



**COMMITTEE OF THE WHOLE MEETING OF THE BOARD OF EDUCATION  
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**

**Room 103-104  
100 South Brainard Avenue  
La Grange, Illinois 60525  
Tuesday, September 6, 2022 - 6:30 PM**

**AGENDA**

**I. CALL TO ORDER**

**II. COMMUNICATIONS - PUBLIC COMMENT**

**III. POLICY**

- A. Policy Review and Recommendations (2nd Reading) (B. Waterman) 2
  - 1. Policy 7:240 Conduct Code for Participants in Extracurricular Activities
  - 2. Policy 7:180 Prevention of and Response to Bullying, Intimidation and Harrassment

**IV. FINANCE**

- A. FY23 Final Budget Presentation (B. Stachacz) 9
- B. TRS Illinois Supplemental Savings Plan (B. Stachacz) 44

**V. CURRICULUM AND INSTRUCTION**

- A. 2023-2024 School Year Calendar (1st Reading) (S. Eggerding) 52
- B. Curriculum Change Proposals (1st Reading) (S. Eggerding) 54
- C. Summer School Report (Informational) (S. Eggerding) 100

**VI. STRATEGIC PLAN**

- A. Strategic Plan Update (B. Waterman) 106

**VII. PUBLIC COMMENT**

**VIII. ADJOURNMENT**

BY ORDER OF  
KARI DILLON  
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204  
100 SOUTH BRAINARD AVENUE  
LA GRANGE, IL 60525

# LYONS TOWNSHIP HIGH SCHOOL

BRIAN P. WATERMAN, SUPERINTENDENT

[bwaterman@lths.net](mailto:bwaterman@lths.net)

North Campus  
100 S. Brainard Ave.  
LaGrange, IL 60525



708-579-6451

South Campus  
4900 S. Willow Springs Rd.  
Western Springs, IL 60558

TO: District #204 Board of Education

FROM: Dr. Brian P. Waterman, Superintendent

RE: Policy Revision Recommendations (7:240 and 7:180) – 2nd Reading

DATE: Monday, September 6, 2022

Beginning in April, 2022, Board of Education policies 7:240, 7:180, 7:20, and 7:190 were reviewed by the Board’s counsel from Franczek for potential updates. This included discussions with District #204 leadership team members and Board members Kari Dillon and Jill Beda Daniels. Following the review, policies 7:20 and 7:190 do not require any changes or further revision; however, revisions to policies 7:180 and 7:240 are being recommended.

The following revisions are being recommended:

### Policy 7:180 (Prevention of and Response to Bullying, Intimidation, and Harrassment)

- ✓ The “restorative measures” definition has been revised to align with the language of Public Act 102-241.
- ✓ Within the Bullying Prevention and Response Plan section, we recommend amending the language of #7 and #8 to allow the District additional flexibility when responding to retaliation, false accusations, and false statements in bullying investigations. Section 27-23.7(b)(7) of the School Code allows districts to suspend or expel students for reprisal/retaliation against reports of bullying.

### Policy 7:240 (Conduct Code for Participants in Extracurricular Activities)

- ✓ It is recommended that the language in this policy be updated to expand prohibited conduct in the code of conduct to include violations of Board policy, including but not limited to, hazing, harassment, discrimination, and bullying. This allows the District additional flexibility when responding to code of conduct violations in extra-curricular activities.

### Recommended Action

I recommend that the Board of Education review the recommended revisions to Policies 7:180 and 7:240 for second reading.

## STUDENTS

### **7:240 Conduct Code for Participants in Extracurricular Activities**

The Building Principal, using input from coaches and sponsors of extracurricular activities, shall develop a conduct code for all participants in extracurricular activities consistent with Board of Education policy and the rules adopted by any association in which the School District maintains a membership. The conduct code shall: (1) require participants in extracurricular activities to conduct themselves as good citizens and exemplars of their school at all times, including after school, on days when school is not in session, and whether on or off school property, and in public communications posted on social media sites; (2) emphasize that violations of Board policy, including but not limited to, hazing, harassment, discrimination, and bullying ~~activities~~ are strictly prohibited; and (3) notify participants that failure to abide by it could result in removal from the activity. The conduct code shall be reviewed by the Building Principal periodically at his or her discretion and presented to the Board.

Participants in extracurricular activities must abide by the conduct code for the activity and Board policy 7:190, *Student Behavior*. All coaches and sponsors of extracurricular activities shall annually review the conduct code with participants and provide participants with a copy. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students in grades 9 through 12 participating in these programs.

#### Performance Enhancing Drug Testing of High School Student Athletes

The Illinois High School Association (IHSA) prohibits participants in an athletic activity sponsored or sanctioned by IHSA from ingesting or otherwise using any performance enhancing substance on its banned substance list, without a written prescription and medical documentation provided by a licensed physician who evaluated the student-athlete for a legitimate medical condition. IHSA administers a performance-enhancing substance testing program. Under this program, student athletes are subject to random drug testing for the presence in their bodies of performance-enhancing substances on the IHSA's banned substance list. In addition to being penalized by IHSA, a student may be disciplined according to Board policy 7:190, *Student Behavior*.

#### LEGAL REF.:

*Board of Education of Independent School Dist. No. 92 v. Earls*, 122 S.Ct. 2559 (2002).

*Clements v. Board of Education of Decatur*, 478 N.E.2d 1209 (Ill.App.4, 1985).

*Kevin Jordan v. O'Fallon THSD* 203, 706 N.E.2d 137 (Ill.App.5, 1999).

*Todd v. Rush County Schools*, 133 F.3d 984 (7th Cir., 1998).

*Veronia School Dist. 475 v. Acton*, 515 U.S. 646 (1995).

105 ILCS 5/24-24, 5/27-23.3, and 25/2.

CROSS REF.: 5:280 (Duties and Qualifications), 6:190 (Extracurricular and Co-Curricular Activities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Discipline), 7:300 (Extracurricular Athletics)

ADOPTED: June 21, 2016

## 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, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a 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 a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any 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.

**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, ~~and~~ (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 Illinois 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 guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

### Bullying Prevention and Response Plan

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

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the [First Amendment to the U.S. Constitution](#) or under [Section 3 of Article I of the Illinois Constitution](#).
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted.

#### **Nondiscrimination Coordinator:**

Ed Piotrowski, Director of Human Resources

100 S. Brainard

LaGrange, IL 60525

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#### **Complaint Managers:**

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Principal - South

Kevin Brown, Associate Principal - North

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4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform parent(s)/guardian(s) of all students involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
  - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
  - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
  - c. Notifying the Building Principal or school administrator or designee of the report of the incident of bullying as soon as possible after the report is received.
  - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported 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 interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. A student's act of reprisal or retaliation ~~may~~ will be treated as either: (1) bullying, (2) acts subject to disciplinary action, up to and including suspension and/or expulsion, and/or (3) both options (1) and (2) for purposes of determining any consequences or other appropriate remedial actions.
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, knowingly making a false accusation or providing knowingly false information will be treated as either: (1) bullying, (2) acts subject to disciplinary action up to and including suspension and/or expulsion, and/or (3) both (1) and (2) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a

range of school stakeholders, including students and parents/guardians.

10. The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. 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. The Superintendent or designee ~~will~~ must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information ~~must~~ will be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
  - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
  - b. 2:265, *Title IX Sexual Harassment Grievance Procedure*. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
  - c. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
  - d. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
  - e. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
  - f. 7:20, *Harassment of Students Prohibited*. This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
  - g. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
  - h. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
  - i. 7:315, *Restrictions on Publications; High 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.:

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

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

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

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Food Allergy Management Program), 7:315 (Restrictions on Publications; High Schools)

Adopted: November 16, 2020

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**Lyons Township High School District 204**

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# LYONS TOWNSHIP HIGH SCHOOL

DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101  
· Tel: (708) 579-6462 · Fax: (708) 579-6454 · Email: bstachacz@lths.net · Website: www.lths.net



Brian Stachacz  
Director of Business Services

## Memorandum

**To:** Dr. Brian Waterman, Board of Education  
**From:** Brian Stachacz  
**Date:** 8/31/2022  
**Re:** FY23 Tentative District 204 Budget

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Attached you will find information pertaining to the FY23 Tentative District 204 Budget. The following information is included for your review in this packet:

- Highlights/Summary of major factors driving the FY23 Tentative District Budget.
- Combined and Individual summary for all major operating funds for the FY23 Tentative Budget.
- Illinois State Board of Education Form 50-36 (Official State Budget Form) containing the FY23 official Tentative budget.

Since the last look at the tentative budget in August, I have made some minor adjustments. Those adjustments include the reduction of \$225,000 in anticipated transportation cost and the addition of \$96,500 in additional purchased services costs. The net effect on the tentative budget is a reduction of \$128,500 in expense.

I anticipate that additional changes will be made before the final budget is adopted. I still do not have the final tax levy information for 2021 and we may not before the budget needs to be adopted. We received an estimate of revenue from Corporate Personal Property Taxes for the coming year and I am continuing to monitor that situation and a possible change to the budget to increase that revenue amount. Finally, I am looking at transferring the expense related to the building projects to the Capital Projects Fund. This transfer does not increase expense but rather it removes the expense from our operating funds and allow us to track those expenses from an individual fund that has no additional expense activity and may reduce or eliminate a deficit to our operating funds. This would require us to pass a separate resolution authorizing a transfer of funds to cover the expense in that fund which would be completed at the September meeting after the approval of the final budget.

It can be noted that this current budget contains a \$3.6 million deficit. The main driver of this deficit is the cost of the capital projects that were approved last year for the summer of 2022 and the potential projects for the summer of 2023. We will discuss the budget and all related information in detail during the meeting. Please note that there are multiple unknown factors at this time that will affect this budget. As such, it is a tentative budget and changes will most likely be made before we adopt the final in September. Should you have any questions, please do not hesitate to contact me.

**Lyons Township High School District 204**  
**Fiscal Year 2023 Tentative Budget Highlight Summary**

**Revenues:**

- Total budgeted revenues for the major operating funds are estimated to be 2.3% (\$2.1 million) higher than FY22 actual (cash) revenue received. The increase is attributable to an increase in the estimated property tax levy for 2021.
- The 2021 Tax Levy is expected to be \$2.3 million higher than the 2020 Tax Levy. This increase is the main driver behind the increase in revenue with \$1.0 million attributable to the 1.4% CPI and \$500,000 attributable to New Property. There is also an additional \$864,000 that has been added back by the county for the recapture of some of last year's property tax refunds. This recapture levy is new for the 2021 levy.
- Property tax refunds were up slightly during FY22. Total property tax refunds for FY22 were \$2.3 million which is higher than the prior year by \$.4 million. The FY23 Tentative budget contains \$2.2 million in potential refunds.
- Corporate Personal Property Tax revenue is budgeted to be \$7.75 million in FY23. This budgeted amount appears to be the highest amount ever budgeted for the district in this revenue source. This is a conservative amount when compared to last year's revenue of \$9.8 million but also much higher than the historical average of \$3.5 million. Unfortunately, there is some uncertainty with this number as it will fluctuate with the economy. The estimate from the Illinois Department of Revenue is for \$10.5 million. I am somewhat reluctant to move the budget number to that amount as the projections from the Dept. of Revenue are not always accurate. I will continue to monitor this situation and provided an update for the final budget.
- The district relies heavily on local property taxes and other local sources of revenue to support the educational programs. Roughly 91% (\$86.8 million) of all operating revenue is from local sources.
- State revenues have been estimated to be very similar to the total for FY23 with the exception of the potential state Capital grant of \$1.0 million. The estimated state revenue is \$5.5 million which is 5.7% of all revenue.
- Federal revenue amounts are expected to increase during the FY23 fiscal year. This is due to the influx of ESSER money that we anticipate receiving this year. In the FY23 budget, Federal funding accounts for 3.9% (\$3.7 million) of total revenue.
- Interest income is expected to remain the same as the prior year. The main reason for this is that the district will need to keep more funds in shorter-term investments due to the late property tax payments from Cook County.

**Expenditures:**

- Total salaries are budgeted to increase 4.9% (\$2.5 million) over FY22 actual (cash) salaries.
- Employee benefits are budgeted to increase by 7.6% (\$.9 million) from FY22 actual (cash) expenditures. The main driver behind this increase is the cost of health insurance. An increase in medical insurance of almost \$500,000 is expected in this budget cycle.

- Salaries and benefits account for 66% (\$65.5million) of all operating expenditures, which is common amongst Illinois school districts.
- Purchased Services are expected to increase by 14.5% (\$1.6 million) over the prior year. This increase is being driven by an expected increase in transportation costs along with inflation.
- Supplies are expected to increase by 18.7% (\$.6 million) when compared to FY22. This increase is generally expected due to the current rate of inflation.
- Capital expenditures for building renovations are budgeted at \$9.7 million. This amount includes \$5.4 million needed to pay for the remainder of the current 2022 projects. It also includes roughly \$5.0 million of unallocated funds to be used for (potential) projects in the summer of 2023.
- **The current budget estimates a \$3.6 million deficit which was expected when the District approved the summer projects for the Summer of 2022.**

**FY 23 Tentative Budget By Fund Summary  
(Ed., O&M, Transportation, SS/IMRF, and Working Cash)**

	<u>Education Fund</u>	<u>O&amp;M Fund</u>	<u>Trans. Fund</u>	<u>SS &amp; IMR Fund</u>	<u>Working Cash Fund</u>	<u>Total All Funds</u>
<b>Estimated Beginning Fund Balance*</b>	<b>34,565,380</b>	<b>10,751,423</b>	<b>3,878,157</b>	<b>1,205,624</b>	<b>3,979,893</b>	<b>54,380,477</b>
<b>Revenue</b>						
Property Taxes	59,015,577	8,808,379	2,561,104	2,701,786	-	73,086,846
CPPRT	1,066,816	6,029,798	109,071	544,315	-	7,750,000
Earnings on Investments	50,000	15,000	5,000	10,000	5,000	85,000
Other Local Sources	3,131,713	160,000	-	-	-	3,291,713
Evidence Based Funding	2,795,963	-	-	-	-	2,795,963
State Aid Categorical	684,500	1,000,000	1,005,000	-	-	2,689,500
Federal Aid	1,722,964	2,000,000	-	-	-	3,722,964
<b>Total Revenue (All Sources)</b>	<b>68,467,533</b>	<b>18,013,177</b>	<b>3,680,175</b>	<b>3,256,101</b>	<b>5,000</b>	<b>93,421,986</b>
<b>Expenditures</b>						
Salaries	49,420,480	3,843,593	-	-	-	53,264,073
Employee Benefits	8,332,780	713,494	-	3,256,101	-	12,302,375
Purchased Services	7,321,900	1,770,350	3,590,175	-	-	12,682,425
Supplies	2,145,418	1,998,000	-	-	-	4,143,418
Capital Outlay	1,292,002	9,687,440	90,000	-	-	11,069,442
Other Objects	3,077,325	300	-	-	-	3,077,625
Non Capital Equipment	524,450	-	-	-	-	524,450
<b>Total Expenditures (All Uses)</b>	<b>72,114,355</b>	<b>18,013,177</b>	<b>3,680,175</b>	<b>3,256,101</b>	<b>0</b>	<b>97,063,808</b>
<b>Excess Revenue over Expenses</b>	<b>(3,646,822)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5,000</b>	<b>(3,641,822)</b>
<b>Estimated Ending Fund Balance</b>	<b>30,918,558</b>	<b>10,751,423</b>	<b>3,878,157</b>	<b>1,205,624</b>	<b>3,984,893</b>	<b>50,738,655</b>

\*Unaudited Numbers

District Type:

- School District
- Joint Agreement

ILLINOIS STATE BOARD OF EDUCATION  
School Business Services Division

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM \*  
July 1, 2022 - June 30, 2023

Accounting Basis:

Accrual

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

Date of Amended Budget:

\_\_\_\_\_  
(MM/DD/YY)

District Name:

Lyons Twp HSD 204

District RCDT No:

06-016-2040-17

**If your FY2022 AFR states that you need to do a deficit reduction plan and your FY2023 budget is balanced, please state the measures you took to have your budget become balanced. (Bckgrnd-Assumpt 25-26)**

Budget of Lyons Twp HSD 204, County of Cook,  
State of Illinois, for the Fiscal Year beginning July 1, 2022 and ending June 30, 2023.

WHEREAS the Board of Education of Lyons Twp HSD 204,  
County of Cook, State of Illinois, caused to be prepared in tentative form a budget, and the Secretary of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;

AND WHEREAS a public hearing was held as to such budget on the 19th day of September, 2022, notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

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

Section 1: That the fiscal year of this school district be and the same hereby is fixed and declared to be beginning July 1, 2022 and ending June 30, 2023.

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

ADOPTION OF BUDGET

The budget shall be approved and signed below by members of the School Board. Adopted this 19th day of September, 2022 by a roll call vote of \_\_\_\_\_ Yeas, and \_\_\_\_\_ Nays, to wit:

** MEMBERS VOTING YEA:	** MEMBERS VOTING NAY:
Kari Dillon	
Alison Kelly	
Michael Thomas	
Dawn Aubert	
Jill Beda Daniels	
Jill Grech	
Julie Swinehart	

\* Based on the 23 Illinois Administrative Code-Part 100 and inconformity with Section 17-1 of the School Code.  
 \*\* Type in the members who voted "YEA" nor "NAY". Actual school board member signatures are not required for electronic submission.  
 (1) A certified copy of this document must be filed with the county clerk within 30 days of adoption as required by Section 18-50 of the Property Tax Code (35 ILCS 200/18-50).  
 (2) Districts are required to submit the adopted/amended budget electronically to ISBE within 30 days of adoption or by October 30, whichever comes first. Budgets are submitted to School Finance Report (SFR): <https://sec1.isbe.net/attachmgr/default.aspx>  
 Please type the member signatures before submitting to ISBE. We do not accept PDF copies.

