities beyond the standard curriculum to address the specific needs of Washington Middle School students, including: - After-School Programs: Enrichment activities that foster academic, social, and emotional growth. - Summer Learning Camps: Focused programs to prevent summer learning loss and prepare students for the upcoming school year.3. Targeted Interventions and Support Services:Additional resources will be allocated to provide: - Tutoring and Homework Help: Accessible both in-person and virtually to support students in their academic challenges. - Mentoring Programs: Connecting students with positive role models to guide and motivate them towards academic and personal success.4. Family and Community Engagement:Lyons School District will enhance family and community involvement by: - Workshops and Training Sessions: Providing parents and guardians with tools and strategies to support their children's education. - Community Partnerships: Collaborating with local organizations to offer additional resources and support services for students and their families.5. Professional Development for Educators: Continuous professional development opportunities will be provided for teachers and staff at Washington Middle School to: - Improve Instructional Strategies: Focus on differentiated instruction and culturally responsive teaching practices. - Utilize Technology Effectively: Training on integrating Imagine Learning tools and other educational technologies into their teaching.By applying for the 21st CCLC Grant, Lyons School District aims to create a robust support system for George Washington Middle School, ensuring that students have access to the necessary resources and opportunities to thrive academically and personally. This focused approach demonstrates the district's commitment to addressing the unique needs of Washington Middle School and its community.

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

- Yes
- No

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

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

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

Direct Certification.

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

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([count] of 7500 maximum characters used)

Costello Elementary School, designated for Comprehensive school improvement, will receive multifaceted support from the district to enhance educational outcomes. This support will encompass several key areas: Core Instructional Programs: The district will ensure that Costello Elementary has access to qualified teachers and related service staff. Student performance data from various assessments, including IAR, Fastbridge, ACCESS, and Lexile levels, will be actively used to inform instructional decisions. This approach will be complemented by targeted intervention supports based on individual student needs, employing interventionists and related service staff to work in small groups or one-on-one settings. Professional Development: A comprehensive professional development plan will be implemented to enhance teacher effectiveness, focusing on data utilization and instructional practices. This plan includes specific training on the district's curriculum frameworks and educational strategies to support consistent and effective teaching across grade levels. Support and Enrichment Programs: The school will use data-driven methods to identify and support students in need, utilizing research-based resources and strategies for academic and social-emotional development. Programs and clubs will be expanded to increase student engagement, and summer school offerings will address the needs of students requiring additional academic intervention. Health, Safety, and Wellness Programs: Initiatives will be rolled out to promote physical and mental health, including access to wellness resources and comprehensive safety training. The school will work closely with parents and the community to create robust support networks for students. Leadership and Strategic Planning: The Building Leadership Team (BLT) will receive support to revise the master schedule, facilitating effective Tier II interventions. Moreover, the district will fund professional development for the BLT, ensuring that leadership at Costello Elementary is well-equipped to lead improvement efforts. Technology and Infrastructure: Navigate 360 software will be integral to these initiatives, enhancing safety protocols and supporting student well-being through emergency preparedness and mental health tools. By focusing on these areas, the district aims to create a supportive and effective learning environment at Costello Elementary School, addressing both academic needs and overall student well-being in line with 21st-century educational standards.

Response from the approved prior year Consolidated District Plan.

Washington Middle School, designated for targeted school improvement, will receive multifaceted support from the district to enhance educational outcomes. This support will encompass several key areas: Core Instructional Programs: The district will ensure that Washington Middle School has access to qualified teachers and related service staff. Student performance data from various assessments, including IAR, Fastbridge, ACCESS, and Lexile levels, will be actively used to inform instructional decisions. This approach will be complemented by targeted intervention supports based on individual student needs, employing interventionists and related service staff to work in small groups or one-on-one settings. Professional Development: A comprehensive professional development plan will be implemented to enhance teacher effectiveness, focusing on data utilization and instructional practices. This plan includes specific training on the district's curriculum frameworks and educational strategies to support consistent and effective teaching across grade levels. Additionally, the district will conduct a Co-Teaching pilot in English Language Arts. ELA teachers, Resource teachers, and EL teachers will receive professional development on effective co-teaching strategies. Support and Enrichment Programs: The school will use data-driven methods to identify and support needy students, utilizing research-based resources and strategies for academic and social-emotional development. Programs and clubs will be expanded to increase student engagement, and summer school offerings will address the needs of students requiring additional academic intervention. Health, Safety, and Wellness Programs: Initiatives will be rolled out to promote physical and mental health, including access to wellness resources and comprehensive safety training. The school will work closely with parents and the community to create robust student support networks. Leadership and Strategic Planning: The Building Leadership Team (BLT) will receive support to revise the master schedule, facilitating effective Tier II interventions. Moreover, the district will fund professional development for the BLT, ensuring that Washington Middle School's leadership is well-equipped to lead improvement efforts. Technology and Infrastructure: Navigate 360 software will be integral to these initiatives, enhancing safety protocols and supporting student well-being through emergency preparedness and mental health tools. By focusing on these areas, the district aims to create a supportive and effective learning environment at Washington Middle School, addressing academic needs and overall student well-being in line with 21st-century educational standards.

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))

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*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 Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return to the Needs Assessment and Programs page and select IDEA, save the page, and return to this page.