BUDGET SUMMARY

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
3	<b>ESTIMATED BEGINNING FUND BALANCE (without Student Activity Funds)<sup>1</sup> as of July 1, 2022</b>		34,565,380	10,751,423	1,341,420	3,878,157	1,205,624	0	3,979,893	0	0	
4	<b>RECEIPTS/REVENUES (without Student Activity Funds)</b>											
5	<b>LOCAL SOURCES</b>	1000	63,264,106	15,013,177	2,669,974	2,675,175	3,256,101	0	5,000	0	0	
6	<b>FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT</b>	2000	0	0		0	0					
7	<b>STATE SOURCES</b>	3000	3,480,463	1,000,000	0	1,005,000	0	0	0	0	0	
8	<b>FEDERAL SOURCES</b>	4000	1,722,964	2,000,000	0	0	0	0	0	0	0	
9	<b>Total Direct Receipts/Revenues<sup>8</sup></b>		68,467,533	18,013,177	2,669,974	3,680,175	3,256,101	0	5,000	0	0	
10	Receipts/Revenues for "On Behalf" Payments <sup>2</sup>	3998										
11	<b>Total Receipts/Revenues</b>		68,467,533	18,013,177	2,669,974	3,680,175	3,256,101	0	5,000	0	0	
12	<b>DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)</b>											
13	<b>INSTRUCTION</b>	1000	46,683,778				1,191,604			0		
14	<b>SUPPORT SERVICES</b>	2000	22,481,769	18,013,177		3,680,175	2,045,437	0		0	0	
15	<b>COMMUNITY SERVICES</b>	3000	303,808	0		0	19,060			0		
16	<b>PAYMENTS TO OTHER DISTRICTS &amp; GOVT UNITS</b>	4000	2,645,000	0	0	0	0	0		0	0	
17	<b>DEBT SERVICES</b>	5000	0	0	2,604,466	0	0			0	0	
18	<b>PROVISION FOR CONTINGENCIES</b>	6000	0	0	0	0	0			0	0	
19	<b>Total Direct Disbursements/Expenditures<sup>9</sup></b>		72,114,355	18,013,177	2,604,466	3,680,175	3,256,101	0		0	0	
20	Disbursements/Expenditures for "On Behalf" Payments <sup>2</sup>	4180	0	0	0	0	0	0		0	0	
21	<b>Total Disbursements/Expenditures</b>		72,114,355	18,013,177	2,604,466	3,680,175	3,256,101	0		0	0	
22	<b>Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures</b>		(3,646,822)	0	65,508	0	0	0	5,000	0	0	
23	<b>OTHER SOURCES/USES OF FUNDS</b>											
24	<b>OTHER SOURCES OF FUNDS (7000)</b>											
25	<b>PERMANENT TRANSFER FROM VARIOUS FUNDS</b>											
26	Abolishment the Working Cash Fund <sup>16</sup>	7110										
27	Abatement of the Working Cash Fund <sup>16</sup>	7110										
28	Transfer of Working Cash Fund Interest	7120										
29	Transfer Among Funds	7130										
30	Transfer of Interest	7140										
31	Transfer from Capital Projects Fund to O&M Fund	7150		0								
32	Transfer of Excess Fire Prev & Safety Tax & Interest <sup>3</sup> Proceeds to O&M Fund	7160		0								
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int <sup>3a</sup> Proceeds to Debt Service Fund	7170			0							
34	<b>SALE OF BONDS (7200)</b>											
35	Principal on Bonds Sold <sup>4</sup>	7210										
36	Premium on Bonds Sold	7220										
37	Accrued Interest on Bonds Sold	7230										
38	Sale or Compensation for Fixed Assets <sup>5</sup>	7300										
39	Transfer to Debt Service to Pay Principal on GASB 87 Leases	7400			0							
40	Transfer to Debt Service to Pay Interest on GASB 87 Leases	7500			0							
41	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			0							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
43	Transfer to Capital Projects Fund	7800						0				
44	ISBE Loan Proceeds	7900										
45	Other Sources Not Classified Elsewhere	7990										
46	<b>Total Other Sources of Funds<sup>8</sup></b>		0	0	0	0	0	0	0	0	0	

BUDGET SUMMARY

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
47	<b>OTHER USES OF FUNDS (8000)</b>											
49	<b>TRANSFER TO VARIOUS OTHER FUNDS (8100)</b>											
50	Abolishment or Abatement of the Working Cash Fund <sup>16</sup>	8110							0			
51	Transfer of Working Cash Fund Interest	8120							0			
52	Transfer Among Funds	8130										
53	Transfer of Interest <sup>6</sup>	8140										
54	Transfer from Capital Projects Fund to O&M Fund	8150										
		8160										
55	Transfer of Excess Fire Prev & Safety Tax & Interest <sup>3</sup> Proceeds to O&M Fund											
		8170										
56	Int Proceeds to Debt Service Fund											
57	Taxes Pledged to Pay Principal on GASB 87 Leases	8410										
58	Grants/Reimbursements Pledged to Pay Principal on GASB 87 Leases	8420										
59	Other Revenues Pledged to Pay Principal on GASB 87 Leases	8430										
60	Fund Balance Transfers Pledged to Pay Principal on GASB 87 Leases	8440										
61	Taxes Pledged to Pay Interest on GASB 87 Leases	8510										
62	Grants/Reimbursements Pledged to Pay Interest on GASB 87 Leases	8520										
63	Other Revenues Pledged to Pay Interest on GASB 87 Leases	8530										
64	Fund Balance Transfers Pledged to Pay Interest on GASB 87 Leases	8540										
65	Taxes Pledged to Pay Principal on Revenue Bonds	8610										
66	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620										
67	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630										
68	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640										
69	Taxes Pledged to Pay Interest on Revenue Bonds	8710										
70	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720										
71	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730										
72	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740										
73	Taxes Transferred to Pay for Capital Projects	8810										
74	Grants/Reimbursements Pledged to Pay for Capital Projects	8820										
75	Other Revenues Pledged to Pay for Capital Projects	8830										
76	Fund Balance Transfers Pledged to Pay for Capital Projects	8840										
77	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910										
78	Other Uses Not Classified Elsewhere	8990										
79	<b>Total Other Uses of Funds <sup>9</sup></b>		0	0	0	0	0	0	0	0	0	
80	<b>Total Other Sources/Uses of Fund</b>		0	0	0	0	0	0	0	0	0	
81	<b>ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2023</b>		30,918,558	10,751,423	1,406,928	3,878,157	1,205,624	0	3,984,893	0	0	
82												
83	<b>Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2022</b>		1,000,000									
84	<b>RECEIPTS/REVENUES (For Student Activity Funds)</b>											
85	<b>Total Student Activity Direct Receipts/Revenues (Local Sources)</b>	1799	0									
86	<b>DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)</b>											
87	<b>Total Student Activity Direct Disbursements/Expenditures</b>	1999	0									
88	<b>Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures</b>		0									
89	<b>Student Activity ESTIMATED ENDING FUND BALANCE as of June 30, 2023</b>		1,000,000									
90												

BUDGET SUMMARY

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
91	Total ESTIMATED BEGINNING FUND BALANCE (All Sources Including Student Activity Funds) as of July 1, 2022		35,565,380	10,751,423	1,341,420	3,878,157	1,205,624	0	3,979,893	0	0	
92	RECEIPTS/REVENUES (All Sources with Student Activity Funds)											
93	LOCAL SOURCES	1000	63,264,106	15,013,177	2,669,974	2,675,175	3,256,101	0	5,000	0	0	
94	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
95	STATE SOURCES	3000	3,480,463	1,000,000	0	1,005,000	0	0	0	0	0	
96	FEDERAL SOURCES	4000	1,722,964	2,000,000	0	0	0	0	0	0	0	
97	Total Direct Receipts/Revenues <sup>8</sup>		68,467,533	18,013,177	2,669,974	3,680,175	3,256,101	0	5,000	0	0	
98	Receipts/Revenues for "On Behalf" Payments <sup>2</sup>	3998	0	0	0	0	0	0		0	0	
99	Total Receipts/Revenues		68,467,533	18,013,177	2,669,974	3,680,175	3,256,101	0	5,000	0	0	
100	DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)											
101	INSTRUCTION	1000	46,683,778				1,191,604			0		
102	SUPPORT SERVICES	2000	22,481,769	18,013,177		3,680,175	2,045,437	0		0	0	
103	COMMUNITY SERVICES	3000	303,808	0		0	19,060			0		
104	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	2,645,000	0	0	0	0	0		0	0	
105	DEBT SERVICES	5000	0	0	2,604,466	0	0			0	0	
106	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
107	Total Direct Disbursements/Expenditures <sup>9</sup>		72,114,355	18,013,177	2,604,466	3,680,175	3,256,101	0		0	0	
108	Disbursements/Expenditures for "On Behalf" Payments <sup>2</sup>	4180	0	0	0	0	0	0		0	0	
109	Total Disbursements/Expenditures		72,114,355	18,013,177	2,604,466	3,680,175	3,256,101	0		0	0	
110	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(3,646,822)	0	65,508	0	0	0	5,000	0	0	
111	OTHER SOURCES/USES OF FUNDS											
112	OTHER SOURCES OF FUNDS (7000)											
113	Total Other Sources of Funds <sup>8</sup>		0	0	0	0	0	0	0	0	0	
114	OTHER USES OF FUNDS (8000)											
116	Total Other Uses of Funds <sup>9</sup>		0	0	0	0	0	0	0	0	0	
117	Total Other Sources/Uses of Fund		0	0	0	0	0	0	0	0	0	
118	ESTIMATED ENDING FUND BALANCE (All Sources with Student Activity Funds) as of June 30, 2023		31,918,558	10,751,423	1,406,928	3,878,157	1,205,624	0	3,984,893	0	0	
119												
120	SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)											
121	Description	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	Total By Object
122	Object Name											
124	Salaries	100	49,420,480	3,843,593		0		0		0	0	53,264,073
125	Employee Benefits	200	8,332,780	713,494		0	3,256,101	0		0	0	12,302,375
126	Purchased Services	300	7,321,900	1,770,350	0	3,590,175		0		0	0	12,682,425
127	Supplies & Materials	400	2,145,418	1,998,000		0		0		0	0	4,143,418
128	Capital Outlay	500	1,292,002	9,687,440		90,000		0		0	0	11,069,442
129	Other Objects	600	3,077,325	300	2,604,466	0	0	0		0	0	5,682,091
130	Non-Capitalized Equipment	700	524,450	0		0		0		0	0	524,450
131	Termination Benefits	800	0	0		0				0		0
132	Total Expenditures		72,114,355	18,013,177	2,604,466	3,680,175	3,256,101	0		0	0	99,668,274

SUMMARY OF CASH TRANSACTIONS

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
3	<b>BEGINNING CASH BALANCE ON HAND (without Student Activity Funds)<sup>7</sup> as of July 1, 2022</b>		34,565,380	10,751,424	1,341,420	3,878,157	1,205,624	0	3,979,893		
4	<b>Total Direct Receipts &amp; Other Sources<sup>8</sup></b>		68,467,533	18,013,177	2,669,974	3,680,175	3,256,101	0	5,000	0	0
5	<b>OTHER RECEIPTS</b>										
6	Interfund Loans Payable (Loans from Other Funds)	411									
7	Interfund Loans Receivable (Repayment of Loans)	141									
8	Notes and Warrants Payable	433									
9	Other Current Assets	199									
10	<b>Total Other Receipts</b>		0	0	0	0	0	0	0	0	0
11	<b>Total Direct Receipts, Other Sources, &amp; Other Receipts</b>		68,467,533	18,013,177	2,669,974	3,680,175	3,256,101	0	5,000	0	0
12	<b>Total Amount Available</b>		103,032,913	28,764,601	4,011,394	7,558,332	4,461,725	0	3,984,893	0	0
13	<b>Total Direct Disbursements &amp; Other Uses<sup>9</sup></b>		72,114,355	18,013,177	2,604,466	3,680,175	3,256,101	0	0	0	0
14	<b>OTHER DISBURSEMENTS</b>										
15	Interfund Loans Receivable (Loans to Other Funds) <sup>10</sup>	141									
16	Interfund Loans Payable (Repayment of Loans)	411									
17	Notes and Warrants Payable	433									
18	Other Current Liabilities	499									
19	<b>Total Other Disbursements</b>		0	0	0	0	0	0	0	0	0
20	<b>Total Direct Disbursements, Other Uses, &amp; Other Disbursements</b>		72,114,355	18,013,177	2,604,466	3,680,175	3,256,101	0	0	0	0
21	<b>ENDING CASH BALANCE ON HAND (without Student Activity Funds)<sup>7</sup> as of June 30, 2023</b>		30,918,558	10,751,424	1,406,928	3,878,157	1,205,624	0	3,984,893	0	0
22											
23	<b>Activity Funds BEGINNING CASH BALANCE ON HAND<sup>7</sup> as of July 1, 2022</b>		1,000,000								
24	<b>Total Direct Receipts &amp; Other Sources<sup>8</sup></b>		0								
25	<b>Total Amount Available</b>		1,000,000								
26	<b>Total Direct Disbursements &amp; Other Uses<sup>9</sup></b>		0								
27	<b>Activity funds ENDING CASH BALANCE ON HAND<sup>7</sup> as of June 30, 2023</b>		1,000,000								
28											
29	<b>Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds)<sup>7</sup> as of July 1, 2022</b>		35,565,380	10,751,424	1,341,420	3,878,157	1,205,624	0	3,979,893	0	0
30	<b>Total Direct Receipts &amp; Other Sources<sup>8</sup></b>		68,467,533	18,013,177	2,669,974	3,680,175	3,256,101	0	5,000	0	0
31	<b>Total Other Receipts</b>		0	0	0	0	0	0	0	0	0
32	<b>Total Direct Receipts, Other Sources, &amp; Other Receipts</b>		68,467,533	18,013,177	2,669,974	3,680,175	3,256,101	0	5,000	0	0
33	<b>Total Amount Available</b>		104,032,913	28,764,601	4,011,394	7,558,332	4,461,725	0	3,984,893	0	0
34	<b>Total Direct Disbursements &amp; Other Uses<sup>9</sup></b>		72,114,355	18,013,177	2,604,466	3,680,175	3,256,101	0	0	0	0
35	<b>Total Other Disbursements</b>		0	0	0	0	0	0	0	0	0
36	<b>Total Direct Disbursements, Other Uses, &amp; Other Disbursements</b>		72,114,355	18,013,177	2,604,466	3,680,175	3,256,101	0	0	0	0
37	<b>Total ENDING CASH BALANCE ON HAND (with Student Activity Funds)<sup>7</sup> as of June 30, 2023</b>		31,918,558	10,751,424	1,406,928	3,878,157	1,205,624	0	3,984,893	0	0

	B	C	D	E	F	G	H	I	J	K	L
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	<b>RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)</b>										
4	<b>AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY</b>	<b>1100</b>									
5	Designated Purposes Levies <sup>11 (11110-1120)</sup>	-	58,618,423	8,808,379	2,664,974	2,561,104	2,701,786				
6	Leasing Purposes Levy <sup>12</sup>	1130									
7	Special Education Purposes Levy	1140	397,154								
8	FICA and Medicare Only Levies	1150									
9	Area Vocational Construction Purposes Levy	1160									
10	Summer School Purposes Levy	1170									
11	Other Tax Levies (Describe & Itemize)	1190									
12	<b>Total Ad Valorem Taxes Levied by District</b>		59,015,577	8,808,379	2,664,974	2,561,104	2,701,786	0	0	0	0
13	<b>PAYMENTS IN LIEU OF TAXES</b>	<b>1200</b>									
14	Mobile Home Privilege Tax	1210									
15	Payments from Local Housing Authority	1220									
16	Corporate Personal Property Replacement Taxes <sup>13</sup>	1230	1,066,816	6,029,798		109,071	544,315				
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290									
18	<b>Total Payments in Lieu of Taxes</b>		1,066,816	6,029,798	0	109,071	544,315	0	0	0	0
19	<b>TUITION</b>	<b>1300</b>									
20	Regular Tuition from Pupils or Parents (In State)	1311									
21	Regular Tuition from Other Districts (In State)	1312									
22	Regular Tuition from Other Sources (In State)	1313									
23	Regular Tuition from Other Sources (Out of State)	1314									
24	Summer School Tuition from Pupils or Parents (In State)	1321	250,000								
25	Summer School Tuition from Other Districts (In State)	1322									
26	Summer School Tuition from Other Sources (In State)	1323									
27	Summer School Tuition from Other Sources (Out of State)	1324									
28	CTE Tuition from Pupils or Parents (In State)	1331									
29	CTE Tuition from Other Districts (In State)	1332									
30	CTE Tuition from Other Sources (In State)	1333									
31	CTE Tuition from Other Sources (Out of State)	1334									
32	Special Education Tuition from Pupils or Parents (In State)	1341									
33	Special Education Tuition from Other Districts (In State)	1342									
34	Special Education Tuition from Other Sources (In State)	1343									
35	Special Education Tuition from Other Sources (Out of State)	1344									
36	Adult Tuition from Pupils or Parents (In State)	1351	45,000								
37	Adult Tuition from Other Districts (In State)	1352									
38	Adult Tuition from Other Sources (In State)	1353									
39	Adult Tuition from Other Sources (Out of State)	1354									
40	<b>Total Tuition</b>		295,000								
41	<b>TRANSPORTATION FEES</b>	<b>1400</b>									
42	Regular Transportation Fees from Pupils or Parents (In State)	1411									
43	Regular Transportation Fees from Other Districts (In State)	1412									
44	Regular Transportation Fees from Other Sources (In State)	1413									
45	Regular Transportation Fees from Co-curricular Activities (In State)	1415									
46	Regular Transportation Fees from Other Sources (Out of State)	1416									
47	Summer School Transportation Fees from Pupils or Parents (In State)	1421									
48	Summer School Transportation Fees from Other Districts (In State)	1422									
49	Summer School Transportation Fees from Other Sources (In State)	1423									
50	Summer School Transportation Fees from Other Sources (Out of State)	1424									
51	CTE Transportation Fees from Pupils or Parents (In State)	1431									
52	CTE Transportation Fees from Other Districts (In State)	1432									
53	CTE Transportation Fees from Other Sources (In State)	1433									
54	CTE Transportation Fees from Other Sources (Out of State)	1434									

18

	B	C	D	E	F	G	H	I	J	K	L
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
55	Special Education Transportation Fees from Pupils or Parents (In State)	1441									
56	Special Education Transportation Fees from Other Districts (In State)	1442									
57	Special Education Transportation Fees from Other Sources (In State)	1443									
58	Special Education Transportation Fees from Other Sources (Out of State)	1444									
59	Adult Transportation Fees from Pupils or Parents (In State)	1451									
60	Adult Transportation Fees from Other Districts (In State)	1452									
61	Adult Transportation Fees from Other Sources (In State)	1453									
62	Adult Transportation Fees from Other Sources (Out of State)	1454									
63	<b>Total Transportation Fees</b>					0					
64	<b>EARNINGS ON INVESTMENTS</b>	<b>1500</b>									
65	Interest on Investments	1510	50,000	15,000	5,000	5,000	10,000		5,000		
66	Gain or Loss on Sale of Investments	1520									
67	<b>Total Earnings on Investments</b>		50,000	15,000	5,000	5,000	10,000	0	5,000	0	0
68	<b>FOOD SERVICE</b>	<b>1600</b>									
69	Sales to Pupils - Lunch	1611	925,000								
70	Sales to Pupils - Breakfast	1612									
71	Sales to Pupils - A la Carte	1613									
72	Sales to Pupils - Other (Describe & Itemize)	1614									
73	Sales to Adults	1620	20,000								
74	Other Food Service (Describe & Itemize)	1690									
75	<b>Total Food Service</b>		945,000								
76	<b>DISTRICT/SCHOOL ACTIVITY INCOME</b>	<b>1700</b>									
77	Admissions - Athletic	1711	27,000								
78	Admissions - Other	1719									
79	Fees	1720	686,250								
80	Book Store Sales	1730									
81	Other District/School Activity Revenue (Describe & Itemize)	1790	454,300								
82	Student Activity Fund Revenues	1799									
83	<b>Total District/School Activity Income (without Student Activity Funds 1799)</b>		1,167,550	0							
84	<b>Total District/School Activity Income (with Student Activity Funds 1799)</b>		1,167,550								
85	<b>TEXTBOOK INCOME</b>	<b>1800</b>									
86	Textbook Rentals - Regular Textbooks	1811	245,000								
87	Textbook Rentals - Summer School Textbooks	1812									
88	Textbook Rentals - Adult/Continuing Education Textbooks	1813									
89	Textbook Rentals - Other (Describe & Itemize)	1819									
90	Textbook Sales - Regular Textbooks	1821	300,000								
91	Textbook Sales - Summer School	1822									
92	Textbook Sales - Adult/Continuing Education	1823									
93	Textbook Sales - Other (Describe & Itemize)	1829									
94	Other Textbook Income (Describe & Itemize)	1890									
95	<b>Total Textbooks</b>		545,000								