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

ISBE Goals:

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

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

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

DO NOT use special characters, number 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, Wilson Reading Program training Professional Development in the areas of IEP Smart Goal Training Staffing resources in the area of Related Services--Psychologists, SLPs, Social Worker, OT/PTs Provide a brief description of the professional development funded specifically by Title I, Part A- School Improvement 1003 funds. If professional development will not be provided utilizing these funds, enter NONE PROVIDED.

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

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

DO NOT use special characters, number 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 training, Trauma Informed Care, Linda Mood Bell training Professional Development in the areas of IEP Smart Goal Training Staffing 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 training, Trauma Informed Care, Linda Mood Bell training Professional Development in the areas of IEP Smart Goal Training Staffing 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, number 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. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.

<https://www.isbe.net/Pages/SPPAPR-Indicators.aspx>

DO NOT use special characters, number 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 & 2: Graduation Rates and Dropout Not applicable to Elementary & Middle Schools. Indicator 3: Statewide Assessments We're allocating funds to enhance academic programs through curriculum enrichment, the provision of advanced placement courses, and supplemental after-school tutoring (WIN). By leveraging technology, we personalize learning and closely monitor student progress, identifying and supporting struggling students early. Financial support ensures equitable access to assessments for special populations, including students with disabilities and English learners, by providing necessary accommodations and materials. Additionally, we invest in professional development for educators to administer assessments effectively and use data to improve teaching methods. Indicator 4: Suspension and Expulsion Rates We're directing resources towards positive behavior supports and restorative justice practices to improve school climate and discipline. Training in trauma-informed practices and professional development for the Caring School Community Social Emotional curriculum are provided to staff, reducing reliance on punitive measures. Indicators 5 & 6: Educational Environments Funds support professional development for educators to accommodate students with disabilities in the least restrictive environments. Investments in assistive technologies and accessible materials further this inclusion. Indicator 7: Early Childhood Outcomes Investments are being made to expand access to quality early childhood education, focusing on inclusivity for children with disabilities. Early intervention and family engagement efforts are also financially supported. Indicator 8: Parental Involvement We're enhancing parental involvement through workshops, conferences, and events. Funds are also allocated for translation services to ensure all families can participate fully. Indicators 9 & 10: Disproportionality We tackle overrepresentation in special education and disciplinary actions through comprehensive training in evaluation, referral processes, and the implementation of Multi-Tiered Student Supports (MTSS). Restorative justice practices are emphasized to address disciplinary disparities alongside training in cultural competency and implicit bias. Targeted support and intervention programs are in place to address academic disparities. Efforts to ensure fair access to gifted and talented programs involve eliminating identification barriers and implementing universal screening. Our commitment to early childhood education aims to reduce disproportionality by expanding access to inclusive programs supported by collaborations with community partners. Indicator 11: Evaluation Timelines We ensure timely and thorough evaluations, adhering to regulations and involving parents in the development of IEPs or 504 plans. This ensures that students receive needed support promptly. Indicator 12: Early Childhood Transition We focus on smooth transitions into early childhood education, collaborating with families and partners to share relevant information and support. Indicators 13 & 14: Secondary Transition and Post-School Outcomes Not applicable to Elementary and Middle Schools. Our district's dedicated efforts across these indicators showcase our commitment to creating an equitable, supportive, and inclusive educational environment for every student.

*Required field

Overview

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

PROGRAM: Youth in Care Stability
PURPOSE: To comply with ESSA requirements for educational stability for students who are Youth in Care.
REQUIRED FOR: All Illinois school districts and state-authorized charter schools
RESOURCES: [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/vehicle_use_summary.pdf

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

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

5. Local funds

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
<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"/>

[Click here to add information for an additional Youth in Care/Foster Care LEA-POC.](#)

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Channel"/>	<input type="text" value="William"/>	<input type="text" value="Assistant Business Manager"/>	<input type="text" value="channellw@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 here See Section 504 here

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

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

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 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.

5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are identified as Youth in Care.