1	B	C	D	E	F	G	H	I	J	K	L
2	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
96	<b>OTHER REVENUE FROM LOCAL SOURCES</b>	<b>1900</b>									
97	Rentals	1910		155,000							
98	Contributions and Donations from Private Sources	1920									
99	Impact Fees from Municipal or County Governments	1930									
100	Services Provided Other Districts	1940									
101	Refund of Prior Years' Expenditures	1950									
102	Payments of Surplus Moneys from TIF Districts	1960									
103	Drivers' Education Fees	1970	65,000								
104	Proceeds from Vendors' Contracts	1980	30,000								
105	School Facility Occupation Tax Proceeds	1983									
106	Payment from Other Districts	1991									
107	Sale of Vocational Projects	1992									
108	Other Local Fees (Describe & Itemize)	1993	34,163								
109	Other Local Revenues (Describe & Itemize)	1999	50,000	5,000							
110	<b>Total Other Revenue from Local Sources</b>		179,163	160,000	0	0	0	0	0	0	0
111	<b>Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)</b>	<b>1000</b>	63,264,106	15,013,177	2,669,974	2,675,175	3,256,101	0	5,000	0	0
112	<b>Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)</b>		63,264,106								
113	<b>FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)</b>										
114	Flow-Through Revenue from State Sources	2100									
115	Flow-Through Revenue from Federal Sources	2200									
116	Other Flow-Through Revenue (Describe & Itemize)	2300									
117	<b>Total Flow-Through Receipts/Revenues From One District to Another District</b>	<b>2000</b>	0	0		0	0				
118	<b>RECEIPTS/REVENUES FROM STATE SOURCES (3000)</b>										
119	<b>UNRESTRICTED GRANTS-IN-AID (3001-3099)</b>										
120	Evidence Based Funding Formula (Section 18-8.15)	3001	2,795,963								
121	Reorganization Incentives (Accounts 3005-3021)	3005									
122	Fast Growth District Grants	3030									
123	Other Unrestricted Grants-In-Aid From State Sources (Describe & Itemize)	3099									
124	<b>Total Unrestricted Grants-In-Aid</b>		2,795,963	0	0	0	0	0		0	0
125	<b>RESTRICTED GRANTS-IN-AID (3100-3900)</b>										
126	<b>SPECIAL EDUCATION</b>										
127	Special Education - Private Facility Tuition	3100	500,000								
128	Special Education - Funding for Children Requiring Sp Ed Services	3105									
129	Special Education - Personnel	3110									
130	Special Education - Orphanage - Individual	3120									
131	Special Education - Orphanage - Summer Individual	3130									
132	Special Education - Summer School	3145									
133	Special Education - Other (Describe & Itemize)	3199									
134	<b>Total Special Education</b>		500,000	0		0					
135	<b>CAREER AND TECHNICAL EDUCATION (CTE)</b>										
136	CTE - Technical Education - Tech Prep	3200									
137	CTE - Secondary Program Improvement (CTEI)	3220	83,000								
138	CTE - WECEP	3225									
139	CTE - Agriculture Education	3235									
140	CTE - Instructor Practicum	3240									
141	CTE - Student Organizations	3270									
142	CTE - Other (Describe & Itemize)	3299									
143	<b>Total Career and Technical Education</b>		83,000	0	20		0				

1	B	C	D	E	F	G	H	I	J	K	L
2	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
144	<b>BILINGUAL EDUCATION</b>										
145	Bilingual Education - Downstate - TPI and TBE	3305									
146	Bilingual Education - Downstate - Transitional Bilingual Education	3310									
147	<b>Total Bilingual Education</b>		0				0				
148	State Free Lunch & Breakfast	3360	1,500								
149	School Breakfast Initiative	3365									
150	Driver Education	3370	100,000								
151	Adult Education (from ICCB)	3410									
152	Adult Education - Other (Describe & Itemize)	3499									
153	<b>TRANSPORTATION</b>										
154	Transportation - Regular and Vocational	3500				55,000					
155	Transportation - Special Education	3510				950,000					
156	Transportation - Other (Describe & Itemize)	3599									
157	<b>Total Transportation</b>		0	0		1,005,000	0				
158	Learning Improvement - Change Grants	3610									
159	Scientific Literacy	3660									
160	Truant Alternative/Optional Education	3695									
161	Early Childhood - Block Grant	3705									
162	Chicago General Education Block Grant	3766									
163	Chicago Educational Services Block Grant	3767									
164	School Safety & Educational Improvement Block Grant	3775									
165	Technology - Technology for Success	3780									
166	State Charter Schools	3815									
167	Extended Learning Opportunities - Summer Bridges	3825									
168	Infrastructure Improvements - Planning/Construction	3920									
169	School Infrastructure - Maintenance Projects	3925		1,000,000							
170	Other Restricted Revenue from State Sources (Describe & Itemize)	3999									
171	<b>Total Restricted Grants-In-Aid</b>		684,500	1,000,000	0	1,005,000	0	0	0	0	0
172	<b>Total Receipts/Revenues from State Sources</b>	3000	3,480,463	1,000,000	0	1,005,000	0	0	0	0	0
173	<b>RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)</b>										
174	<b>UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)</b>										
175	Federal Impact Aid	4001									
176	Other Unrestricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4009									
177	<b>Total Unrestricted Grants-In-Aid Received Directly from Fed Govt</b>		0	0	0	0	0	0	0	0	0
178	<b>RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)</b>										
179	Head Start	4045									
180	Construction (Impact Aid)	4050									
181	MAGNET	4060									
182	Other Restricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4090									
183	<b>Total Restricted Grants-In-Aid Received Directly from Federal Govt.</b>		0	0		0	0	0			0
184	<b>RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT. THRU THE STATE (4100-4999)</b>										
185	<b>TITLE V</b>										
186	Title V - Flexibility and Accountability	4100									
187	Title V - SEA Projects	4105									
188	Title V - Rural Education Initiative (REI)	4107									
189	Title V - Other (Describe & Itemize)	4199									
190	<b>Total Title V</b>		0	0	21	0	0				

	B	C	D	E	F	G	H	I	J	K	L
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
191	<b>FOOD SERVICE</b>										
192	Breakfast Start-Up Expansion	4200									
193	National School Lunch Program	4210									
194	Special Milk Program	4215	10,000								
195	School Breakfast Program	4220									
196	Summer Food Service Admin/Program	4225									
197	Child and Adult Care Food Program	4226									
198	Fresh Fruit and Vegetables	4240									
199	Food Service - Other (Describe & Itemize)	4299									
200	<b>Total Food Service</b>		10,000				0				
201	<b>TITLE I</b>										
202	Title I - Low Income	4300	200,000								
203	Title I - Low Income - Neglected, Private	4305									
204	Title I - Migrant Education	4340									
205	Title I - Other (Describe & Itemize)	4399									
206	<b>Total Title I</b>		200,000	0		0	0				
207	<b>TITLE IV</b>										
208	Title IV - Student Support & Academic Enrichment Grant	4400	15,000								
209	Title IV - 21st Century	4421									
210	Title IV - Other (Describe & Itemize)	4499									
211	<b>Total Title IV</b>		15,000	0		0	0				
212	<b>FEDERAL - SPECIAL EDUCATION</b>										
213	Federal Special Education - Preschool Flow-Through	4600	870,964								
214	Federal Special Education - Preschool Discretionary	4605									
215	Federal Special Education - IDEA Flow Through	4620									
216	Federal Special Education - IDEA Room & Board	4625	150,000								
217	Federal Special Education - IDEA Discretionary	4630									
218	Federal Special Education - IDEA - Other (Describe & Itemize)	4699									
219	<b>Total Federal Special Education</b>		1,020,964	0		0	0				
220	<b>CTE - PERKINS</b>										
221	CTE - Perkins-Title III E Tech Prep	4770	37,000								
222	CTE - Other (Describe & Itemize)	4799									
223	<b>Total CTE - Perkins</b>		37,000	0			0				
224	Federal - Adult Education	4810									
225	ARRA - General State Aid - Education Stabilization	4850									
226	ARRA - Title I - Low Income	4851									
227	ARRA - Title I - Neglected, Private	4852									
228	ARRA - Title I - Delinquent, Private	4853									
229	ARRA - Title I - School Improvement (Part A)	4854									
230	ARRA - Title I - School Improvement (Section 1003g)	4855									
231	ARRA - IDEA - Part B - Preschool	4856									
232	ARRA - IDEA - Part B - Flow-Through	4857									
233	ARRA - Title IID - Technology - Formula	4860									
234	ARRA - Title IID - Technology - Competitive	4861									
235	ARRA - McKinney - Vento Homeless Education	4862									
236	ARRA - Child Nutrition Equipment Assistance	4863									
237	Impact Aid Formula Grants	4864									
238	Impact Aid Competitive Grants	4865									
239	Qualified Zone Academy Bond Tax Credits	4866									
240	Qualified School Construction Bond Credits	4867									
241	Build America Bond Tax Credits	4868									
242	Build America Bond Interest Reimbursement	4869			22						
243	ARRA - General State Aid - Other Government Services Stabilization	4870									

1	B	C	D	E	F	G	H	I	J	K	L
2	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
244	Other ARRA Funds - II	4871									
245	Other ARRA Funds - III	4872									
246	Other ARRA Funds - IV	4873									
247	Other ARRA Funds - V	4874									
248	ARRA - Early Childhood	4875									
249	Other ARRA Funds - VII	4876									
250	Other ARRA Funds - VIII	4877									
251	Other ARRA Funds - IX	4878									
252	Other ARRA Funds - X	4879									
253	Other ARRA Funds - Ed Job Fund Program	4880									
254	<b>Total Stimulus Programs</b>		0	0	0	0	0	0		0	0
255	Race to the Top Program	4901									
256	Race to the Top - Preschool Expansion Grant	4902									
257	Title III - Instruction for English Learners & Immigrant Students	4905									
258	Title III - English Language Acquisition	4909									
259	McKinney Education for Homeless Children	4920									
260	Title II - Eisenhower - Professional Development Formula	4930									
261	Title II - Teacher Quality	4932	60,000								
262	Federal Charter Schools	4960									
263	State Assessment Grants	4981									
264	Grant for State Assessments and Related Activities	4982									
265	Medicaid Matching Funds - Administrative Outreach	4991	65,000								
266	Medicaid Matching Funds - Fee-For-Service Program	4992	15,000								
267	Other Restricted Grants Received from Fed. Govt. thru State <i>(Describe &amp; Itemize)</i>	4998	300,000	2,000,000							
268	<b>Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State</b>		1,722,964	2,000,000	0	0	0	0		0	0
269	<b>TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES</b>	4000	1,722,964	2,000,000	0	0	0	0	0	0	0
270	<b>TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)</b>		68,467,533	18,013,177	2,669,974	3,680,175	3,256,101	0	5,000	0	0
271	<b>TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)</b>		68,467,533								

	B	C	D	E	F	G	H	I	J	K	L
1	Description: Enter Whole Numbers Only	Funct #	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
3	<b>10 - EDUCATIONAL FUND (ED)</b>										
4	<b>INSTRUCTION (ED)</b>										
5	Regular Programs	1100	27,033,991	4,002,500	633,148	637,970	183,002	5,575	418,058	0	32,914,244
6	Tuition Payment to Charter Schools	1115									0
7	Pre-K Programs	1125									0
8	Special Education Programs (Functions 1200 - 1220)	1200	6,083,020	1,258,799	34,915	45,968	0	1,000	2,992	0	7,426,694
9	Special Education Programs Pre-K	1225									0
10	Remedial and Supplemental Programs K-12	1250	43,127	22,575	32,000	140,000	0	0	0	0	237,702
11	Remedial and Supplemental Programs Pre-K	1275									0
12	Adult/Continuing Education Programs	1300	28,000	2,529	27,150	1,000	0	11,500	0	0	70,179
13	CTE Programs	1400	0	0	4,700	15,500	0	0	0	0	20,200
14	Interscholastic Programs	1500	1,553,156	17,270	283,245	143,065	0	11,700	18,300	0	2,026,736
15	Summer School Programs	1600	219,222	2,425	200,575	8,250	0	10,000	0	0	440,472
16	Gifted Programs	1650									0
17	Driver's Education Programs	1700	598,829	75,732	46,300	11,000	0	150	0	0	732,011
18	Bilingual Programs	1800	0	0	6,750	5,000	0	0	0	0	11,750
19	Truant Alternative & Optional Programs	1900	400,800	76,790	22,200	1,000	0	0	0	0	500,790
20	Pre-K Programs - Private Tuition	1910									0
21	Regular K-12 Programs Private Tuition	1911									0
22	Special Education Programs K-12 Private Tuition	1912						2,068,000			2,068,000
23	Special Education Programs Pre-K Tuition	1913									0
24	Remedial/Supplemental Programs K-12 Private Tuition	1914						35,000			35,000
25	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
26	Adult/Continuing Education Programs Private Tuition	1916									0
27	CTE Programs Private Tuition	1917						200,000			200,000
28	Interscholastic Programs Private Tuition	1918									0
29	Summer School Programs Private Tuition	1919									0
30	Gifted Programs Private Tuition	1920									0
31	Bilingual Programs Private Tuition	1921									0
32	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
33	Student Activity Fund Expenditures	1999									0
34	<b>Total Instruction<sup>14</sup> (Without Student Activity Funds 1999)</b>	<b>1000</b>	<b>35,960,145</b>	<b>5,458,620</b>	<b>1,290,983</b>	<b>1,008,753</b>	<b>183,002</b>	<b>2,342,925</b>	<b>439,350</b>	<b>0</b>	<b>46,683,778</b>
35	<b>Total Instruction<sup>14</sup> (With Student Activity Funds 1999)</b>	<b>1000</b>	<b>35,960,145</b>	<b>5,458,620</b>	<b>1,290,983</b>	<b>1,008,753</b>	<b>183,002</b>	<b>2,342,925</b>	<b>439,350</b>	<b>0</b>	<b>46,683,778</b>
36	<b>SUPPORT SERVICES (ED)</b>										
37	<b>Support Services - Pupil</b>										
38	Attendance & Social Work Services	2110	1,402,418	402,850	13,150	6,300	0	500	0	0	1,825,218
39	Guidance Services	2120	3,596,124	590,406	135,200	56,600	0	4,050	1,500	0	4,383,880
40	Health Services	2130	271,621	67,791	39,750	10,150	0	0	0	0	389,312
41	Psychological Services	2140									0
42	Speech Pathology & Audiology Services	2150									0
43	Other Support Services - Pupils (Describe & Itemize)	2190	127,900	475	52,850	43,300	0	0	0	0	224,525
44	<b>Total Support Services - Pupil</b>	<b>2100</b>	<b>5,398,063</b>	<b>1,061,522</b>	<b>240,950</b>	<b>116,350</b>	<b>0</b>	<b>4,550</b>	<b>1,500</b>	<b>0</b>	<b>6,822,935</b>
45	<b>Support Services - Instructional Staff</b>										
46	Improvement of Instruction Services	2210	364,887	72,593	123,750	19,700	0	650	0	0	581,580
47	Educational Media Services	2220	1,803,938	331,504	584,380	392,630	1,100,000	1,250	81,600	0	4,295,302
48	Assessment & Testing	2230	315,769	15,745	113,675	20,060	0	0	0	0	465,249
49	<b>Total Support Services - Instructional Staff</b>	<b>2200</b>	<b>2,484,594</b>	<b>419,842</b>	<b>821,805</b>	<b>432,390</b>	<b>1,100,000</b>	<b>1,900</b>	<b>81,600</b>	<b>0</b>	<b>5,342,131</b>
50	<b>Support Services - General Administration</b>										
51	Board of Education Services	2310	0	0	437,500	20,000	0	21,000	0	0	478,500
52	Executive Administration Services	2320	353,683	68,737	40,000	6,800	0	3,500	0	0	472,720
53	Special Area Administration Services	2330									0
54	Tort Immunity Services	2361, 2365									0
55	<b>Total Support Services - General Administration</b>	<b>2300</b>	<b>353,683</b>	<b>68,737</b>	<b>477,500</b>	<b>26,800</b>	<b>0</b>	<b>24,500</b>	<b>0</b>	<b>0</b>	<b>951,220</b>

	B	C	D	E	F	G	H	I	J	K	L
1	Description: Enter Whole Numbers Only	Funct #	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
56	<b>Support Services - School Administration</b>	<b>2400</b>									
57	Office of the Principal Services	2410	3,445,781	604,711	75,300	46,100	0	9,900	0	0	4,181,792
58	Other Support Services - School Administration <i>(Describe &amp; Itemize)</i>	2490	0	0	41,000	1,000	0	0	0	0	42,000
59	<b>Total Support Services - School Administration</b>	<b>2400</b>	<b>3,445,781</b>	<b>604,711</b>	<b>116,300</b>	<b>47,100</b>	<b>0</b>	<b>9,900</b>	<b>0</b>	<b>0</b>	<b>4,223,792</b>
60	<b>Support Services - Business</b>	<b>2500</b>									
61	Direction of Business Support Services	2510	202,335	50,551	800	0	0	500	0	0	254,186
62	Fiscal Services	2520	364,992	86,487	9,950	4,500	0	120,750	0	0	586,679
63	Operation & Maintenance of Plant Services	2540	0	0	167,500	2,500	0	0	0	0	170,000
64	Pupil Transportation Services	2550									0
65	Food Services	2560	0	0	1,236,200	10,000	0	0	0	0	1,246,200
66	Internal Services	2570	185,323	68,717	32,500	440,000	0	25,000	2,000	0	753,540
67	<b>Total Support Services - Business</b>	<b>2500</b>	<b>752,650</b>	<b>205,755</b>	<b>1,446,950</b>	<b>457,000</b>	<b>0</b>	<b>146,250</b>	<b>2,000</b>	<b>0</b>	<b>3,010,605</b>
68	<b>Support Services - Central</b>	<b>2600</b>									
69	Direction of Central Support Services	2610									0
70	Planning, Research, Development & Evaluation Services	2620									0
71	Information Services	2630	196,784	8,177	111,750	3,400	0	1,000	0	0	321,111
72	Staff Services	2640	363,828	95,716	51,750	5,000	9,000	1,000	0	0	526,294
73	Data Processing Services	2660	216,202	35,881	154,455	500	0	300	0	0	407,338
74	<b>Total Support Services - Central</b>	<b>2600</b>	<b>776,814</b>	<b>139,774</b>	<b>317,955</b>	<b>8,900</b>	<b>9,000</b>	<b>2,300</b>	<b>0</b>	<b>0</b>	<b>1,254,743</b>
75	<b>Other Support Services - Misc. <i>(Describe &amp; Itemize)</i></b>	<b>2900</b>	0	372,036	504,307	0	0	0	0	0	876,343
76	<b>Total Support Services</b>	<b>2000</b>	<b>13,211,585</b>	<b>2,872,377</b>	<b>3,925,767</b>	<b>1,088,540</b>	<b>1,109,000</b>	<b>189,400</b>	<b>85,100</b>	<b>0</b>	<b>22,481,769</b>
77	<b>COMMUNITY SERVICES (ED)</b>	<b>3000</b>	248,750	1,783	5,150	48,125	0	0	0	0	303,808
78	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (ED)</b>	<b>4000</b>									
79	<b>Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>									
80	Payments for Regular Programs	4110									0
81	Payments for Special Education Programs	4120			2,100,000			125,000			2,225,000
82	Payments for Adult/Continuing Education Programs	4130									0
83	Payments for CTE Programs	4140									0
84	Payments for Community College Programs	4170									0
85	Other Payments to In-State Govt Units - Programs <i>(Describe &amp; Itemize)</i>	4190									0
86	<b>Total Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>			<b>2,100,000</b>			<b>125,000</b>			<b>2,225,000</b>
87	Payments for Regular Programs - Tuition	4210									0
88	Payments for Special Education Programs - Tuition	4220						420,000			420,000
89	Payments for Adult/Continuing Education Programs - Tuition	4230									0
90	Payments for CTE Programs - Tuition	4240									0
91	Payments for Community College Programs - Tuition	4270									0
92	Payments for Other Programs - Tuition	4280									0
93	Other Payments to In-State Govt Units - Tuition <i>(Describe &amp; Itemize)</i>	4290									0
94	<b>Total Payments to Other Dist &amp; Govt Units - Tuition (In State)</b>	<b>4200</b>						<b>420,000</b>			<b>420,000</b>
95	Payments for Regular Programs - Transfers	4310									0
96	Payments for Special Education Programs - Transfers	4320									0
97	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
98	Payments for CTE Programs - Transfers	4340									0
99	Payments for Community College Program - Transfers	4370									0
100	Payments for Other Programs - Transfers	4380									0
101	Other Payments to In-State Govt Units - Transfers <i>(Describe &amp; Itemize)</i>	4390									0
102	<b>Total Payments to Other Dist &amp; Govt Units-Transfers (In State)</b>	<b>4300</b>			<b>0</b>			<b>0</b>			<b>0</b>
103	Payments to Other Dist & Govt Units (Out of State)	4400									0
104	<b>Total Payments to Other Dist &amp; Govt Units</b>	<b>4000</b>			<b>2,100,000</b>			<b>545,000</b>			<b>2,645,000</b>