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

Ensuring educational stability for students identified as Youth in Care (YIC) is a critical responsibility that demands a multifaceted approach, focusing on awareness, training, and systematic follow-through. Our district/school commits to implementing comprehensive strategies to ensure all appropriate personnel are well-informed of the Every Student Succeeds Act (ESSA) requirements related to the educational stability of YIC. This commitment aligns with our overarching goal to provide a supportive, stable, and inclusive academic environment for all students, recognizing the unique challenges YIC faces. Awareness and Education Initial Training Sessions: We will introduce mandatory training sessions for all current and new school personnel, including teachers, administrators, counselors, and support staff. These sessions will cover the ESSA requirements for YIC, emphasizing the importance of educational stability and each staff member's role in supporting these students. The training will be developed and led by experts in educational law, child welfare, and social work. Ongoing Professional Development: Beyond initial training, our district/school will incorporate ESSA requirements and best practices for supporting YIC into regular professional development programs. This approach ensures that the information remains current and top-of-mind for all staff members. Resource Distribution: All personnel will receive a comprehensive guide detailing ESSA requirements for YIC, including protocols for immediate enrollment, transportation logistics, and service coordination. This guide will be available in print and digital form, ensuring easy access at all times. Communication and Collaboration Designated Point of Contact: Each school within our district will designate a specific staff member as the Youth in Care Coordinator (YICC). The YICC will serve as the primary point of contact for issues related to YIC, coordinating efforts between school personnel, child welfare agencies, and other relevant stakeholders. Regular Updates: We will establish a routine communication plan to provide updates on any changes to ESSA requirements or district/school policies affecting YIC. This plan will include email updates, staff meetings, and a dedicated section in our district/school newsletter. Collaboration with Child Welfare Agencies: To enhance our understanding and execution of ESSA requirements, our district/school will foster strong partnerships with local child welfare agencies. These collaborations will offer additional training opportunities and create a more coherent support system for YIC. Monitoring and Support/Compliance Monitoring: Our district/school will implement a system to review our adherence to ESSA requirements for YIC regularly. This will include audits of student records, transportation arrangements, and enrollment practices to ensure compliance and identify areas for improvement. Feedback Mechanism: We will establish a feedback loop involving YIC, their guardians, and child welfare representatives. This feedback will inform ongoing improvements to our policies and practices, ensuring they effectively address the needs of YIC. Support Systems: Recognizing the unique challenges YIC faces, our district/school will develop targeted support systems. These will include tutoring programs, mental health services, and extracurricular activities to promote stability, engagement, and academic success. Conclusion: Our district/school is dedicated to fulfilling the ESSA requirements for educational stability for YIC through comprehensive training, systematic communication, and robust support mechanisms. By ensuring all school personnel are aware of and equipped to meet these requirements, we will create an educational environment where every student, regardless of their circumstances, has the opportunity to succeed and thrive. This commitment aligns with our legal obligations and our moral imperative to support the well-being and educational success of all students within our care.

*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 the 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.

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.

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 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.

*Required field

BSP Overview

Program Name: EL - Bilingual Service Plan

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

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

Contact: Multilingual Department at 312-814-3850
multilingual@isbe.net

BSP Contact Information

771 English Learners (ELs) are in the district

Provide information below for the Director/Bilingual Director/Administrator overseeing EL Services

Last Name*

Phone*

First Name*

Middle Initial

Email*

EL Program Director Requirements:Administrative Endorsement ESL/Bilingual Endorsement [Administrator Requirements](#)

If the above requirements are not checked, provide an action plan describing how the district will meet the administrative requirements. _____

*Required field

771 English Learners (ELs) are in the district

Complete the requested information below by listing your district attendance centers that have ELs, special education co-ops, and nonpublic special education program attendance centers that have outplaced students. This information should reflect current EL programming that aligns to your state SIS records for your current EL attendance center enrollment.

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 working within EL programming. Enter whole numbers only and zero if no teachers in a category.				Language Codes of Certified Bilingual Staff serving ELs Language Codes Alphabetical
			TBE	TPI	Parent Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement	
1.	Lincoln	PreK-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12	4	2	1	001, 030
2.	Costello	PreK-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	16	4	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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12	3	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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	15	2	2	1	001
5.	Robinson	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12	1	1	1	001
6.	Washington	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	11	4	4	1	001
7.	LADSE Multineeds	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 type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
8.	Giant Steps 2500 Cabot Drive, Lisle, Illinois 60532	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 type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0	
9.	LADSE CD	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 type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
10.	LADSE Edison	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 type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
11.	LADSE Home	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 type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
12.	LADSE Lincoln	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 type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
13.	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 type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
14.	LADSE Phono	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 type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
15.	LADSE West	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 type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
16.	SASED	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 type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
17.	Soaring Eagle Academy	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 type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
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 do not align with Illinois and federal requirements (programming and staffing), then describe how the district will ensure that the EL students receive appropriate language support (direct services)/monitoring (refusals/reclassification) from properly endorsed ESL/Bilingual teachers and a plan to obtain/secure/hire an appropriately certified teacher for ESL/Bilingual education.
 ([count] of 2500 maximum characters used)

*If district has more than 25 attendance centers, please email the completed spreadsheet of additional attendance centers to Multilingual/Language Development Department at multilingual@isbe.net or (312) 814-3850.

771 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 staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff. Select the professional development that will be offered in your district for the upcoming fiscal year from the list below.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	08/13/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	32
<input checked="" type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL	08/19/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	25
<input type="checkbox"/> Language Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<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 type="checkbox"/> District Identification Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Program Design	08/15/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	25
<input type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Spanish Language Arts	09/10/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	25
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

*Required field

BSP TBE Requirements

Instructions

771 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program? Yes No

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3). Yes No

Indicate if the district is keeping the evidence for part-time rationale in the students file to support the state criteria (part-time rationale template or evidence to support the placement). If the answer is no, please describe in the comment box below actions to be taken to ensure that district has a process in place to maintain the rational for Yes No

Part-Time Transitional Bilingual Education (TBE) Placement

Does your district have a full-time TBE Spanish program? Yes No

Does your district use Spanish Language Arts Standards? Yes No

Describe the instructional method(s) 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 have historic data for the students. Students can also take the Fastbridge Assessments in Spanish for Math if that is their native language.

Describe evaluation method(s) used to measure students Spanish progress with respect to the Illinois Spanish Language Arts Standards.

We use a multifaceted approach to evaluating progress in student's Spanish progress with response to the Illinois Spanish Language Arts Standards. Unit Exams in Maravillas Spanish Language Arts: Purpose: These exams are designed to assess student understanding and mastery of specific content and skills outlined in the curriculum for each unit. Content Coverage: The exams cover various language arts domains such as reading comprehension, writing skills, vocabulary acquisition, and grammar. Alignment with Standards: Each unit exam is closely aligned with the Illinois Spanish Language Arts Standards, ensuring that the assessments measure relevant competencies and skills. Feedback Mechanism: The results from these exams provide immediate feedback to educators about individual and class-wide learning progress, identifying areas of strength and those needing further instruction. Benchmark Exams in Imagine Espanol: Purpose: Benchmark exams are administered at several points throughout the academic year to evaluate cumulative learning and growth in Spanish language arts. Comprehensive Assessment: These assessments encompass a broad range of skills and knowledge, offering insights into long-term student progress and proficiency. Standards Alignment: The benchmark exams are designed to reflect the goals and expectations of the Illinois Spanish Language Arts Standards, thus ensuring consistency with state educational objectives. Data Utilization: The data collected from these exams help in tracking progress over time, informing instructional adjustments, and providing a basis for interventions where necessary. Integration with Instructional Practices: Data-Driven Instruction: Teachers use the results from these exams to tailor instruction to meet the diverse needs of students, focusing on areas where exam results indicate deficiencies. Professional Development: Regular analysis of exam outcomes helps in identifying needs for professional development, enabling teachers to enhance their instructional strategies in teaching Spanish language arts. Reporting and Improvement: Reporting: Results from unit and benchmark exams are systematically reported to stakeholders, including parents and district administrators, providing transparency and accountability. Continuous Improvement: The ongoing evaluation of exam data contributes to the curriculum's continuous improvement, ensuring that teaching methods and materials are effectively aligned with both the Illinois Standards and the evolving educational needs of students. By utilizing these assessment tools, the district ensures a robust and comprehensive evaluation of students' progress in Spanish Language Arts, aligning educational outcomes with state standards and preparing students for academic success in a bilingual environment.

Comments:

*Required field

TBE Parent Advisory Committee

Instructions

771 English Learners (ELs) are in the district

Does your district offer a TBE program?

Yes
No

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 the districts annual Bilingual Service Plan and EL-EBF Spending Plan that was submitted to ISBE for the upcoming fiscal year. (Required activities can be listed on separate dates, but the review of the BSP must occur after the release of the CDP/BSP and prior to the submission of the CDP/BSP. EL-EBF must be reviewed prior to Oct. 31 of the upcoming fiscal year.)

Identify all members of the Bilingual Parent Advisory Committee. Indicate their role (P-parent, G-guardian, T-teacher, C-counselor, CM-community member) and complete all other fields for each member.

Committee Chairperson	<input type="text" value="Janet Terrazas"/>	Role	<input type="text" value="P"/>	Language(s)	<input type="text" value="English, Spanish"/>	Telephone	<input type="text" value="708"/> <input type="text" value="783"/> <input type="text" value="4700"/>
Street	<input type="text" value="4135 Wenonah Ave"/>	City	<input type="text" value="Stickney"/>	State	<input type="text" value="IL"/>	Zip+4	<input type="text" value="60534"/> <input type="text" value=""/>

Committee Member Street	Silvia Vernor 4100	Role City	CM Scoville	Language(s) State	English, Spanish IL	Telephone Zip+4	708 783 4400 60402
Committee Member Street	Lizette Lopez 4632 S. Clyde	Role City	P Lyons	Language(s) State	English, Spanish IL	Telephone Zip+4	708 783 4000 60402
Committee Member Street	Maria Galvez 8101 Ogden Avenue	Role City	P Lyons	Language(s) State	English, Spanish IL	Telephone Zip+4	708 783 4200 60534
Committee Member Street	Carolina Vargas 4419 Elm Ave	Role City	P Lyons	Language(s) State	English, Spanish IL	Telephone Zip+4	708 229 8060 60534
Committee Member Street	Janet Morales 4052 Gage Ave	Role City	P Lyons	Language(s) State	English, Spanish IL	Telephone Zip+4	773 744 6857 60534
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	

The district certifies that the Bilingual Parent Advisory Committee has had an opportunity to review the Bilingual Service Plan for the upcoming fiscal year prior to submission of this plan to the state.

Name of Committee Chairperson:
Janet Terrazas
Date: 04/09/2025

The district certifies that the Bilingual Parent Advisory Committee will have an opportunity to review the EL-EBF Spending Plan as required by 23 Ill. Admin. Code Part 228.30, Section C, (4) A, by or before Oct. 31.

Name of Committee Chairperson:
Janet Terrazas
Date: 09/11/2025

* 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.