	B	C	D	E	F	G	H	I	J	K	L
1	Description: Enter Whole Numbers Only	Func#	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
105	<b>DEBT SERVICE (ED)</b>	5000									
106	Debt Service - Interest on Short-Term Debt	5100									
107	Tax Anticipation Warrants	5110									0
108	Tax Anticipation Notes	5120									0
109	Corporate Personal Property Repl Tax Anticipated Notes	5130									0
110	State Aid Anticipation Certificates	5140									0
111	Other Interest on Short-Term Debt <i>(Describe &amp; Itemize)</i>	5150									0
112	<b>Total Debt Service - Interest on Short-Term Debt</b>	5100						0			0
113	Debt Service - Interest on Long-Term Debt	5200									0
114	<b>Total Debt Service</b>	5000						0			0
115	<b>PROVISION FOR CONTINGENCIES (ED)</b>	6000									0
116	<b>Total Direct Disbursements/Expenditures (without Student Activity Funds (1999))</b>		49,420,480	8,332,780	7,321,900	2,145,418	1,292,002	3,077,325	524,450	0	72,114,355
117	<b>Total Direct Disbursements/Expenditures (with Student Activity Funds (1999))</b>		49,420,480	8,332,780	7,321,900	2,145,418	1,292,002	3,077,325	524,450	0	72,114,355
118	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds 1999)										(3,646,822)
119	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds 1999)										(3,646,822)
121	<b>20 - OPERATIONS AND MAINTENANCE FUND (O&amp;M)</b>										
122	<b>SUPPORT SERVICES (O&amp;M)</b>	2000									
123	Support Services - Pupil	2100									
124	Other Support Services - Pupils <i>(Describe &amp; Itemize)</i>	2190									0
125	<b>Support Services - Business</b>	2500									
126	Direction of Business Support Services	2510									0
127	Facilities Acquisition & Construction Services	2530									0
128	Operation & Maintenance of Plant Services	2540	3,843,593	713,494	1,770,350	1,998,000	9,672,440	300	0	0	17,998,177
129	Pupil Transportation Services	2550									0
130	Food Services	2560					15,000				15,000
131	<b>Total Support Services - Business</b>	2500	3,843,593	713,494	1,770,350	1,998,000	9,687,440	300	0	0	18,013,177
132	Other Support Services - Misc. <i>(Describe &amp; Itemize)</i>	2900									0
133	<b>Total Support Services</b>	2000	3,843,593	713,494	1,770,350	1,998,000	9,687,440	300	0	0	18,013,177
134	<b>COMMUNITY SERVICES (O&amp;M)</b>	3000									0
135	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (O&amp;M)</b>	4000									
136	Payments to Other Dist & Govt Units (In-State)	4100									
137	Payments for Regular Programs	4110									0
138	Payments for Special Education Programs	4120									0
139	Payments for CTE Program	4140									0
140	Other Payments to In-State Govt Units - Programs <i>(Describe &amp; Itemize)</i>	4190									0
141	<b>Total Payments to Other Dist &amp; Govt Units (In-State)</b>	4100						0			0
142	Payments to Other Dist & Govt Units (Out of State) <sup>14</sup>	4400									0
143	<b>Total Payments to Other Dist &amp; Govt Unit</b>	4000						0			0
144	<b>DEBT SERVICE (O&amp;M)</b>	5000									
145	Debt Service - Interest on Short-Term Debt	5100									
146	Tax Anticipation Warrants	5110									0
147	Tax Anticipation Notes	5120									0
148	Corporate Personal Prop Repl Tax Anticipated Notes	5130									0
149	State Aid Anticipation Certificates	5140									0
150	Other Interest on Short-Term Debt <i>(Describe &amp; Itemize)</i>	5150									0
151	<b>Total Debt Service - Interest on Short-Term Debt</b>	5100						0			0
152	Debt Service - Interest on Long-Term Debt	5200									0
153	<b>Total Debt Service</b>	5000						0			0
154	<b>PROVISION FOR CONTINGENCIES (O&amp;M)</b>	6000									0
155	<b>Total Direct Disbursements/Expenditures</b>		3,843,593	713,494	1,770,350	1,998,000	9,687,440	300	0	0	18,013,177
156	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0

	B	C	D	E	F	G	H	I	J	K	L
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
158	<b>30 - DEBT SERVICE FUND (DS)</b>										
159	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (DS)</b>	<b>4000</b>									
160	Payments to Other Dist & Govt Units (In-State)	4100									
161	Payments for Regular Programs	4110									0
162	Payments for Special Education Programs	4120									0
163	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
164	<b>Total Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4000</b>						0			0
165	<b>DEBT SERVICE (DS)</b>	<b>5000</b>									
166	<b>Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>									
167	Tax Anticipation Warrants	5110									0
168	Tax Anticipation Notes	5120									0
169	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
170	State Aid Anticipation Certificates	5140									0
171	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
172	<b>Total Debt Service - Interest On Short-Term Debt</b>	<b>5100</b>						0			0
173	<b>Debt Service - Interest on Long-Term Debt</b>	<b>5200</b>						139,466			139,466
174	<b>Debt Service - Payments of Principal on Long-Term Debt <sup>15</sup> (Lease/Purchase Principal Retired) (Describe &amp; Itemize)</b>	<b>5300</b>						2,465,000			2,465,000
175	Debt Service - Other (Describe & Itemize)	5400									0
176	<b>Total Debt Service</b>	<b>5000</b>			0			2,604,466			2,604,466
177	<b>PROVISION FOR CONTINGENCIES (DS)</b>	<b>6000</b>									0
178	<b>Total Direct Disbursements/Expenditures</b>				0			2,604,466			2,604,466
179	<b>Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures</b>										65,508
180											
181	<b>40 - TRANSPORTATION FUND (TR)</b>										
182	<b>SUPPORT SERVICES (TR)</b>	<b>2000</b>									
183	<b>Support Services - Pupils</b>	<b>2100</b>									
184	Other Support Services - Pupils (Describe & Itemize)	2190									0
185	<b>Support Services - Business</b>										
186	Pupil Transportation Services	2550	0	0	3,590,175	0	90,000	0	0	0	3,680,175
187	Other Support Services - Business (Describe & Itemize)	2900									0
188	<b>Total Support Services</b>	<b>2000</b>	0	0	3,590,175	0	90,000	0	0	0	3,680,175
189	<b>COMMUNITY SERVICES (TR)</b>	<b>3000</b>									0
190	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (TR)</b>	<b>4000</b>									
191	<b>Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>									
192	Payments for Regular Program	4110									0
193	Payments for Special Education Programs	4120									0
194	Payments for Adult/Continuing Education Programs	4130									0
195	Payments for CTE Programs	4140									0
196	Payments for Community College Programs	4170									0
197	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
198	<b>Total Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>			0			0			0
199	<b>Payments to Other Dist &amp; Govt Units (Out-of-State) (Describe &amp; Itemize)</b>	<b>4400</b>									0
200	<b>Total Payments to Other Dist &amp; Govt Units</b>	<b>4000</b>			0			0			0
201	<b>DEBT SERVICE (TR)</b>	<b>5000</b>									
202	<b>Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>									
203	Tax Anticipation Warrants	5110									0
204	Tax Anticipation Notes	5120									0
205	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
206	State Aid Anticipation Certificates	5140									0
207	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
208	<b>Total Debt Service - Interest On Short-Term Debt</b>	<b>5100</b>						0			0
209	<b>Debt Service - Interest on Long-Term Debt</b>	<b>5200</b>									0

	B	C	D	E	F	G	H	I	J	K	L
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
210	Debt Service - Payments of Principal on Long-Term Debt <sup>15</sup> (Lease/Purchase Principal Retired) (Describe & Itemize)	5300									0
211	Debt Service - Other (Describe & Itemize)	5400									0
212	<b>Total Debt Service</b>	<b>5000</b>						0			0
213	<b>PROVISION FOR CONTINGENCIES (TR)</b>	<b>6000</b>									0
214	<b>Total Direct Disbursements/Expenditures</b>		0	0	3,590,175	0	90,000	0	0	0	3,680,175
215	<b>Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures</b>										0
217	<b>50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)</b>										
218	<b>INSTRUCTION (MR/SS)</b>	<b>1000</b>									
219	Regular Program	1100		519,456							519,456
220	Pre-K Programs	1125									0
221	Special Education Programs (Functions 1200-1220)	1200		515,403							515,403
222	Special Education Programs Pre-K	1225									0
223	Remedial and Supplemental Programs K-12	1250		6,500							6,500
224	Remedial and Supplemental Programs Pre-K	1275									0
225	Adult/Continuing Education Programs	1300		1,500							1,500
226	CTE Programs	1400									0
227	Interscholastic Programs	1500		111,940							111,940
228	Summer School Programs	1600		11,200							11,200
229	Gifted Programs	1650									0
230	Driver's Education Programs	1700		20,005							20,005
231	Bilingual Programs	1800									0
232	Truant Alternative & Optional Programs	1900		5,600							5,600
233	<b>Total Instruction</b>	<b>1000</b>		<b>1,191,604</b>							<b>1,191,604</b>
234	<b>SUPPORT SERVICES (MR/SS)</b>	<b>2000</b>									
235	<b>Support Services - Pupil</b>	<b>2100</b>									
236	Attendance & Social Work Services	2110		194,035							194,035
237	Guidance Services	2120		128,213							128,213
238	Health Services	2130		20,520							20,520
239	Psychological Services	2140									0
240	Speech Pathology & Audiology Services	2150									0
241	Other Support Services - Pupils (Describe & Itemize)	2190		20,222							20,222
242	<b>Total Support Services - Pupil</b>	<b>2100</b>		<b>362,990</b>							<b>362,990</b>
243	<b>Support Services - Instructional Staff</b>	<b>2200</b>									
244	Improvement of Instruction Services	2210		18,711							18,711
245	Educational Media Services	2220		316,037							316,037
246	Assessment & Testing	2230		31,566							31,566
247	<b>Total Support Services - Instructional Staff</b>	<b>2200</b>		<b>366,314</b>							<b>366,314</b>
248	<b>Support Services - General Administration</b>	<b>2300</b>									
249	Board of Education Services	2310									0
250	Executive Administration Services	2320		27,965							27,965
251	Special Area Administrative Services	2330									0
252	Claims Paid from Self Insurance Fund	2361									0
253	Risk Management and Claims Services Payments	2365									0
254	<b>Total Support Services - General Administration</b>	<b>2300</b>		<b>27,965</b>							<b>27,965</b>
255	<b>Support Services - School Administration</b>	<b>2400</b>									
256	Office of the Principal Services	2410		197,678							197,678
257	Other Support Services - School Administration (Describe & Itemize)	2490									0
258	<b>Total Support Services - School Administration</b>	<b>2400</b>		<b>197,678</b>							<b>197,678</b>

	B	C	D	E	F	G	H	I	J	K	L
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
2											
259	<b>Support Services - Business</b>	<b>2500</b>									
260	Direction of Business Support Services	2510		2,950							2,950
261	Fiscal Services	2520		78,581							78,581
262	Facilities Acquisition & Construction Services	2530									0
263	Operation & Maintenance of Plant Service	2540		851,919							851,919
264	Pupil Transportation Services	2550									0
265	Food Services	2560									0
266	Internal Services	2570		33,270							33,270
267	<b>Total Support Services - Business</b>	<b>2500</b>		<b>966,720</b>							<b>966,720</b>
268	<b>Support Services - Central</b>	<b>2600</b>									
269	Direction of Central Support Services	2610									0
270	Planning, Research, Development & Evaluation Services	2620									0
271	Information Services	2630		43,435							43,435
272	Staff Services	2640		33,606							33,606
273	Data Processing Services	2660		46,729							46,729
274	<b>Total Support Services - Central</b>	<b>2600</b>		<b>123,770</b>							<b>123,770</b>
275	<b>Other Support Services - Misc. (Describe &amp; Itemize)</b>	<b>2900</b>									0
276	<b>Total Support Services</b>	<b>2000</b>		<b>2,045,437</b>							<b>2,045,437</b>
277	<b>COMMUNITY SERVICES (MR/SS)</b>	<b>3000</b>		19,060							19,060
278	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (MR/SS)</b>	<b>4000</b>									
279	Payments for Regular Programs	4110									0
280	Payments for Special Education Programs	4120									0
281	Payments for CTE Programs	4140									0
282	<b>Total Payments to Other Dist &amp; Govt Units</b>	<b>4000</b>		<b>0</b>							<b>0</b>
283	<b>DEBT SERVICE (MR/SS)</b>	<b>5000</b>									
284	<b>Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>									
285	Tax Anticipation Warrants	5110									0
286	Tax Anticipation Notes	5120									0
287	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
288	State Aid Anticipation Certificates	5140									0
289	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
290	<b>Total Debt Service</b>	<b>5000</b>						0			0
291	<b>PROVISION FOR CONTINGENCIES (MR/SS)</b>	<b>6000</b>									0
292	<b>Total Direct Disbursements/Expenditures</b>			<b>3,256,101</b>				<b>0</b>			<b>3,256,101</b>
293	<b>Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures</b>										<b>0</b>
294											
295	<b>60 - CAPITAL PROJECTS (CP)</b>										
296	<b>SUPPORT SERVICES (CP)</b>	<b>2000</b>									
297	<b>Support Services - Business</b>										
298	Facilities Acquisition & Construction Services	2530									0
299	Other Support Services - Business (Describe & Itemize)	2900									0
300	<b>Total Support Services</b>	<b>2000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>
301	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (CP)</b>	<b>4000</b>									
302	<b>Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>									
303	Payments to Regular Programs	4110									0
304	Payment for Special Education Programs	4120									0
305	Payment for CTE Programs	4140									0
306	Payments to Other Govt Units - Programs (In-State) (Describe & Itemize)	4190									0
307	<b>Total Payments to Other Districts &amp; Govt Units</b>	<b>4000</b>			<b>0</b>			<b>0</b>			<b>0</b>
308	<b>PROVISION FOR CONTINGENCIES (CP)</b>	<b>6000</b>									0
309	<b>Total Direct Disbursements/Expenditures</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>
310	<b>Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures</b>										<b>0</b>
311											
312	<b>70 WORKING CASH FUND (WC)</b>										
313											
314	<b>80 - TORT FUND (TF)</b>										

1	B	C	D	E	F	G	H	I	J	K	L
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
315	<b>INSTRUCTION (TF)</b>	<b>1000</b>									
316	Regular Programs	1100									0
317	Tuition Payment to Charter Schools	1115									0
318	Pre-K Programs	1125									0
319	Special Education Programs (Functions 1200 - 1220)	1200									0
320	Special Education Programs Pre-K	1225									0
321	Remedial and Supplemental Programs K-12	1250									0
322	Remedial and Supplemental Programs Pre-K	1275									0
323	Adult/Continuing Education Programs	1300									0
324	CTE Programs	1400									0
325	Interscholastic Programs	1500									0
326	Summer School Programs	1600									0
327	Gifted Programs	1650									0
328	Driver's Education Programs	1700									0
329	Bilingual Programs	1800									0
330	Truant Alternative & Optional Programs	1900									0
331	Pre-K Programs - Private Tuition	1910									0
332	Regular K-12 Programs Private Tuition	1911									0
333	Special Education Programs K-12 Private Tuition	1912									0
334	Special Education Programs Pre-K Tuition	1913									0
335	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
336	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
337	Adult/Continuing Education Programs Private Tuition	1916									0
338	CTE Programs Private Tuition	1917									0
339	Interscholastic Programs Private Tuition	1918									0
340	Summer School Programs Private Tuition	1919									0
341	Gifted Programs Private Tuition	1920									0
342	Bilingual Programs Private Tuition	1921									0
343	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
344	<b>Total Instruction<sup>14</sup></b>	<b>1000</b>	0	0	0	0	0	0	0	0	0
345	<b>SUPPORT SERVICES (TF)</b>	<b>2000</b>									
346	<b>Support Services - Pupil</b>	<b>2100</b>									
347	Attendance & Social Work Services	2110									0
348	Guidance Services	2120									0
349	Health Services	2130									0
350	Psychological Services	2140									0
351	Speech Pathology & Audiology Services	2150									0
352	Other Support Services - Pupils (Describe & Itemize)	2190									0
353	<b>Total Support Services - Pupil</b>	<b>2100</b>	0	0	0	0	0	0	0	0	0
354	<b>Support Services - Instructional Staff</b>	<b>2200</b>									
355	Improvement of Instruction Services	2210									0
356	Educational Media Services	2220									0
357	Assessment & Testing	2230									0
358	<b>Total Support Services - Instructional Staff</b>	<b>2200</b>	0	0	0	0	0	0	0	0	0
359	<b>Support Services - General Administration</b>	<b>2300</b>									
360	Board of Education Services	2310									0
361	Executive Administration Services	2320									0
362	Special Area Administration Services	2330									0
363	Claims Paid from Self Insurance Fund	2361									0
364	Risk Management and Claims Services Payments	2365									0
365	<b>Total Support Services - General Administration</b>	<b>2300</b>	0	0	0	0	0	0	0	0	0

	B	C	D	E	F	G	H	I	J	K	L
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
366	<b>Support Services - School Administration</b>	<b>2400</b>									
367	Office of the Principal Services	2410									0
368	Other Support Services - School Administration <i>(Describe &amp; Itemize)</i>	2490									0
369	<b>Total Support Services - School Administration</b>	<b>2400</b>	0	0	0	0	0	0	0	0	0
370	<b>Support Services - Business</b>	<b>2500</b>									
371	Direction of Business Support Services	2510									0
372	Fiscal Services	2520									0
373	Facilities Acquisition & Construction Services	2530									0
374	Operation & Maintenance of Plant Services	2540									0
375	Pupil Transportation Services	2550									0
376	Food Services	2560									0
377	Internal Services	2570									0
378	<b>Total Support Services - Business</b>	<b>2500</b>	0	0	0	0	0	0	0	0	0
379	<b>Support Services - Central</b>	<b>2600</b>									
380	Direction of Central Support Services	2610									0
381	Planning, Research, Development & Evaluation Services	2620									0
382	Information Services	2630									0
383	Staff Services	2640									0
384	Data Processing Services	2660									0
385	<b>Total Support Services - Central</b>	<b>2600</b>	0	0	0	0	0	0	0	0	0
386	<b>Other Support Services - Misc. <i>(Describe &amp; Itemize)</i></b>	<b>2900</b>									0
387	<b>Total Support Services</b>	<b>2000</b>	0	0	0	0	0	0	0	0	0
388	<b>COMMUNITY SERVICES (TF)</b>	<b>3000</b>									0
389	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (TF)</b>	<b>4000</b>									
390	<b>Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>									
391	Payments for Regular Programs	4110									0
392	Payments for Special Education Programs	4120									0
393	Payments for Adult/Continuing Education Programs	4130									0
394	Payments for CTE Programs	4140									0
395	Payments for Community College Programs	4170									0
396	Other Payments to In-State Govt Units - Programs <i>(Describe &amp; Itemize)</i>	4190									0
397	<b>Total Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>			0			0			0
398	Payments for Regular Programs - Tuition	4210									0
399	Payments for Special Education Programs - Tuition	4220									0
400	Payments for Adult/Continuing Education Programs - Tuition	4230									0
401	Payments for CTE Programs - Tuition	4240									0
402	Payments for Community College Programs - Tuition	4270									0
403	Payments for Other Programs - Tuition	4280									0
404	Other Payments to In-State Govt Units - Tuition <i>(Describe &amp; Itemize)</i>	4290									0
405	<b>Total Payments to Other Dist &amp; Govt Units - Tuition (In State)</b>	<b>4200</b>						0			0
406	Payments for Regular Programs - Transfers	4310									0
407	Payments for Special Education Programs - Transfers	4320									0
408	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
409	Payments for CTE Programs - Transfers	4340									0
410	Payments for Community College Program - Transfers	4370									0
411	Payments for Other Programs - Transfers	4380									0
412	Other Payments to In-State Govt Units - Transfers <i>(Describe &amp; Itemize)</i>	4390									0
413	<b>Total Payments to Other Dist &amp; Govt Units-Transfers (In State)</b>	<b>4300</b>			0			0			0
414	Payments to Other Dist & Govt Units (Out of State)	4400									0
415	<b>Total Payments to Other Dist &amp; Govt Units</b>	<b>4000</b>			0			0			0
416	<b>DEBT SERVICE (TF)</b>	<b>5000</b>									
417	<b>Debt Service - Interest on Short-Term Debt</b>										
418	Tax Anticipation Warrants	5110									0
419	Tax Anticipation Notes	5120									0
420	Corporate Personal Property Replacement Tax Anticipation Notes	5130									0
421	State Aid Anticipation Certificates	5140									0
422	Other Interest or Short-Term Debt <i>(Describe &amp; Itemize)</i>	5150									0
423	<b>Debt Service - Interest on Long-Term Debt</b>	<b>5200</b>									0

31

ESTIMATED DISBURSEMENTS/EXPENDITURES

	B	C	D	E	F	G	H	I	J	K	L
1	Description: Enter Whole Numbers Only	Funct #	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
424	Debt Service - Payments of Principal on Long-Term Debt <sup>15</sup> (Lease/Purchase Principal Retired) (Describe & Itemize)	5300									0
425	Debt Service - Other (Describe & Itemize)	5400									0
426	<b>Total Debt Service</b>	<b>5000</b>			0			0			0

1	B	C	D	E	F	G	H	I	J	K	L
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
427	PROVISION FOR CONTINGENCIES (TF)	6000									0
428	Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0	0	0
429	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0
430											
431	90 - FIRE PREVENTION & SAFETY FUND (FP&S)										
432	SUPPORT SERVICES (FP&S)	2000									
433	Support Services - Business	2500									
434	Facilities Acquisition & Construction Services	2530									0
435	Operation & Maintenance of Plant Service	2540									0
436	Total Support Services - Business	2500	0	0	0	0	0	0	0		0
437	Other Support Services - Misc. (Describe & Itemize)	2900									0
438	Total Support Services	2000	0	0	0	0	0	0	0		0
439	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (FP&S)	4000									
440	Payments to Regular Programs	4110									0
441	Payments to Special Education Programs	4120									0
442	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
443	Total Payments to Other Districts & Govt Units (FPS)	4000						0			0
444	DEBT SERVICE (FP&S)	5000									
445	Debt Service - Interest on Short-Term Debt	5100									
446	Tax Anticipation Warrants	5110									0
447	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
448	Total Debt Service - Interest on Short-Term Debt	5100						0			0
449	Debt Service - Interest on Long-Term Debt	5200									0
450	Debt Service - Payments of Principal on Long-Term Debt <sup>15</sup> (Lease/Purchase Principal Retired) (Describe & Itemize)	5300									0
451	Total Debt Service	5000						0			0
452	PROVISIONS FOR CONTINGENCIES (FP&S)	6000									0
453	Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0		0
454	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0

**This page is provided for detailed itemizations as requested within the body of the Report.**

**Please enter notes in "Source of Revenue/Use of Expense" column for the below line items. If page does not list specific revenues/expenditures, no itemization notes are required.**

Fund-Account Number		Source of Revenue/Use of Expense	Amount
Estimated Revenues			
10-1790	Other District/School Activity Revenue	Revenue for district athletic and club summer camps.	\$454,300
10-1993	Other Local Fees	E-Rate Revenue	\$34,163
10-1999	Other Local Revenues	Various miscellaneous payments.	\$50,000
20-1999	Other Local Revenues	Various miscellaneous payments.	\$5,000
10-4998	Other Restricted Grants Received from Fed. Govt. thru State	Remaining ESSER III and IDEA Monies.	\$300,000
20-4998	Other Restricted Grants Received from Fed. Govt. thru State	Remaining ESSER II and III Monies.	\$2,000,000
Estimated Expenditures			
10-2190	Other Support Services - Pupils	Supervision for Cafeteria, Corral, and district events.	\$224,525
10-2490	Other Support Services - School Administration	Postage	\$42,000
10-2900	Other Support Services - Misc.	P&C Insurance and Work Comp. Insurance payments.	\$876,343
30-5300	Debt Service - Payments of Principal on Long-Term Debt	Current year's debt service principal payment.	\$2,465,000
50-2190	Other Support Services - Pupils	Benefits related to the salaries of student supervision.	\$20,222

	A	B	C	D	E	F	G
1	<b>DEFICIT BUDGET SUMMARY INFORMATION - Operating Funds Only (School Districts Only)</b>						
2		<b>Description</b>	<b>EDUCATIONAL FUND (10)</b>	<b>OPERATIONS &amp; MAINTENANCE FUND (20)</b>	<b>TRANSPORTATION FUND (40)</b>	<b>WORKING CASH FUND (70)</b>	<b>TOTAL</b>
3		Direct Revenues	68,467,533	18,013,177	3,680,175	5,000	90,165,885
4		Direct Expenditures	72,114,355	18,013,177	3,680,175		93,807,707
5		Difference	(3,646,822)			5,000	(3,641,822)
6		Estimated Fund Balance - June 30, 2023	30,918,558	10,751,423	3,878,157	3,984,893	49,533,031
7	<b>Unbalanced budget; however, a Deficit Reduction Plan is not required at this time.</b>						
8	A deficit reduction plan is required if the local board of education adopts (or amends) the 2022-2023 school district budget in which the "operating funds" listed above result in direct revenues (line 9, BudgetSum 2-4) being less than direct expenditures (line 19, BudgetSum 2-4) by an amount equal to or greater than one-third (1/3) of the ending fund balance (line 81, BudgetSum 2-4).						
9							
11	<b>Note:</b> The balance is determined using only the four funds listed above. That is, if the estimated ending fund balance is less than three times the deficit spending, the district must adopt and file with ISBE a deficit reduction plan to balance the shortfall within three years.						
13	Per School Code (105 ILCS 5/17-1) - If the Deficit AFR Summary Information tab from the 2021-2022 Annual Financial Report (AFR) reflects a deficit as defined above, then the school district shall adopt and submit a deficit reduction plan (found here on page 23-27) to ISBE within 30 days after acceptance of the AFR.						
14							
15	The deficit reduction plan, if required, is developed using ISBE guidelines and format.						

ILLINOIS STATE BOARD OF EDUCATION  
School Business Services Division

	A	B	C	D	E	F	G	H	I	J	K	L	
1	*School Districts Only		DEFICIT REDUCTION PLAN					ESTIMATED BUDGET					
2			ESTIMATED BUDGET					ESTIMATED BUDGET					
3	6016204017		FY2022-2023					FY2023-2024					
4	District Number												
5	Lyons Twp HSD 204												
6	District Name		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total	Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total	
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		34,565,380	10,751,423	3,878,157	3,979,893	53,174,853	30,918,558	10,751,423	3,878,157	3,984,893	49,533,031	
8	RECEIPTS/REVENUES		Acct #										
9	LOCAL SOURCES		1000	63,264,106	15,013,177	2,675,175	5,000	80,957,458				0	
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT		2000	0	0	0		0				0	
11	STATE SOURCES		3000	3,480,463	1,000,000	1,005,000	0	5,485,463				0	
12	FEDERAL SOURCES		4000	1,722,964	2,000,000	0	0	3,722,964				0	
13	Total Receipts/Revenues			68,467,533	18,013,177	3,680,175	5,000	90,165,885	0	0	0	0	
14	DISBURSEMENTS/EXPENDITURES		Funct #										
15	INSTRUCTION		1000	46,683,778				46,683,778				0	
16	SUPPORT SERVICES		2000	22,481,769	18,013,177	3,680,175		44,175,121				0	
17	COMMUNITY SERVICES		3000	303,808	0	0		303,808				0	
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS		4000	2,645,000	0	0		2,645,000				0	
19	DEBT SERVICES		5000	0	0	0		0				0	
20	PROVISION FOR CONTINGENCIES		6000	0	0	0		0				0	
21	Total Disbursements/Expenditures			72,114,355	18,013,177	3,680,175		93,807,707	0	0	0	0	
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures			(3,646,822)	0	0	5,000	(3,641,822)	0	0	0	0	
23	OTHER SOURCES/USES OF FUNDS												
24	OTHER SOURCES OF FUNDS (7000)			0	0	0	0	0				0	
25	OTHER USES OF FUNDS (8000)			0	0	0	0	0				0	
26	TOTAL OTHER SOURCES/USES OF FUNDS			0	0	0	0	0	0	0	0	0	
27	ESTIMATED ENDING FUND BALANCE			30,918,558	10,751,423	3,878,157	3,984,893	49,533,031	30,918,558	10,751,423	3,878,157	3,984,893	49,533,031

ILLINOIS STATE BOARD OF EDUCATION  
School Business Services Division

	A	B	M	N	O	P	Q	R	S	T	U	V
1	*School Districts Only		ESTIMATED BUDGET FY2024-2025					ESTIMATED BUDGET FY2025-2026				
2												
3	6016204017											
4	District Number											
5	Lyons Twp HSD 204											
6	District Name		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total	Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		30,918,558	10,751,423	3,878,157	3,984,893	49,533,031	30,918,558	10,751,423	3,878,157	3,984,893	49,533,031
8	RECEIPTS/REVENUES		Acct #									
9	LOCAL SOURCES	1000					0					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0					0
11	STATE SOURCES	3000					0					0
12	FEDERAL SOURCES	4000					0					0
13	Total Receipts/Revenues		0	0	0	0	0	0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES		Funct #									
15	INSTRUCTION	1000					0					0
16	SUPPORT SERVICES	2000					0					0
17	COMMUNITY SERVICES	3000					0					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0					0
19	DEBT SERVICES	5000					0					0
20	PROVISION FOR CONTINGENCIES	6000					0					0
21	Total Disbursements/Expenditures		0	0	0	0	0	0	0	0	0	0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0	0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS											
24	OTHER SOURCES OF FUNDS (7000)											
25	OTHER USES OF FUNDS (8000)											
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0	0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		30,918,558	10,751,423	3,878,157	3,984,893	49,533,031	30,918,558	10,751,423	3,878,157	3,984,893	49,533,031

	A	B	W	X	Y	Z
1	*School Districts Only		<b>SUMMARY</b> <b>BUDGET ADDENDUM - DEFICIT REDUCTION PLAN</b> <b>ESTIMATED BUDGET</b> Date of Adoption: <input type="text"/> <i>(Enter as MM/DD/YY)</i>			
2						
3	6016204017					
4	District Number					
5	Lyons Twp HSD 204					
6	District Name		FY2022-2023	FY2023-2024	FY2024-2025	FY2025-2026
7	ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i>		53,174,853	49,533,031	49,533,031	49,533,031
8	RECEIPTS/REVENUES	Acct #				
9	LOCAL SOURCES	1000	80,957,458	0	0	0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0	0
11	STATE SOURCES	3000	5,485,463	0	0	0
12	FEDERAL SOURCES	4000	3,722,964	0	0	0
13	Total Receipts/Revenues		90,165,885	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #				
15	INSTRUCTION	1000	46,683,778	0	0	0
16	SUPPORT SERVICES	2000	44,175,121	0	0	0
17	COMMUNITY SERVICES	3000	303,808	0	0	0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	2,645,000	0	0	0
19	DEBT SERVICES	5000	0	0	0	0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0	0
21	Total Disbursements/Expenditures		93,807,707	0	0	0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		(3,641,822)	0	0	0
23	OTHER SOURCES/USES OF FUNDS					
24	OTHER SOURCES OF FUNDS (7000)		0	0	0	0
25	OTHER USES OF FUNDS (8000)		0	0	0	0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		49,533,031	49,533,031	49,533,031	49,533,031

**Deficit Reduction Plan-Background/Assumptions (School Districts Only)**  
**Fiscal Year 2022-2023**  
**through Fiscal Year 2025-2026**

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**Lyons Twp HSD 204      6016204017**

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

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**1. Background and Narrative of Budget Reductions:**

**2. Assumptions Used in the Deficit Reduction Plan:**

- EBF and Estimated New Tier Funding:

- Equal Assessed Valuation and Tax Rates:

- Employee Salaries and Benefits:

- Short- and Long-Term Borrowing:

- Educational Impact:

- Other Assumptions:

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

**ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS (School Districts Only)**

*(For Local Use Only)*

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

The worksheet is intended for use during the budgeting process to estimate the district's percent increase of FY2023 budgeted expenditures over actual FY2022 expenditures. Budget information is copied to this page. Insert the prior year estimated actual expenditures to compute the estimated percentage increase (decrease).

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

An official Limitation of Administrative Costs Worksheet can also be found on the ISBE website at: [Limitation of Administrative Costs](#)

**ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS WORKSHEET**  
(Section 17-1.5 of the School Code)

School District Name: Lyons Twp HSD 204  
RCDT Number: 6-016-2040-17

Description	Funct. No.	Estimated Actual Expenditures, Fiscal Year 2022				Budgeted Expenditures, Fiscal Year 2023			
		(10) Educational Fund	(20) Operations & Maintenance Fund	(80) Tort Fund	Total	(10) Educational Fund	(20) Operations & Maintenance Fund	(80) Tort Fund	Total
1. Executive Administration Services	2320	513,552			513,552	472,720		0	472,720
2. Special Area Administration Services	2330	0			0	0		0	0
3. Other Support Services - School Administration	2490	31,540			31,540	42,000		0	42,000
4. Direction of Business Support Services	2510	244,821			244,821	254,186	0	0	254,186
5. Internal Services	2570	857,687			857,687	753,540		0	753,540
6. Direction of Central Support Services	2610	0			0	0		0	0
7. Deduct - Early Retirement or other pension obligations required by state law and included above.					0				0
<b>8. Totals</b>		1,647,600	0	0	1,647,600	1,522,446	0	0	1,522,446
<b>9. Estimated Percent Increase (Decrease) for FY2023 (Budgeted) over FY2022 (Actual)</b>									-8%



### Reference Description

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- 1 Each fund balance should correspond to the fund balance reflected on the books as of June 30th - Balance Sheet Accounts #720 and #730 (audit figures, if available).
- 2 Accounting and Financial Reporting for Certain Grants and Other Financial Assistance. The "On-Behalf" Payments should only be reflected on this page (Budget Summary, Lines 10 and 20).
- 3 Requires the secretary of the school board to notify the county clerk (within 30 days of the transfer approval) to abate an equal amount of taxes to be next extended. See Sec. 10-22.14 & 17-2.11.
- 3<sup>a</sup> Requires notification to the county clerk to abate an equal amount from taxes next extended. See section 10-22.14
- 4 Principal on Bonds Sold:
  - (1) Funding Bonds are to be entered in the fund or funds in which the liability occurs.
  - (2) Refunding Bonds can be entered in the Debt Services Fund only.
  - (3) Building Bonds can be entered in the Capital Projects Fund only.
  - (4) Fire Prevention and Safety Bonds can be entered in the Fire Prevention & Safety Fund only.
- 5
 