Meeting	Projected Dates	Activity
1.	09/11/2025	Bilingual Advisory Committee Training (required activity).
2.	11/06/2025	Families and Schools; Building Engagement
3.	12/04/2025	Raising a Bilingual Child
4.	03/05/2026	Teaching Kindness; Join Your BPAC

Comments:

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

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

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

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

v.01.31.2024

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?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

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

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=35598&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 Educations employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

- a) Publishing a statement:
 - i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
 - ii) Specifying the actions that will be taken against employees for violations of such prohibition.
 - iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
 - 1) Abide by the terms of the statement; and
 - 2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
 - b) Establishing a drug-free awareness program to inform employees about:
 - i) The dangers of drug abuse in the workplace;
 - ii) The grantees or contractors policy of maintaining a drug-free workplace;
 - iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - iv) The penalties that may be imposed upon an employee for drug violations.
 - c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
 - d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
 - e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
 - f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
 - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

Instructions for Certification

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

v.01.10.2025

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 85-32](#) "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.04.23.2021

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.01.31.2024

Assurances

Instructions

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

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

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

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

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

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

v.09.08.2021

Not calling IWAS Web Service

Signature of School District Superintendent / Agency Administrator

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

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

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

Application was created on:

3/25/2025

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

This Application has not been submitted

Page Review Status Instructions

Expand All

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

Save

Selectable Application Print

Request Print Job

[_Consolidated District Plan](#)

Requested Print Jobs

[Requested by vanderploegq on 6/17/2025](#)

Completed Print Jobs

[Completed - vanderploegq on 6/12/2025 3:01:48 PM](#)

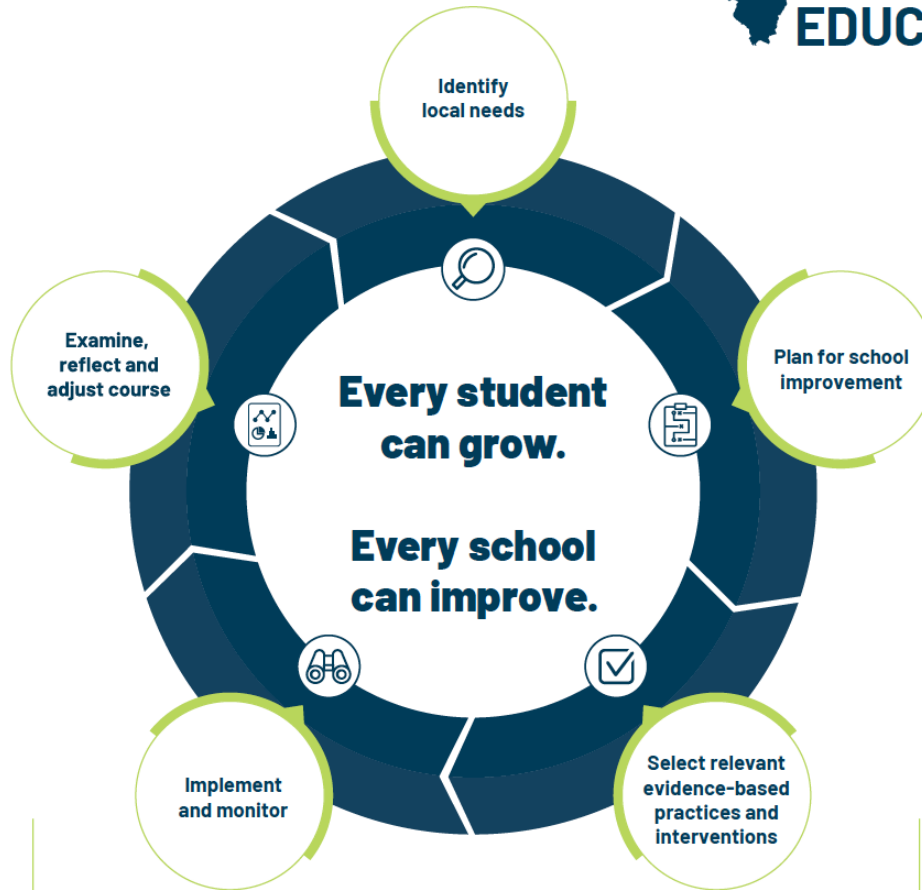
School Improvement Plan

School:	Costello Elementary School
Year:	2025-2026
Date Completed:	May 20 th , 2025
Local Board Approval Date:	June 2025

School Improvement Planning Team	
Name	Title/Role
Chris Jamrose	Principal
Maggie Matchinis	Instructional Coach
Lindsey Van Der Aa	Psychologist
Pam DeBord	EL Teacher
Jackie Barth	Special Education Teacher
Alison Balmer	4 th Grade Teacher
Melissa Migala	5 th Grade Teacher
Christine Colucci	2 nd Grade Teacher
Kristi Schlutt	Kindergarten Teacher
Katie Buckley	Physical Education Teacher
Samantha James	Special Education Coordinator
Becky Flores	Interventionist
Kris Rivera	Superintendent
Kim West	Director of Student Services
Regina Redd	Director of Curriculum & Instruction
Guadalupe Vander Ploegg	Director of ELL Services

School Improvement Planning Team Members:

District and School Administrators
Grade Level/Content Area Representation
TA/Paraprofessional Representation
Specials Area Staff Representation
Special Education Representation
Teacher's Union Representation



Identify local needs (PLANNING YEAR)

- [Identify a school leadership team](#)
- [Build a stakeholder advisory group](#)
- Conduct a school-level needs assessment
- [Conduct a root cause analysis](#)
- Present results to the stakeholder advisory group

Identify local needs (IMPLEMENTATION YEAR)

- Review composition of school leadership team
- Review composition of stakeholder advisory group
- Survey staff on implementation of school improvement plan and future professional development needs