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

CHECK FOR ERRORS	
This worksheet checks various cells to assure that selected items are in balance.	
Out-of-balance conditions are marked here with an error message.	
<i>Once all errors are corrected: Windows users, click "Save Budget for ISBE" button to the right. Mac users, click File &gt; Save As. Once saved, submit to ISBE.</i>	
Budget Item References	Message
Are all errors corrected?	<b>OK - You may now save and submit form</b>
<b>1. Deficit Reduction Plan (DefReductPlan 23-27 tab)</b>	
Is Deficit Reduction Plan Required? (Joint Agreements do not complete Deficit Reduction Plan.)	Deficit Reduction Plan is not required
If required, is Deficit Reduction Plan completed? (DefReductPlan 23-27 tab)	
<b>2. Cover Page (Cover tab)</b>	
District Name must be selected from drop-down. (Cell H13) <i>(Do not type full district name manually.)</i>	OK
Accounting Basis must be selected on Cover sheet.	OK
Dates (Day, Month, Year) must be input on Cover sheet.	OK
Board Names must be typed on Cover sheet.	OK
<b>3. Budget Summary: Other Sources (BudgetSum 2-4 tab - Acct 7000) must equal Other Uses (BudgetSum 2-4 tab - Acct 8000).</b>	
Estimated Beginning Fund Balance July, 1 2022 for all Funds (Cells C3 - K3) <i>(Line must have a number or zero. Do not leave blank.)</i>	OK
Estimated Activity Fund Beginning Fund Balance July, 1 2022 (Cell C83) <i>(Cell must have a number or zero. Do not leave blank.)</i>	OK
Transfer Among Funds (Funds 10, 20, 40 - Acct 7130 - Cells C29, D29, F29), must equal (Funds 10, 20 & 40 - Acct 8130 - Cells C52, D52, F52).	OK
Transfer of Interest (Funds 10 thru 90 - Acct 7140 - Cells C30:K30), must equal (Funds 10 thru 60, & 80 - Acct 8140 - Cells C53:H53, J53).	OK
Transfer to Debt Service to Pay Principal on GASB 87 Leases (Fund 30 - Acct 7400 - Cell E39) must equal (Funds 10, 20 & 60 - Acct 8400 Cells C57:H60).	OK
Transfer to Debt Service to Pay Interest on GASB 87 Leases (Fund 30 - Acct 7500 - Cell E40) must equal (Funds 10, 20 & 60 - Acct 8500 - Cells C61:H64).	OK
Transfer to Debt Service Fund to Pay Principal on Revenue Bonds (Fund 30 - Acct 7600 - Cell E41) must equal (Funds 10 & 20 - Acct 8600 - Cells C65:D68).	OK
Transfer to Debt Service to Pay Interest on Revenue Bonds (Fund 30 - Acct 7700 - Cell E42) must equal (Funds 10 & 20 - Acct 8700 - Cells C69:D72).	OK
Transfer to Capital Projects Fund (Fund 60 - Acct 7800 - Cell H43) must equal (Fund 10 & 20, Acct 8800 - Cells C73:D76).	OK
<b>4. Summary of Cash Transactions: Beginning Cash Balance on Hand July 1, 2022 (CashSum 5 tab, All Funds) cannot be negative.</b>	
Educational (Fund 10 - Cell C3)	OK
Operations & Maintenance (Fund 20 - Cell D3)	OK
Debt Service (Fund 30 - Cell E3)	OK
Transportation (Fund 40 - Cell F3)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G3)	OK
Capital Projects (Fund 60 - Cell H3)	OK
Working Cash (Fund 70 - Cell I3)	OK
Tort (Fund 80 - Cell J3)	OK
Fire Prevention & Safety (Fund 90 - Cell K3)	OK
Activity Funds (Cell C23)	OK
<b>5. Summary of Cash Transactions: Ending Cash Balance on Hand June 30, 2023 (CashSum 5 tab - All Funds) cannot be negative.</b>	
Educational (Fund 10 - Cell C21)	OK
Operations & Maintenance (Fund 20 - Cell D21)	OK
Debt Service (Fund 30 - Cell E21)	OK
Transportation (Fund 40 - Cell F21)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G21)	OK
Capital Projects (Fund 60 - Cell H21)	OK
Working Cash (Fund 70 - Cell I21)	OK
Tort (Fund 80 - Cell J21)	OK
Fire Prevention & Safety (Fund 90 - Cell K21)	OK
<b>6. Summary of Cash Transactions: Other Receipts (CashSum 5 tab) must equal Other Disbursements (CashSum 5 tab).</b>	
Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C6:H6, J6:K6) must equal Interfund Loans Receivable (Funds 10:20, 40, 70 - Acct 141 - Cells C15:D15, F15, I15).	OK
Interfund Loans Receivable (Funds 10, 20, 40, 70 - Acct 141 - Cells C7:D7, F7, I7) must equal Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C16:H16, J16, K16).	OK
<b>7. Estimated Revenue (EstRev 6-11 tab)</b>	
Amounts must be input for revenue.	OK
<b>8. Estimated Expenditures (EstExp 12-20 tab)</b>	
Amounts must be input for expenditures.	OK
<b>9. Itemization Notes: Revenues/Expenditures reported that require note on Itemize 21 tab.</b>	
Include brief note(s) describing revenue source/expenditure use.	OK

End of Balancing

# LYONS TOWNSHIP HIGH SCHOOL

DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101  
· Tel: (708) 579-6462 · Fax: (708) 579-6454 · Email: bstachacz@lths.net · Website: www.lths.net



Brian Stachacz  
Director of Business Services

## Memorandum

**To:** Dr. Brian Waterman, Board of Education  
**From:** Brian Stachacz  
**Date:** 8/31/2022  
**Re:** TRS Illinois Supplemental Savings Plan Participation

---

In August of 2021, legislation was passed in the Illinois that required TRS (The Teachers' Retirement System of the State of Illinois) to create a supplemental savings plan for TRS participants (school district certified staff employees). This supplemental savings plan is in the form of a Deferred Compensation 457b Plan in which participants can elect to have amounts deducted from their paychecks, on a pre-tax basis, and contributed to their investment accounts. These accounts have investment opportunities attached to them allowing the participants to potentially generate additional money for retirement. The legislation also requires all school districts in the State of Illinois to allow employees to participate in the plan.

Over the last year, school districts and law firms representing them have expressed concern over how this program would be managed, especially because many school districts currently offer 457 plans for their employees. LT is one of the districts that currently has a 457 plan in place for employee participation. Based on those concerns, our lawyers at Franczek were recommending that we do not pass the resolution to participate until some additional clarification was made regarding the operation of this savings plan.

In the recent months, TRS has spoken to our lawyers and have agreed to several changes in the operation of the plan. Among those changes are:

1. School District's responsibilities are ministerial and not fiduciary.
2. Employees do not have the right to make claims against the District with respect to the election of fund sponsors or investment options.
3. Remove from school districts, the responsibility for contribution limit monitoring for employees who fail to report, in a timely manner, contributions to other employer's 457 plans.

With these changes in place, our lawyers are now recommending that we approve the resolution to participate in the plan with TRS and comply with the law requiring us to do so by September 30, 2022.

**Recommendation:** The Board of Education approve the resolution allowing for Lyons Township High School District 204 to participate in the TRS Supplemental Savings Plan.

**RESOLUTION APPROVING TRS SSP EMPLOYER PARTICIPATION AGREEMENT**

**BE IT RESOLVED** by the Board of Education of Lyons Township High School District 204, Cook, County, Illinois as follows:

1. The Supplemental Savings Plan Employer Participation Agreement (EAP), substantially in the form prescribed by the Illinois Teachers' Retirement System (TRS) and attached as Exhibit 1, is hereby approved and the Superintendent is hereby authorized to sign and submit the EAP to TRS.

2. In approving and submitting the EAP, and participating in TRS's Supplemental Savings Plan (SSP), the Board:

a. Fully reserves its rights to prospectively change the terms of its participation in the SSP as provided for in the EPA, including, but not limited to changes warranted by legislative action, and to terminate its participation in the SSP to the extent permitted by law.

b. Disclaims, and does not assume:

1) any fiduciary, custodial, oversight or administrator duties or responsibilities to employee participants in the SSP or for the SSP design, administrator or operator;

2) involvement in, or responsibility for, any investment choices, advice, decisions, amounts, losses, taxes or penalties made or experienced by employee participants in the SSP;

3) any other duties or responsibilities of any type whatsoever to employee participants or anyone else except to the extent of the District's duties to withhold the amounts properly directed by the employee participant and confirmed by TRS or its designated SSP administrator and to pay such amounts into the SSP as directed by TRS.

c. The Superintendent is authorized and directed to inform, and provide for agreement with, employees participating in the SSP of the disclaimer set forth above and to take such other appropriate measures to minimize the risk of liability of the District resulting from participation in the SSP, including requiring employees to provide information regarding participation in any 457(b) plans offered by other employers, substantially in the form of the attached Exhibit 2.

3. This Resolution shall be in full force and effect upon its adoption.

ADOPTED this \_\_\_\_ day of \_\_\_\_\_, 2022, by roll call vote as follows:

YES: \_\_\_\_\_

NO: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
President, Board of Education

Attest: \_\_\_\_\_  
Secretary, Board of Education

# EXHIBIT 1

## TEACHERS' RETIREMENT SYSTEM OF THE STATE OF ILLINOIS



2815 W Washington | PO Box 19253 | Springfield IL 62794-9253

R. Stanley Rupnik, Executive Director

employers@trsil.org | http://www.trsil.org

SUPPLEMENTAL SAVINGS PLAN 888-678-3675 | FAX: 217-753-0969

## Supplemental Savings Plan Employer Participation Agreement

The undersigned employer ("Employer") and the Teachers' Retirement System of the State of Illinois (the "System") agree to the participation of the Employer in the Teachers' Retirement System of the State of Illinois Supplemental Savings Plan (the "Plan"). The Plan is sponsored and administered by the System and is intended to qualify as an eligible deferred compensation plan under Section 457(b) of the Internal Revenue Code ("Code") that is a governmental plan under Code Section 414(d) and Section 3(33) of the Employee Retirement Income Security Act of 1974 ("ERISA").

Complete this Participation Agreement only if the Employer is both an employer subject to Article 16 of the Illinois Pension Code and an eligible employer within the meaning of Code Section 457(e)(1)(A).

### Employer Information

School District or Agency Name:  Lyons Towhship High School District 204	TRS Code:  0162040
Address:  100 S. Brainard Ave. LaGrange, IL 60525	Tax ID Number:  3 6 - 6 0 0 4 3 9 5

### Type of Adoption and Effective Date

The Employer's Plan document shall consist of this Employer Participation Agreement ("Participation Agreement") and the Plan document, as amended from time to time. All capitalized terms in this Participation Agreement shall have the meaning set forth in the Plan document.

It is very important that this Participation Agreement be completed accurately to ensure consistency between the Plan and actual plan operation. The Employer may prospectively change the terms of its participation in the Plan at any time by completing a new Participation Agreement with the System.

This Participation Agreement is for the following purpose (*check and complete one only*):

- This is a new 457(b) deferred compensation plan adopted by the Employer for its Employees effective September 19, 20 22 (*insert effective date of this Participation Agreement*).
- This is an amendment to be effective as of \_\_\_\_\_, \_\_\_\_\_ (*insert effective date of this amendment*) to the current Participation Agreement previously adopted by the Employer, which was originally effective \_\_\_\_\_, 20\_\_\_\_ (*insert effective date of the original Participation Agreement*).

### Custody of Assets

Code Section 457(g) shall be satisfied by setting aside Plan assets for the exclusive benefit of Participants and Beneficiaries in a Trust pursuant to the terms of the Plan.

### Participation

An Employee may become a Participant in the Plan for purposes of Elective Deferrals and Discretionary Employer Contributions immediately upon commencement of employment with the Employer. "Employee" means an individual who is a teacher, as defined in Section 16-106 of the Illinois Pension Code, of an Employer and is a full-time or part-time contractual employee. An Employee does not include an individual who is a leased employee under Code Section 414(n)(2).

### Elective Deferrals

All Employees of the Employer shall be permitted to make Elective Deferrals to the Plan. Elective Deferrals include pre-tax contributions and Roth contributions. A Participant shall be 100% vested in his or her Elective Deferrals at all times. As further provided in the Administrative Information section of this Participation Agreement, the Employer is solely responsible for monitoring the limit on Elective Deferrals under this Plan and any other 457(b) plan in which the Employer's employees are eligible to participate to assure that contributions to this Plan do not exceed any applicable limits under the Code, including but not limited to Code Section 457(b).

### Discretionary Matching Contributions

1. The Employer shall (*check and complete one only*):

- a.  **Not** make Discretionary Matching Contributions.
- b.  Make Discretionary Matching Contributions.

*Note: Any Discretionary Matching Contribution will reduce, dollar for dollar, the Elective Deferrals that a participant can contribute.*

2. A Participant shall be 100% vested in his or her discretionary matching contributions at all times.

### Discretionary Nonelective Contributions

1. The Employer shall (*check and complete one only*):

- a.  **Not** make Discretionary Nonelective Contributions.
- b.  Make Discretionary Nonelective Contributions.

*Note: Any Discretionary Nonelective Contribution will reduce, dollar for dollar, the amount a participant can contribute.*

2. A Participant shall be 100% vested in his or her Discretionary Nonelective Contributions at all times.

### Administrative Information

In executing this Participation Agreement, the Employer agrees:

- that it is eligible to adopt the Plan, and that its governing body has adopted a resolution to approve the adoption of the Plan for its eligible employees, which resolution is available to the System upon request;
- to be bound by all terms of the Plan document, as applicable, the terms of this Participation Agreement, and the rules and regulations of the System, all as may be amended from time to time, and that no oral understanding not incorporated into this Participation Agreement is binding on any party;
- to provide any information reasonably requested by the System or a service provider from time to time to properly administer the Plan in accordance with its terms and applicable law;
- to allow the System and/or the service providers reasonable access to eligible employees to assist with enrollment in and administration of the Plan; to be solely responsible for the correction of any operational or compliance errors resulting from the Employer's failure to perform its responsibilities or provide accurate information to the System or a service provider, including by way of example and not limitation, to seek relief under the Employee Plans Compliance Resolution System, as determined and directed by the System;

- that all contributions to the Plan will be deposited in the [Teachers' Retirement System of the State of Illinois Supplemental Saving Plan Trust established by the System and the System's Custodial Bank] for the exclusive benefit of participants and beneficiaries, and that the Employer shall have no right to Trust assets;
- that participants in the Plan have the right to direct the investment of their accounts by choosing among the investment options selected by the System and offered under the Plan, and that any participant who does not provide timely investment direction will be deemed to have elected the Plan's default investment, as selected by the System;
- that participants will be charged fees for the investment and administration services provided by the System and the service providers, which will be offset against investment returns or deducted from participant accounts periodically; and
- that the Employer has consulted, to the extent necessary, with its own legal and tax advisors.

The Employer further agrees that it is responsible for the following areas of compliance:

- determining and monitoring employee eligibility in accordance with the terms of the Plan and the Participation Agreement;
- entering into salary reduction agreements with Employees and timely remitting all Elective Deferrals and Discretionary Employer Contributions, if any, to the Plan; and
- calculating and processing all participant Elective Deferrals, Discretionary Matching Contributions and Discretionary Nonelective Contributions in accordance with this Plan and the Code and to monitor compliance with respect to any of these contributions with the limits imposed by the Code, including Code Section 457 under this Plan and; any other Code Section 457(b) plan in which Employer's employees participate.

This Participation Agreement is duly executed on behalf of the Employer by the undersigned authorized signatories and shall be effective as indicated under Type of Adoption and Effective Date section.

**Employer's Authorized Signatories:**

Signature*:	Signature*:
Print: Dr. Brian Waterman	Print: Brian Stachacz
Title: District Superintendent	Title: Director of Business Services
Date: September 19, 2022	Date: September 19, 2022

*\* Handwritten signatures required. Electronic signatures are unacceptable currently.*

**Acceptance of Employer's participation in the Teachers' Retirement System of the State of Illinois Supplemental Savings Plan:**

Signature:  Date: 02/04/2021  
 Executive Director

**TEACHERS' RETIREMENT SYSTEM OF THE STATE OF ILLINOIS**



2815 W Washington | PO Box 19253 | Springfield IL 62794-9253

R. Stanley Rupnik, Executive Director

employers@trsil.org | http://www.trsil.org

SUPPLEMENTAL SAVINGS PLAN 888-678-3675 | FAX: 217-753-0969

**Appendix A  
Authorized Contact Form**

All official communications from the Employer to the System shall be directed to the attention of the following:

Teachers' Retirement System of the State of Illinois  
 Attention: Employer Services Department  
 2815 W. Washington, P.O. Box 19253, Springfield, IL 62794-9253  
 Telephone Number: (877) 927-5877  
 Email: **employerservices@trsil.org**

All official communications from the System to the Employer shall be directed to the attention of the following:

Employer: Lyons Township High School Distrit 204	Attention: Brian Stachacz
Address: 100 S. Brainard Ave.	Telephone Number: ( ) (708) 579-6462
FAX Number: ( ) (708) 579-6474	Email: bstachacz@lths.net

The following individuals are authorized to represent and act on behalf of the Employer for all purposes related to the Employer's participation in the Teachers' Retirement System of the State of Illinois Supplemental Savings Plan.

Contact Name: Brian Stachacz	
Title: Director of Business Servcies	
Telephone Number: ( ) (708) 579-6462	Email Address: bstachacz@lths.net
Signature*	
Date September 19, 2022	

Contact Name: Dr. Brian Waterman	
Title: District Superintendent	
Telephone Number: ( ) (708) 579-6451	Email Address: bwaterman@lths.net
Signature*	
Date September 19, 2022	

Contact Name:	
Title:	
Telephone Number: ( )	Email Address:
Signature*	
Date	

Contact Name:	
Title:	
Telephone Number: ( )	Email Address:
Signature*	
Date	

\* Handwritten signatures required. Electronic signatures are unacceptable currently.

The Employer agrees that the System is entitled to rely on this Appendix A, and shall be held harmless in doing so, until such time that the Employer submits a revised Appendix A to the System.

**The undersigned represents that he or she is an authorized representative of the Employer with authority to sign the Participation Agreement and this Appendix A on the Employer's behalf.**

Signature*:	Date: September 19, 2022
Print Name: Dr. Brian Waterman	Title: District Superintendent
Telephone Number: ( ) (708) 579-6451	Email Address: bwaterman@lths.net

*\* Handwritten signature required. Electronic signature is unacceptable currently.*

# LYONS TOWNSHIP HIGH SCHOOL



**CURRICULUM OFFICE** 100 S. Brainard Ave., LaGrange, IL 60525-2101

- Tel: (708) 579-6470 • E-mail: seggerding@lths.net
- Fax: (708) 579-6036 • Website: www.lths.net

**SCOTT D. EGGERDING**  
Director of Curriculum and Instruction

**TO:** Brian Waterman  
Board of Education

**FROM:** Scott D. Eggerding *SE*

**DATE:** September 6, 2022

**RE:** 2023-2024 Calendar (First Reading)

## BACKGROUND:

The attached draft calendar is the only one presented this year for a first consideration. The calendar follows our usual assumptions of starting no earlier than August 17 and continuing the practice of ending first semester before winter break. Details include:

- 176 school days: 83 days First Semester, 93 days Second Semester
- 183 teacher work days
- 187 total days, including emergency days

<u>Significant Dates</u>	<u>Proposed Calendar</u>
First day of school	August 21
Last day of Semester 1	December 22
First day of Semester 2	January 9
Spring Break	March 22-31
Graduation	May 29
Last day of Semester 2 (9 <sup>th</sup> -11 <sup>th</sup> grades)	May 30
Teacher Work Day	May 31

This calendar continues a weekly late start on Wednesdays and includes Final Exam days. Similar to this year, we moved opening Institute to a Wednesday so that all staff can be available to participate in Freshman Experience Day on Friday August 18. We also are anticipating a shift from the administration of a paper PSAT9, PSAT10 and SAT to fully digital tests in April of 2024. This will require us to use two days to give the PSAT9 and PSAT10 at south campus. We are also looking to make a shift to our Parent Teacher Conferences to make time available for conferences during the day. With the mix of conferences in the evening and during the school day, we will compensate teachers for their evening time on October 25<sup>th</sup> with an early dismissal (11:30 AM) on the Friday before Spring Break.

This draft calendar has been shared with the LTHS Faculty Association and will be shared with other constituent groups prior to any Board action. Following the Committee meeting, the calendar will be on public display via the website for community input. It will also be shared with Associate Schools.

## RECOMMENDATION:

No recommendation at this time.



# LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204 2023-2024 DRAFT SCHOOL CALENDAR

## August 2023

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

## September 2023

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

## October 2023

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

## November 2023

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

## December 2023

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

## January 2024

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

### OPENING/CLOSING DAYS OF SCHOOL

- August 21 (A) First Day of School
- May 30 (Ω) Last Day of School

### STUDENT NON-ATTENDANCE DAYS (✳)

- August 16 District Institute Day
- August 17 Teacher Work Day
- September 4 Labor Day
- October 6 District Institute Day
- October 9 Columbus/Indigenous Peoples Day
- October 27 Non-Attendance day
- November 22-24 Thanksgiving Holiday
- Dec. 23-Jan. 7 Winter Break
- January 8 District Institute Day
- January 15 M.L. King, Jr. Day
- February 19 Presidents Day
- March 25-29 Spring Break
- April 10 Non-Attendance Day
- May 27 Memorial Day
- May 31 Teacher Work Day

**LATEST START DAYS:** First period starts at 9:15 a.m. except for: 9/27, 11/15, 2/7, 3/13, 4/10, & 5/29

**SCHOOL IMPROVEMENT DAYS 11:30 a.m. Dismissal** ○  
September 27, November 15, February 7, March 13

**EARLY DISMISSAL DAY 11:30 a.m. Dismissal** ○  
March 22

### PARENT-TEACHER CONFERENCE DAYS (▲)

- October 25 and 26

### GRADING PERIODS

- October 20 Q1 1st quarter
- December 22 S1 2nd quarter & End of 1<sup>st</sup> semester
- March 8 Q3 3rd quarter
- May 30 Ω 4th quarter & End of 2<sup>nd</sup> semester

### COMMENCEMENT (✳)

- Wednesday, May 22 7:00 p.m. Bennett Field

### MISCELLANEOUS

- August 10, 11, 14 ☐ Book Pick-Up
- August 18 / Frosh Experience Day
- Sept. 7 🏠 S. C. Open House
- Sept. 14 🏠 N. C. Open House
- December 20-22 📝 Final Exams
- April 10 SAT/PSAT9 Testing
- April 11 PSAT 10 Testing
- May 28-30 📝 Final Exams
- May 29 ✳ Commencement
- May 31, June 3-6 ○ Emergency Days

### SUMMER SCHOOL

- June 11 – June 28 [Session I]
- July 2 – July 20 [Session II]

Semester 1: 83 Days  
Semester 2: 93 Days  
183 Faculty Work Days

## February 2024

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

## March 2024

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

## April 2024

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

## May 2024

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

## June 2024

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

## July 2024

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

○ Emergency Days may be used as school days if school closes unexpectedly during the regular school year.

# LYONS TOWNSHIP HIGH SCHOOL


CURRICULUM OFFICE 100 S. Brainard Ave., LaGrange, IL 60525-2101

- Tel: (708) 579-6470 • E-mail: seggerding@lths.net
- Fax: (708) 579-6036 • Website: www.lths.net



**SCOTT D. EGGERDING**  
Director of Curriculum and Instruction

TO: Brian Waterman  
Board of Education

FROM: Scott D. Eggerding 

DATE: September 6, 2022

RE: 2023-24 Curriculum Change Proposals (First Reading)

---

Each year Division Chairs meet with the Director of Curriculum and Instruction to begin the process of proposing additions or changes to the academic program at LTHS. Following a formal process of developing and presenting proposals, the Curriculum and Staff Development Team reviews proposals and votes on whether to move a proposal along to Central Administration and Board for review.

The enclosed Curriculum Change Proposals presented for first reading has 2 parts:

1. A list of proposals organized by division followed by a table that includes the summary from the proposal and the vote tally from the Curriculum and Staff Development Team.
2. Copies of original requests which include division, department, course/program, nature of change, rationale/description, cost estimate, and presentation slides submitted for review.

The proposals shared for a First Reading include all proposals that are able to be offered beginning in the fall of 2023. A formal recommendation by the administration will be included prior to the second reading. Any further information required to make a decision will be gathered, shared with the Division Chair, deliberated by the CSD Team, reviewed by administration, and presented to the Board for a second reading in October.

A few brief explanatory notes are also in order.

1. Proposals have been submitted from Fine Arts (1), Physical Welfare (2), Math/Science (2), Global Studies (6) and the Curriculum Office (1).
2. Proposals were discussed within departments/divisions and then brought forward to the CSD Team for its consideration, debate, and vote. The CSD Team considered these proposals on April 27, 2022, with vote tallies noted in the attachment.
3. Estimated costs are included in the proposals, with the ability to obtain additional costs or impact to budget and facilities prior to a final vote.

## RECOMMENDATION:

I recommend that the Board consider the 2023-2024 Curriculum Change Proposals for review and comment as submitted for first reading. No action is required by the Board at this time.

## 2023-2024 Curriculum Changes

Division/Department	Course	Change	Notes
<b><i>Fine Arts</i></b>			
<b>Art</b>	Advanced Photography/Digital Photo Art	Title change, Scheduling	Offer at SC
<b><i>Physical Welfare</i></b>			
<b>PE</b>	Adaptive PE Leaders	New Course	Semester Course
	Basic Self-Defense	New Course	Semester Course, NC only
<b><i>Math/Science</i></b>			
<b>Science</b>	Astronomy/Earth & Space Science	Combine Courses	Annual Course
	Medical Terminology	New Course	2nd Pathway Course
<b><i>Global Studies</i></b>			
<b>Applied Tech</b>	Engineering & Invention 1	Level Change	Offer only at Level IV
	Engineering Design	Level Change	Offer only at Level IV
	Robotics 1	New Course	
	Robotics 2	New Course	
<b>Social Studies</b>	Human Geography	Drop Course	Decline in Enrollment
<b>Business</b>	INCubatoredu	Level Change	From Level III to Level IV
<b><i>Language Arts</i></b>			
<b>English/Social Studies</b>	Humanities	Drop Course	

## Curriculum Change Proposals for 2023-2024

Department/Division	Summary of Proposal	CSD Team Vote
<b>FINE ARTS- Art</b>		
Advanced Photography-> Advanced Digital Photo Art	Advanced Photography has been digital since removing the analogue class and darkroom at North Campus. Plus, we can offer this course using the same supplies we currently have at south campus. This would provide students the opportunity to take Advanced Photography at South campus and get into Studio Art Accel + AP Studio Art courses sooner to build a stronger portfolio.	<b>Ayes: 17; Nays: 0; Abstain 0</b>
<b>PHYSICAL WELFARE - PE</b>		
Adaptive PE Leaders	<p>LTHS has embraced the idea of creating a culture of belonging among students and staff. In an effort to meet this mission, we propose the addition of an Adaptive PE Leaders course within the Physical Welfare Division that will work in tandem with our Special Education Division. This course will meet the physical and social needs of our special education students, as well as helping our general education students learn to lead and support peers with unique needs and provide them with experience if they choose to go into education or other related fields.</p> <p>The course will provide students with training to modify activities for various students as well as supporting students with special needs. When ready, students will "push in" to our LIFE PE course to provide additional support for students, to make genuine and positive connections with their special education peers, and to learn to develop, adapt, and lead activities for their special education peers.</p>	<b>Ayes: 17; Nays: 0; Abstain 0</b>
Self Defense	<p>This course is about empowering the students to take care of their decisions, mind/emotions, and body. Basic Self-Defense will allow for two versions of our Self-Defense curriculum to offer sections for students identifying as girls or boys. The new course, focused on boys, will be grounded in Social Emotional Learning Standards as cited by the Illinois State Board of Education and the LTHS board goal for Social Emotional Learning. This course will contribute to a safe, supportive school climate. The empowered learner will feel a sense of confidence and personal power to constructively intervene for himself or another who may be in a difficult situation. Additionally he will have the tools to more successfully avoid, diffuse, and/or escape a physical attack. The course will also include concepts and activities related to human performance; including a focus on cardiovascular health, muscular endurance, and speed training.</p> <p>Coursework and experiences are designed to promote awareness, recognition, reduction, and avoidance of unsafe, disrespectful, aggressive behavior/actions directed toward males. Skills and understanding for defense against an aggressor with emphasis on avoiding and escaping an attack are taught and practiced. The Illinois State Board of Education Social and Emotional Standards that will be met are cited below.</p> <p>Goals</p> <ul style="list-style-type: none"> <li>●Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.</li> <li>●Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.</li> <li>●Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</li> </ul>	<b>Ayes: 17; Nays: 0; Abstain 0</b>
<b>MATH/SCIENCE - Science</b>		

Astronomy/Earth & Space Science	Course curriculum topics would be able to be interwoven between the two courses to better align to NGSS standards and improve the flow of the instructional items. This is a major component of the Next Gen Science Standards that is not covered in our core courses. Combining these two courses would allow improved flexibility in scheduling, as well as making the course easier to staff.	<b>Ayes: 17; Nays: 0; Abstain 0</b>
Medical Terminology	This new course will be the second course in a healthcare careers pathway. In this course, students learn how to identify medical terms by analyzing the prefixes, roots, suffixes, etc that are common in the healthcare industry. The main focus of this course is to help students develop oral and written communication skills that they could use within a health care profession. This course could be offered for Dual Credit through COD in the future.	<b>Ayes: 16; Nays: 0; Absent: 1</b>
<b>GLOBAL STUDIES - Applied Tech</b>		
Engineering & Invention 1	Remove the Level III offering and only offer the course as Level IV since we have a dual enrollment with Triton College. Initially the course was offered at level 3 and 4 but now with the curriculum changes and our agreement with Triton the curriculum is a level 4 course.	<b>Ayes: 16; Nays: 0; Absent: 1</b>
Engineering Design	Remove the Level III offering and only offer the course as Level IV since we have a dual enrollment with Triton College. Initially the course was offered at level 3 and 4 but now with the curriculum changes and our agreement with Triton the curriculum is a level 4 course.	<b>Ayes: 16; Nays: 0; Absent: 1</b>
Robotics 1	We are proposing to add a robotics course to the Engineering Pathway. Recent advances in robotics have revolutionized our personal and business lives. Today, commercial and industrial robots are in widespread use, performing jobs more cheaply and in some cases with greater accuracy and reliability than humans. They are also employed for jobs which are too dirty, dangerous, or dull to be suitable for humans. Robots are widely used in manufacturing, assembly and packing, transport, earth and space exploration, surgery, weaponry, laboratory research, safety, and the mass production of consumer and industrial goods. Robots play significant roles in our personal lives as well by serving humans and performing everyday tasks such as cleaning, cooking, and repairing. Intense involvement of these artificial helpers in everyday life requires human specialists with up-to-date knowledge to maintain and monitor existing robots, as well as to develop new, smarter, safer, and more advanced machines. To meet this need, educational institutions must adequately respond to the high demand for specialists in the field of robotics by developing and offering appropriate courses and/or certifying workers involved in the industry of robotics and automation. Robotics is a course intended to introduce students to this field and to engage them in the study of society's need for robots. Robotics is seen as an interdisciplinary, project-based learning curriculum drawing on math, science, and technology and offering major benefits in education. Robotics implements 21st century technologies and can foster problem solving skills, communication skills, teamwork skills, independence, imagination, and creativity. Taking into consideration that students gain a better understanding when they express themselves through invention and creation, robotics activities are considered to be a valuable learning tool that can contribute to the enhancement of learning and to the development of students' thinking. LT has competitive robotics teams that have competed since the 2017-2018 school year. Those teams are maxed with 30 to 36 students participating yearly. Each year the team has to turn away students because of the space limitations.	<b>Ayes: 16; Nays: 0; Absent: 1</b>

Robotics 2	<p>Recent advances in robotics have revolutionized our personal and business lives. Today, commercial and industrial robots are in widespread use, performing jobs more cheaply and in some cases with greater accuracy and reliability than humans. They are also employed for jobs which are too dirty, dangerous, or dull to be suitable for humans. Robots are widely used in manufacturing, assembly and packing, transport, earth and space exploration, surgery, weaponry, laboratory research, safety, and the mass production of consumer and industrial goods. Robots play significant roles in our personal lives as well by serving humans and performing everyday tasks such as cleaning, cooking, and repairing. Intense involvement of these artificial helpers in everyday life requires human specialists with up-to-date knowledge to maintain and monitor existing robots, as well as to develop new, smarter, safer, and more advanced machines. To meet this need, educational institutions must adequately respond to the high demand for specialists in the field of robotics by developing and offering appropriate courses and/or certifying workers involved in the industry of robotics and automation. Robotics is a course intended to introduce students to this field and to engage them in the study of society's need for robots. Robotics is seen as an interdisciplinary, project-based learning curriculum drawing on math, science, and technology and offering major benefits in education. Robotics implements 21st century technologies and can foster problem solving skills, communication skills, teamwork skills, independence, imagination, and creativity. Taking into consideration that students gain a better understanding when they express themselves through invention and creation, robotics activities are considered to be a valuable learning tool that can contribute to the enhancement of learning and to the development of students' thinking. LT has competitive robotics teams that have competed since the 2017-2018 school year. Those teams are maxed with 30 to 36 students participating yearly. Each year the team has to turn away students because of the space limitations.</p>	Ayes: 16; Nays: 0; Absent: 1
<b>Social Studies</b>		
Human Geography	<p>We propose dropping the social studies prep level elective course "Human Geography." There has been declining enrollment since the additions of sophomore Civics as a requirement and Freshman AP Human Geography as an option. There is only one section in the 21-22 school year, and there will be no sections (six students registered) in 2022-2023.</p>	Ayes: 16; Nays: 0; Absent: 1
<b>Business</b>		
INCubatoredu	<p>The proposal is to change INCubatoredu from a Level III course to a Level IV course. The level of rigor in this course constitutes changing it to a Level IV course. Students are tasked to solve complex, real world problems and develop business strategies to solve the problem.</p>	Ayes: 16; Nays: 0; Absent: 1
<b>LANGUAGE ARTS/GLOBAL STUDIES</b>		
Humanities	<p>With the implementation of a co-teaching model at the freshman prep level for world history and English, students are no longer scheduled into Humanities. This proposal formally drops the Humanities courses.</p>	Ayes: 16; Nays: 0; Absent: 1

# 2023-2024 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 12/8/2021

Division: Fine Arts

**Current Course Information:**

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Advanced Photography	.5	Digital Photo Art	11,12		AR6321	AR6322

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Advanced Digital Photo Art	.5	Digital Photo Art	9,10,11, 12		AR6321 <u>AR6326</u>	AR6322 <u>AR6327</u>

**Concurrent Enrollment Info:**

(fill only if necessary)					
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**Check the Appropriate Features of the New Course:**

Graduation Requirement		North Only		Interdisciplinary		Summer School	
Elective Credit	X	South Only		Title I		Duplicate Credit	
Full Year		North & South	X	NCAA		Duplicate Credit Max	
Semester: 1, 2, B(oth)	B	Lab-Based		CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art	C	Dual Credit*		Online Delivery		State/Federal Change	

\*Dual Credit University Partner:

**Provide a short name that can be used to reference this proposal:**

**Adv.PhotoArt**

**Provide a brief description of the proposal/change:**

Advanced Photography has been digital since removing the analogue class and darkroom at North Campus. Plus, we can offer this course using the same supplies we currently have at south campus. This would provide students the opportunity to take Advanced Photography at South campus and get into Studio Art Accel + AP Studio Art courses sooner to build a stronger portfolio.

**What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)**

There are a lot of students at south campus who would love to continue in the sequence, but currently have to wait until they get to North Campus. This opportunity would better help them prepare to take Studio Art Accel their Junior year, and AP Studio art senior year.

**How is this issue addressed at comparable high schools? (Attach additional pages if necessary)**

Many high schools have 4 levels of digital art courses.

**What metrics will be used to measure the success of the course addition or change?**

The enrollment rate of students progressing in the sequence.

**How does the change address Board Goals or school Initiatives?**

Allowing students to take Advanced at south campus will provide students more opportunities to build upon their 2D skills and enhance their collection of work. We also feel that changing the course name allows us more flexibility on project ideas ranging from digital art, photography, and illustration to reflect current practice.

**What are the resources needed to implement this change? Include Textbook Info. Estimated Cost**

<b>What are the resources needed to implement this change? Include Textbook Info.</b>	<b>Estimated Cost</b>
We have all of the tools already necessary set up at south campus	0
(insert additional rows if necessary)	


**Provide an updated Course Description that will be included in the Academic Program Guide:**

**No Change**

**Who was involved in developing this course proposal?**

**Brittany Milovanovic + Jamie Rey**

Signatures: *Brittany Milovanovic*     *Jamie Ray*

Curriculum Coordinator/Lead Teacher <i>Mary Rohlicek</i>	Date 03/01/2022
Assistant Division Chair <i>Mark Dahl</i>	Date 3/1/22
Division Chair <i>Paula A. Nardi</i> / 	Date 03/01/2022

# 2023-2024 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 1/3/22

Division: Physical Welfare

**Current Course Information:**

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Adaptive PE Leaders	.5	Sophomore standing and application on file	10	III		
			11-12 potentially for 8th period only			

**Concurrent Enrollment Info:**

(fill only if necessary)						
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**Check the Appropriate Features of the New Course:**

Graduation Requirement		North Only		Interdisciplinary		Summer School	
Elective Credit		South Only	X	Title I		Duplicate Credit	
Full Year		North & South		NCAA		Duplicate Credit Max	
Semester: 1, 2, B(oth)	B	Lab-Based		CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art		Dual Credit*		Online Delivery		State/Federal Change	

\*Dual Credit University Partner:

**Provide a short name that can be used to reference this proposal:**

**Adaptive PE Leaders**

**Provide a brief description of the proposal/change:**

LTHS has embraced the idea of creating a culture of belonging among students and staff. In an effort to meet this mission, we propose the addition of an Adaptive PE Leaders course within the Physical Welfare Division that will work in tandem with our Special Education Division. This course will meet the physical and social needs of our special education students, as well as helping our general education students learn to lead and support peers with unique needs and provide them with experience if they choose to go into education or other related fields.

The course will provide students with training to modify activities for various students as well as supporting students with special needs. When ready, students will "push in" to our LIFE PE course to provide additional support for students, to make genuine and positive connections with their special education peers, and to learn to develop, adapt, and lead activities for their special education peers.

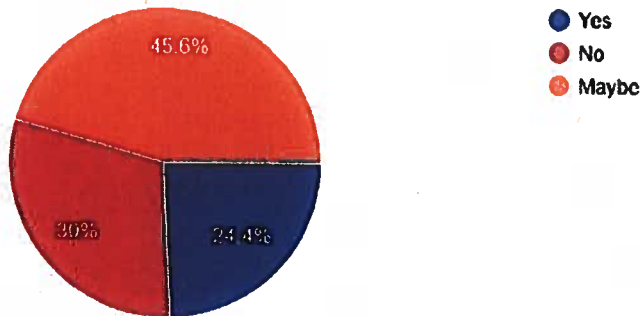
**What qualitative and/or quantitative measures were used to determine the need for this change?**

**Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)**

This course proposal was initiated by teaching staff as a way to strengthen the connections between all students at LT. As demonstrated in our Best Buddies program or other adaptive PE leader programs at other area high schools, the connection between general education and special education is strengthened through opportunities to work together and it helps to develop a sense of connection and belonging for all students. In January of 2022, students across all 4 grade levels at LT were surveyed to gauge interest in registering for such a class:

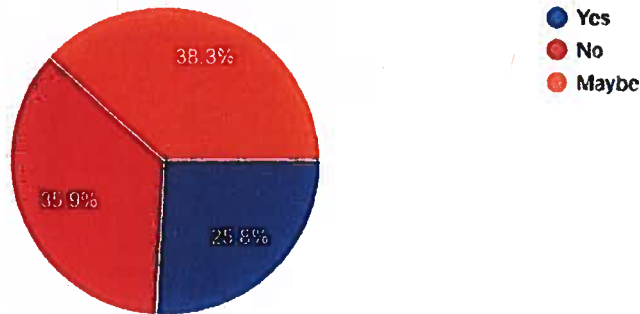
**Are you interested in working with students with special needs?**

1,194 responses



In place of a traditional Physical Education class, would you consider enrolling in a course (if available) that would allow you to serve as a peer support for students with special needs in Physical Education?