Plan for school improvement

- [Develop a school improvement plan](#) with the following elements:
 - [SMART goals](#)
 - Key activities, timelines, and funding sources that address resource inequities, along with people responsible for implementation
 - Local assessment(s) to measure academic progress
 - Monitoring plan that includes all SMART goals
- [SIP Template](#)
- [Elementary SIP Example](#)
- [Middle School SIP Example](#)
- [High School SIP Example](#)



Select relevant evidence-based practices and interventions

- [Confirm evidence-based practices align with ESSA](#)
- [EdReport](#)
- [What Works Clearinghouse](#)
- [Evidence-based funding best practice recommendations](#)



Implement and monitor

- Communicate the school improvement plan to all stakeholders
- Implement the school improvement plan
- Monitor implementation and progress toward SMART Goals



Examine, reflect and adjust course

- Analyze and update the following elements within the school improvement plan:
 - SMART goals
 - Key activities, timelines, and funding sources that address resource inequities, along with people responsible for implementation
 - Local assessment(s) to measure academic progress
 - Monitoring plan that includes all SMART goals

Resources to Support School Improvement Efforts

- [Year in the Life of School Improvement: Getting Started](#)
- [Monthly Topics and Tasks: Getting Started](#)
- [Year in the Life of School Improvement Implementation](#)
- [Monthly Topics and Tasks Implementation](#)

This step is meant to focus on prioritizing school needs.

DIRECTIONS: Complete the empty boxes below to Identify Local Needs and begin to Plan for School Improvement. See the School Improvement Plan examples provided. ([Elementary SIP example](#), [Middle School SIP example](#), and [High School SIP example](#))






School Designation	Report Card Year
Comprehensive	2024-2025
What other data sources, besides state assessment results, do you have available that will help you analyze the root cause for any identified school-based improvement needs? (Ex: Attendance data, grade reports, student discipline data, etc.)	
We have demographic data, perception data, school processes data, and student learning data. Of these four data types, we focused mainly on 5 essentials survey perception data, attendance data, local assessment data, ACCESS scores, vertical/horizontal alignment maps, and Fastbridge benchmarking data.	
Based on the data source review, which areas should be a priority in this school improvement plan?	
Priority 1: <i>Alignment of Illinois Learning Standards (Common Core) with the mathematical instructional program.</i>	
Priority 2: <i>Professional development opportunities for teachers that are specific to meeting the wide needs of students and is supported by educational research.</i>	
Priority 3:	

The Importance of SMART Goals

What is a SMART goal and why is it important?

A goal is much more than simply saying that you want to learn about and/or improve on something; rather, it more specifically describes what you want to achieve. SMART goals for school improvement plans should be grounded in student outcomes - measures of what students know and are able to do. SMART goals, with their detailed structure, provide focus as well as a clear idea of what you want to achieve. This structure makes it easier to:

- plan relevant action steps/activities
- measure progress toward achieving the goal
- know when you have met your goal

	 SPECIFIC	 MEASURABLE	 ACHIEVABLE	 RELEVANT	 TIMEBOUND
Definition	When setting a goal, be specific, focused, and clear.	Use metrics to keep your plan on track and measure results.	Know how you will accomplish the goal and if you have the tools/skills needed.	Focus your goal so it aligns with the school and district vision/mission and larger, long-term goals.	Set a timeline for action items, benchmarks and deliverables.
Guiding questions	Answer the "W" questions: <ul style="list-style-type: none"> • Who should be involved? • What do we want to accomplish? • When do we want to accomplish the goal? • Where will the goal have an impact? (school, grade level, department) • Why do we want to accomplish the goal? • Which requirements or constraints could influence the goal? 	How much? How will I know when it is accomplished? What are indicators of progress?	What steps are necessary to achieve the goal? What steps to take, in what order, on what timeline and involving whom?	Why is this goal important to our students and school? Will achieving this goal help our students and school? Does this match our identified need? How will this goal contribute toward our long-term goals? Does this goal align with the district and other school goals?	Does my goal have a deadline? What is the timeline to achieve this goal?

Below are examples of SMART goals that pertain to improving student academic and non-academic outcomes.

SMART Goal Focus	SMART Goal Examples	
English Language Arts (ELA)	The elementary school will increase the percentage of students scoring in the "On Grade Level" range from 16% of students on the spring 2024 benchmark to 45% of students on the spring 2025 benchmark as reported by the i-Ready Diagnostic Results report for reading.	By May of 2025, 35% of all middle schools students will score at or above the 60th percentile on the spring Fastbridge reading assessment.
Math	Middle school students scoring at or above the 61st percentile in math will increase by 5% from fall 2024 to spring 2025 as calculated using the Fastbridge grade level report.	Based on STAR benchmarking data, the total number of students in Grades 2-5 scoring in the high-average or high-performance bands for math will increase from a spring 2024 of 15% to a spring 2025 of 25%.
Chronic Absenteeism	90% of students will meet the expectation of at least 85% present for attendance each month as measured by monthly attendance data.	By spring 2025, we will decrease the number of students who are chronically truant by at least 5% as indicated by a December and May attendance report.
Children with Disabilities (CWD)	By the spring of 2025, 5% of students with disabilities will score at or above the 60th percentile as measured by Aimsweb Plus scores.	By the end of the 2024-25 school year, office discipline referrals for children with disabilities will decrease by 10% from the 2023-24 school year as monitored by referrals in the School-Wide Information System. (SWIS).
English Learners	By the spring of 2025, 70% of English learners will meet their growth targets in English proficiency, as measured by an interim English language proficiency assessment (e.g., WIDA MODEL or LAS Links).	By the spring of 2025, 80% of English learners will meet their Progress to Proficiency target as measured by ACCESS.
Former English Learners	By the spring of 2025, 100% of the former English learners will meet their growth targets as measured by STAR.	
Graduation Rate	Within the four years of their ninth-grade entry date, we will increase the graduation rate from 62% to 69%, as measured by the U.S. Department of Education's Adjusted Cohort Graduation Rate.	Within the four years of their ninth-grade entry date, increase by 15% the number of seniors that complete high school with a traditional diploma by June 2025 as measured by the U.S. Department of Education's Adjusted Cohort Graduation Rate.
9th Grade on Track	By the end of the 2024-2025 school year, 80% of first-time 9th grade students will have earned 5 or more credits without failing more than 0.5 credits in the core subjects.	

This step will help your team develop an action plan and identify key activities that will support your SMART goals.

DIRECTIONS: Complete the empty boxes for each goal below (and on the following pages) to support the implementation and monitoring of the selected key activities. See the School Improvement Plan examples provided. ([Elementary SIP example](#), [Middle School SIP example](#), and [High School SIP example](#))

GOAL #1

By the spring of 2026, 65% of students will score in the "low risk or above" category as measured by Fastbridge benchmarking scores in math.

Action Plan

Additional key activities may be added as needed

Key Activities – Focused on <u>adult practices</u>	By whom	By when
1. Professional collaboration time to work on standards alignment	All grade level teachers	Monthly during early release school improvement days
2. Professional learning on new math curriculum and integration of SIOP strategies to align with the National Council of Teachers of Mathematics (NCTM) principles of high quality math instruction	Teachers, instructional coach, principal	This will occur during PLCs which occur weekly for 40 minutes
3. Support classroom instruction via coaching & learning walks	Principal & Instructional Coach	Weekly classroom observation to gather data to bring back to PLCs and provide specific feedback related to instructional practices

What resources do you already have to support executing these key activities?

We have structures in place to facilitate these activities which include monthly release time for school improvement, PLCs that meet 3x a month for 40 minutes each, and an instructional leadership team that meets weekly to collaborate and review data.

What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expenses (e.g., IDEA; Title II; Title I)
Substitute teachers for release time to either observe other teachers instruction or collaborate	Ongoing.	Title 1003a
Professional learning partners	Short term expense – someone to come in and facilitate instructional strategies for staff in alignment with NCTM	Title 1003a
Books for teacher library	One-time purchase for books on math instruction identified during needs assessment	Title 1003a

What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)

We may need assistance partnering with other schools in looking at curriculum maps or finding opportunities to observe other teachers instruction. For an example, one grade level math teacher at Costello may want to observe a peer that teaches their same grade level at another school in the district. We also may need district assistance in coordinating a learning partner to facilitate additional learning supports for educators.

This step will help your team monitor the implementation of key activities and progress toward SMART goals.

DIRECTIONS: Complete the empty boxes below to help monitor progress towards your goal.

Essential Questions when monitoring the progress of Key Activities:

What does the data tell us about student success and areas of concern?

What does the data tell us about staff practice progress?

What are the needs of the staff and how do they need to be supported for success with the SMART goals?

Key Activity 1: Professional development

Key Activity 2: Collaboration time

Key Activity 3: Instructional walkthroughs

Data Source(s)/Local Assessment(s) to monitor progress of key activity:

Key Activity 1: A planning document to demonstrate how professional learning will look and what the professional learning will entail. Will need to consist of benchmark dates with task completion.

Key Activity 2: A calendar document to track time allocated for standards alignment in addition to a new curriculum map.

Key Activity 3: Data collected from instructional walkthroughs to use as feedback and for planning PLC discussions related to mathematics instruction

Frequency of Measure(s)

Person(s) Responsible for Updating Data

Key Activity 1: Monthly monitoring by the instructional leadership team

Key Activity 1: Instructional leadership team and BLT

Key Activity 2: Instructional leadership team and BLT

<p>Key Activity 2: <i>Monthly SIP agendas and reporting documents</i></p> <p>Key Activity 3: <i>weekly walkthroughs</i></p>	<p>Key Activity 3: <i>Instructional leadership team</i></p>
<p>Observed Changes/Reflections – Add check-in lines as needed</p>	
<p>Key Activity 1 Check-ins</p>	<p>Date: TBD Date: TBD Date: TBD</p>
<p>Key Activity 2 Check-ins</p>	<p>Date: TBD Date: TBD Date: TBD</p>
<p>Key Activity 3 Check-Ins</p>	<p>Date: TBD Date: TBD Date: TBD</p>
<p>Do any additions/updates/adjustments need to be made to key activities for Goal #1?</p>	

This step will help your team develop an action plan and identify key activities that will support your SMART goals.

DIRECTIONS: Complete the empty boxes for each goal below (and on the following pages) to support the implementation and monitoring of the selected key activities. See the School Improvement Plan examples provided. ([Elementary SIP example](#), [Middle School SIP example](#), and [High School SIP example](#))

GOAL #2

By the spring of 2026, 65% of students will score in the "low risk or above" category as measured by Fastbridge benchmarking scores in reading

Action Plan

Additional key activities may be added as needed

Key Activities - Focused on adult practices	By whom	By when
Professional collaboration time to work on standards alignment	All grade level teachers	Monthly during early release school improvement days
Professional learning on reading instruction and implementation of a structured literacy block for grades K-2 specifically	Teachers, instructional coach, principal	This will occur during PLCs which occur weekly for 40 minutes
Support classroom instruction via coaching & learning walks	Principal & Instructional Coach	Weekly classroom observation to gather data to bring back to PLCs and provide specific feedback related to instructional practices

What resources do you already have to support executing these key activities?

We have structures in place to facilitate these activities which include monthly release time for school improvement, PLCs that meet 3x a month for 40 minutes each, and an instructional leadership team that meets weekly to collaborate and review data.

What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expenses (e.g., IDEA; Title II; Title I)
Substitute teachers for release time to either observe other teachers instruction or collaborate	Ongoing.	Title 1003A
Books for teacher library	One-time purchase for books on math instruction identified during needs assessment	Title 1003A

What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)

We may need assistance partnering with other schools in looking at curriculum maps or finding opportunities to observe other teachers instruction. For an example, one grade level math teacher at Costello may want to observe a peer that teaches their same grade level at another school in the district.

This step will help your team monitor the implementation of key activities and progress toward SMART goals.

DIRECTIONS: Complete the empty boxes below, to help monitor progress on your goal.

Essential Questions when monitoring the progress of Key Activities:

- What does the data tell us about student success and areas of concern?
- What does the data tell us about staff practice progress?
- What are the needs of the staff and how do they need to be supported for success with the SMART goals?

Key Activity 1: *Professional development*

Key Activity 2: *Collaboration time*

Key Activity 3: *Instructional walkthroughs*

Data Source(s)/Local Assessment(s):

Key Activity 1: *A document containing the time allocation for a structured literacy block and data from instructional walkthroughs to discuss reading instruction strategies*

Key Activity 2: *A document containing the time allocation for a structured literacy block and PLC meeting agendas.*

Key Activity 3: *Data collected from instructional walkthroughs to use as feedback and for planning PLC discussions related to reading instruction*

Frequency of Measure(s)

Person(s) Responsible for Updating Data

Key Activity 1: *Weekly data collected from walkthroughs*
Key Activity 2: *Weekly PLC meeting agendas*
Key Activity 3: *Weekly data collected from walkthroughs*

Key Activity 1: *Instructional leadership team and BLT*
Key Activity 2: *Instructional leadership team and BLT*
Key Activity 3: *Instructional leadership team and BLT*

Observed Changes/Reflections – Add check-in lines as needed

Key Activity 1 Check-ins

Date: TBD
Date: TBD
Date: TBD

Key Activity 2 Check-ins	Date: TBD Date: TBD Date: TBD
Key Activity 3 Check-Ins	Date: TBD Date: TBD Date: TBD

Do any additions/updates/adjustments need to be made to key activities for Goal #2?

This step will help your team develop an action plan and identify key activities that will support your SMART goals.

DIRECTIONS: Complete the empty boxes for each goal/strategy below (and on the following pages) to support the implementation and monitoring of the selected strategies. See the School Improvement Plan examples provided. ([Elementary SIP example](#), [Middle School SIP example](#), and [High School SIP example](#))

GOAL #3 – OPTIONAL

Action Plan
Additional key activities may be added as needed

Key Activities - Focused on adult practices	By whom	By when

What resources do you already have to support executing these key activities?

What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or ongoing investment?	Possible Funding Source to Support Expenses (e.g., IDEA; Title II; Title I)

What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)

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<p>This step will help your team monitor the implementation of key activities and progress toward SMART goals.</p> <p>DIRECTIONS: Complete the empty boxes below, to help monitor progress on your goal.</p> <p><u>Essential Questions when monitoring the progress of Key Activities:</u> What does the data tell us about student success and areas of concern? What does the data tell us about staff practice progress? What are the needs of the staff and how do they need to be supported for success with the SMART goals?</p>	
<p>Key Activity 1:</p> <p>Key Activity 2:</p> <p>Key Activity 3:</p>	
<p>Data Source(s)/Local Assessment(s):</p>	
<p>Key Activity 1:</p> <p>Key Activity 2:</p> <p>Key Activity 3:</p>	
<p>Frequency of Measure(s)</p>	<p>Person(s) Responsible for Updating Data</p>
<p>Key Activity 1:</p> <p>Key Activity 2:</p> <p>Key Activity 3:</p>	<p>Key Activity 1:</p> <p>Key Activity 2:</p> <p>Key Activity 3:</p>
<p style="text-align: center;">Observed Changes/Reflections – Add check-in lines as needed</p>	
<p>Key Activity 1 Check-ins</p>	<p>Date:</p> <p>Date:</p> <p>Date:</p>

Key Activity 2 Check-ins	Date: Date: Date:
Key Activity 3 Check-Ins	Date: Date: Date:
Do any additions/updates/adjustments need to be made to key activities for Goal #3?	