1,194 responses



Of the students who responded “yes” they would be interested in such a class:

- 126 are freshman (82 female, 34 male, 4 non-binary, 6 preferred not to answer)
- 12 are Sophomores (6 females, 6 males)
- 85 are juniors (67 female, 16 male, 2 non-binary)
- 83 are seniors (77 female, 5 male, 1 non-binary)

**How is this issue addressed at comparable high schools? (Attach additional pages if necessary)**

The majority of comparable high schools in the suburban area have an adapted leaders program where general education peers work alongside students with special needs (with the support of the classroom teacher and/or paraeducators). Schools such as: Andrew High School, Batavia High School, Carl Sandburg High School, Glenbard North High School, Hinsdale Central High School, Hinsdale South High School, Lake Zurich High School, Libertyville High School, Lockport Township High School, Naperville Central High School, Naperville North High School, Neuqua Valley High School, Oswego East High School, Stagg High School, Vernon Hills High School, Waubonsie Valley, West Aurora High School, Wheaton Warrenville South High School, and Yorkville High School all offer a version of an adapted PE leaders program.

**What metrics will be used to measure the success of the course addition or change?**

Enrollment data, student interviews, observational data related to social interactions amongst general education and special education students. If enrollment data continues to be high, along with positive student testimonials regarding the impact of the class, we will be able to validate the importance and value of the course.

**How does the change address Board Goals or school initiatives?**

This course proposal is linked to Board Goals:

Goal I/Objective 4: Ensure that LT’s curricular offerings are designed to prepare all students for college and career readiness

Goal II/Objective 1: Implement programs to assist students, staff, and parents with mental health and social emotional issues to help reduce stress and maintain a healthy learning environment.

Goal II/Objective 4: Maintain an environment that does not tolerate bullying in any form by any person.

**What are the resources needed to implement this change? Include Textbook Info. Estimated Cost**

None	
(insert additional rows if necessary)	



**Provide an updated Course Description that will be included in the Academic Program Guide:**

This is a one semester course designed for any student who is interested in assisting special education peers within the physical education setting. Students will develop an understanding and gain experience in: modifying activities to meet individual needs, developing lesson and assisting with instruction, and working alongside peers with special needs to develop meaningful connections. Students will be involved assisting students in our LIFE PE curriculum and engaging in a variety of sports, recreational activities, and fitness concepts. This course fulfills the PE requirement.

**Who was involved in developing this course proposal?**

Cassie Niego, Scott Walker, Kurt Johns, Melissa Moore

**Signatures:**

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair  	Date 8/25/22

# 2023-2024 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 1-31-2021

Division: Physical Welfare

**Current Course Information:**

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Basic Self-Defense	1/2	None	11-12	III		

**Concurrent Enrollment Info:**

(fill only if necessary)						
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**Check the Appropriate Features of the New Course:**

Graduation Requirement		North Only	X	Interdisciplinary		Summer School	
Elective Credit		South Only		Title I		Duplicate Credit	
Full Year		North & South		NCAA		Duplicate Credit Max	
Semester: 1, 2, B(oth)	B	Lab-Based		CTE/Perkins		1st or 8th Pd.Option	
Creative or Practical Art		Dual Credit*		Online Delivery		State/Federal Change	

\*Dual Credit University Partner: Exploring dual credit with College of DuPage (C.O.D.)

**Provide a short name that can be used to reference this proposal:**

Self Defense

**Provide a brief description of the proposal/change:**




This course is about empowering the students to take care of their decisions, mind/emotions, and body.

Basic Self Defense will allow for two versions of our Self-Defense curriculum to offer sections for students identifying as girls or boys. The new course will be grounded in Social Emotional Learning Standards as cited by the Illinois State Board of Education and the LTHS board goal for Social Emotional Learning. This course will contribute to a safe, supportive school climate. The empowered learner will feel a sense of confidence and personal power to constructively intervene for himself or another who may be in a difficult situation. Additionally he will have the tools to more successfully avoid, diffuse, and/or escape a physical attack. The course will also include concepts and activities related to human performance; including a focus on cardiovascular health, muscular endurance, and speed training.

Coursework and experiences are designed to promote awareness, recognition, reduction, and avoidance of unsafe, disrespectful, aggressive behavior/actions directed toward males. Skills and understanding for defense against an aggressor with emphasis on avoiding and escaping an attack are taught and practiced.

The Illinois State Board of Education Social and Emotional Standards that will be met are cited below.

**Goals**

- Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.
  - [Goal 1PDF](#) 
- Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.
  - [Goal 2PDF](#) 
- Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
  - [Goal 3PDF](#) 

[SEL Illinois State Standards \(Click Here\)](#)

**What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)**

Rape Aggression Defense (R.A.D.) protocol is a nationally recognized curriculum that three of our teachers have been certified in. Katie Meyers and Joe Conway successfully gained certification in a 30 hour instructor training course for teachers titled "Self-defense for Boys." All skills and procedures have been developed and are endorsed by R.A.D. Systems. The R.A.D. curriculum is currently used in numerous high schools, universities and local municipalities across the country. We will also follow the R.A.D. curriculum in our self-defense course.

<http://rad-systems.com/>

Several hundred male LT students have been surveyed regarding their interest in taking a course that would empower them to defend and avoid an unwanted/aggressive situation. 287 students out of 731 surveyed responded that they would be interested in signing up for a course where they learn to physically defend themselves, to de-escalate a situation, and to focus on human performance concepts and activities.

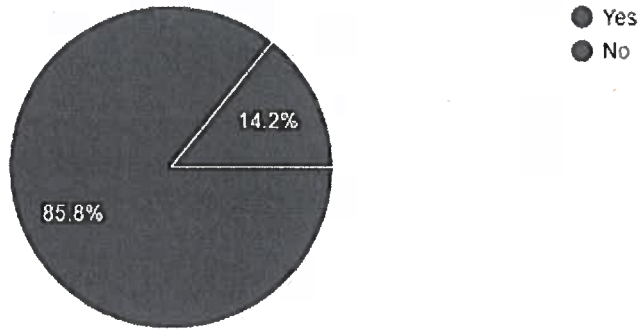
Below is the LT survey that all male identifying students were offered to take in early February 2022:

287 students indicated "yes" they would be interested in taking such a class if it was offered. The breakdown of these responses are as follows:

- 314 total male students or students who identify as male freshman took the survey
  - 119 - responded yes they would be interested in taking the class if offered (7 students identified as non-binary with 3 preferring not to answer the question regarding gender identification)
  - 121 students responded maybe
- 91 total male students or students who identify as male Sophomores took the survey
  - 39 responded yes they would be interested in taking the class if offered (2 students identified as non-binary)
  - 31 students responded maybe
- 180 total male students or students who identify as male Juniors took the survey
  - 54 - responded yes they would be interested in taking the class if offered (1 student identified as non-binary with 4 preferring not to answer the question regarding gender identification)
  - 67 students responded maybe
- 146 total male students or students who identify as male Seniors took the survey
  - 75 - responded yes they would be interested in taking the class if offered (1 student identified as non-binary with 8 preferring not to answer the question regarding gender identification)
  - 36 students responded maybe

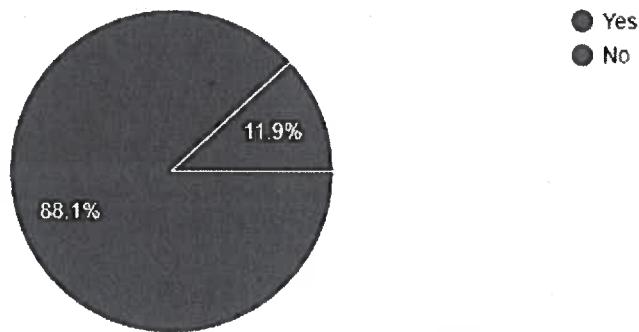
I can name one trusted adult at LTHS that I can see if I'm feeling sad or anxious.

731 responses



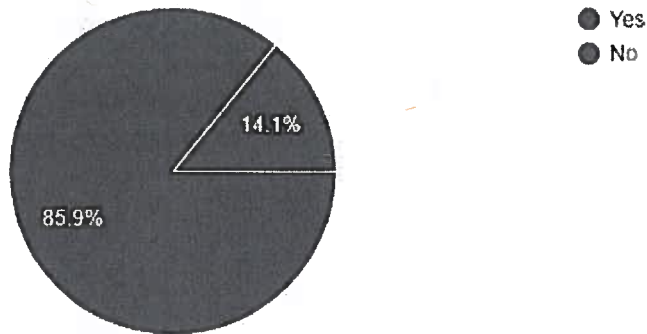
I can name one trusted adult at LTHS that I can go to if I'm feeling physically threatened.

731 responses



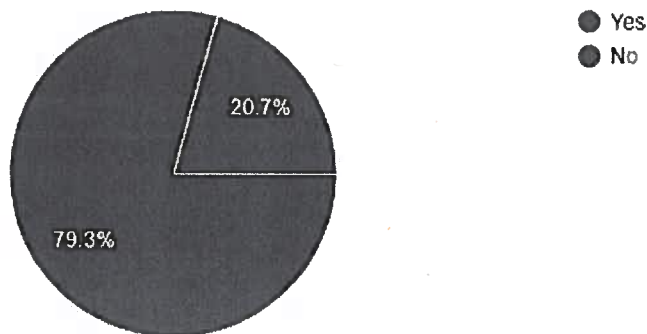
I can name one trusted adult at LTHS that I can go to if I or a friend is being bullied or harassed in cyberspace (instagram, twitter, etc.)

731 responses



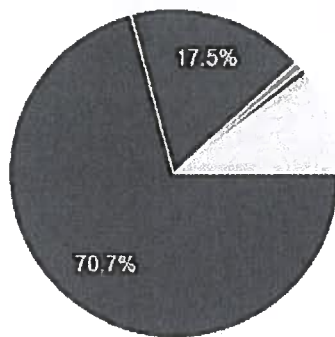
I know how to physically defend myself if I am being attacked/assaulted.

731 responses



I would choose to step back/de-escalate an altercation to prevent being attacked.

731 responses

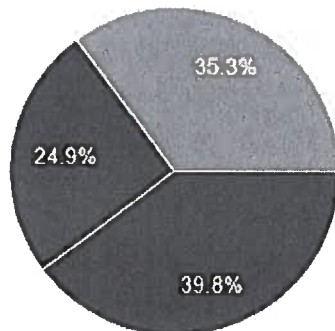


- Yes
- No
- depends
- depends on the situation
- It depends on the situation
- Depends on the situation
- Maybe
- sure

▲ 1/10 ▼

In place of a traditional Physical Education class, I would consider enrolling in a course (if available) that focuses on human performance (involving speed, agility, plyometrics, muscular strength, and endurance) in addition to learning basic skills to deescalate a situation and to defend myself in the case of assault.

731 responses



- Yes
- No
- Maybe

Statistically, the incidence of some form of contact sexual violence on males is nearly 1 in every 4 . 1 out of every 10 rape victims are male, and 43% of men reported experiencing some form of sexual harassment and/or assault in their lifetime. Data acquired through, R.A.I.N.N. (Rape, Assault, Incest, and National Network), the Center for Disease Control (C.D.C.), and the National Sexual Violence Resource Center (NSVRC)

From a social, emotional standpoint this class aims at improving students' self-efficacy in several ways. Students will explore the roles gender plays in social interactions. They will also examine healthy characteristics of various types of relationships, from school/work roles to family, and friends/dating. This will lead to discussions on students' roles in reducing bullying, harassment, and violence. The development of positive coping skills will also be emphasized in the course content.

Finally, students will learn how to recognize dangerous situations and behave in ways that can work to minimize danger and avoid an attack. R.A.D. skills designed to assist a survivor in avoiding an attack and escaping an attack will be taught and practiced.

### How is this issue addressed at comparable high schools? (Attach additional pages if necessary)

This need and issue regarding personal safety has become more prominent in local high schools and high schools across the nation. It is not only presenting itself as a major issue from a scholastic standpoint, but also a national standpoint.

Oak Park River Forest High School, Highland Park, Hinsdale South, Hinsdale Central, Naperville North/Central, Waubonsie Valley, Plainfield East, Libertyville, Grayslake, Downers Grove South/North, Willowbrook, and College of DuPage are only some of the schools who have utilized R.A.D. protocol within their curriculum. All of these schools have incorporated varying levels of the R.A.D. curriculum into their courses. OPRF, Highland Park, and Deerfield all offer a specific "Step back" curriculum for male identifying students. Oak Park River Forest utilizes a vertically aligned curriculum that provides a separate and required course for both males and females. As upperclassmen these students have an elective course as an option within self-defense. The certified teachers at LT have and will continue to collaborate with the instructors and division chairs of the current programs. We have received a complete curriculum from the Oak Park River Forest Physical Education program and we have been collaborating with their instructors regarding our proposal. We will maintain our certification yearly by teaching this course and/or volunteering for future training programs at the high schools that are incorporating this course.

Like other schools, we will offer this in a class only for male identifying students. There are several reasons for this.

- 1- We have a class for female-identifying students at this point.
- 2- Statistically, gender plays a role in the type of violence an individual will face.
- 3- Our certification is qualified by gender. The certification class for women is different in terms of handling situations from an emotional standpoint.
- 4- Putting females in class violates the rules of our certification.
- 5- Putting females in class creates a difference in dynamic
- 6- The Office of Civil Rights (OCR) has outlined that this program is legally permissible to be taught at federally funded institutions under Title IX Sections 106.3 (a) and (b), 106.31, and 106.34A (c).
- 7- Title IX provides for separation for students by sex in PE classes during which the major activity involves bodily contact. Furthermore, assaults against women are very different than most assaults against men, therefore methods of avoidance and defense will also be different.

### What metrics will be used to measure the success of the course addition or change?

- Cumulative Simulation
- Written Test
- Post Course Exit Surveys

### How does the change address Board Goals or school initiatives?

**Meets the ISBE standard goals in PE.**

**19.B.5a and 5b** Apply the principles of efficient movement to evaluate personal performance and students will develop and implement a variety of movement concepts to enhance brain function

**20.B.5b and 5c** Evaluate the effects of fitness choices on heredity and wellness. Analyze and explain the correlation between level of fitness and academic achievement

**24.A.5a** Compare and contrast strategies to prevent conflict and resolve differences

**24.C.5** Demonstrate skills essential to enhancing health and avoiding dangerous situations

**Board Goal II: Continue to provide a safe and supportive school climate and meet the Illinois State Board of Education's Social Emotional Learning Standards**




We believe that this course will contribute to a safe, supportive school climate because students will be empowered to take control of their decisions and body.

The school motto of Vita Plena indicates “a fulfilling life”. This class epitomizes the concept of a “fulfilling life”. The class intends on actualizing personal power and respect for self and others. Because of instruction on relationship components, gender roles, and coping skills coupled with practice of using one’s voice and physical self to stay safe, this course is designed to help young men learn to positively assert themselves in all areas of their life.

The trickledown effect would impact the school climate through various standpoints: from learning to accept others, to improved communication skills, to creating an understanding of boundaries, and encouraging personal self-actualization.

The Illinois State Board of Education Social and Emotional Standards are all met through the proposed curriculum change.

**Goals**

- Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.
  - [Goal 1PDF](#) 
- Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.
  - [Goal 2PDF](#) 
- Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
  - [Goal 3PDF](#) 

[SEL Illinois State Standards \(Click Here\)](#)

**What are the resources needed to implement this change? Include Textbook Info. Estimated Cost**

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
No equipment needed if we can run this class opposite of our Girls Self-Defense courses	

**Provide an updated Course Description that will be included in the Academic Program Guide:**


This one-semester course will provide students who identify as a male or non-binary with viable considerations for the option of self-defense in response to a physical attack. Half of the course will be focused on resistance against attack. The other half will focus on the fitness activities to increase general physical conditioning such as, HITT workouts, Crossfit, etc. Certified instructors will teach self-defense skills focused on avoiding and escaping physical assault. Students completing this course will have learned and practiced various self-defense techniques to have as options if they need to defend themselves. Additional topics covered include gender roles in society, healthy relationships, positive coping mechanisms, consent, and how to recognize risk and reduce assault probability.

This course fulfills the PE requirement and cannot be repeated. Junior and Senior student athletes who take this course are NOT eligible for Athletic Study Hall.

**Who was involved in developing this course proposal?**

Kathryn Meyers, Kurt Johns, Joe Conway

**Signatures:**

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair 	Date 8/25/22

# 2023-2024 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 1/31/22

Division: Math/Science

**Current Course Information:**

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Geology	0.5	1 year science	11,12	III	SN6121	SN6122
Astronomy	0.5	1 year science	11,12	III	SN5311	SN5312

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Earth and Space Science	1	1 year science	11,12	III		

**Concurrent Enrollment Info:**

(fill only if necessary)						
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**Check the Appropriate Features of the New Course:**

Graduation Requirement	X	North Only	X	Interdisciplinary		Summer School	
Elective Credit		South Only		Title I		Duplicate Credit	
Full Year		North & South		NCAA	X	Duplicate Credit Max	
Semester: 1, 2, B(oth)	B	Lab-Based	X	CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art		Dual Credit*		Online Delivery		State/Federal Change	

\*Dual Credit University Partner:

**Provide a short name that can be used to reference this proposal:**

Earth/Space Science

**Provide a brief description of the proposal/change:**

Course curriculum topics would be able to be interwoven between the two courses to better align to NGSS standards and improve the flow of the instructional items. This is a major component of the Next Gen Science Standards that is not covered in our core courses.

Combining these two courses would allow improved flexibility in scheduling, as well as making the course easier to staff.

**What qualitative and/or quantitative measures were used to determine the need for this change?**

**Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)**

This change would allow easier scheduling and staffing for the division, while still serving student needs and interests.

In addition, this would prepare the way for a future dual credit Geology option.

**How is this issue addressed at comparable high schools? (Attach additional pages if necessary)**

D211  
Hinsdale 86

**What metrics will be used to measure the success of the course addition or change?**

Enrollment numbers, students enrolled in both semesters

**How does the change address Board Goals or school initiatives?**

*Goal / Objective 4:* Ensure that LT's curricular offerings are designed to prepare all students for college and career readiness upon graduation.

**What are the resources needed to implement this change? Include Textbook Info. Estimated Cost**

Resources	Estimated Cost
No new resources	
(insert additional rows if necessary)	

**Provide an updated Course Description that will be included in the Academic Program Guide:**

This course will study the environment on Earth and the Earth's environment in space. Topics include the history and formation of the Earth, geology, astronomy, and meteorology. The course will utilize science practices developed in earlier courses to explore earth and space sciences and answer the following questions: What is the universe, and what is Earth's place in it? How and why is Earth constantly changing?

**Who was involved in developing this course proposal?**

Collin Voigt

**Signatures:**

Curriculum Coordinator/Lead Teacher	✓	Date
Assistant Division Chair		Date
Division Chair	Coll Voigt	Date 8/25/22

# 2023-2024 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 1/31/22

Division: Math/Science

**Current Course Information:** (skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Medical Terminology	0.5	Intro to Health Care Careers	9-12	III		

**Concurrent Enrollment Info:**

(fill only if necessary)	Biology or Chemistry	9,10			
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**Check the Appropriate Features of the New Course:**

Graduation Requirement		North Only		Interdisciplinary	X	Summer School	
Elective Credit	X	South Only		Title I		Duplicate Credit	
Full Year		North & South	X	NCAA		Duplicate Credit Max	
Semester: 1, 2, B(oth)	B	Lab-Based	X	CTE/Perkins	X	1st or 8th Pd. Option	
Creative or Practical Art		Dual Credit*		Online Delivery		State/Federal Change	

\*Dual Credit University Partner:

**Provide a short name that can be used to reference this proposal:**

Medical Terminology

**Provide a brief description of the proposal/change:**

This new course will be the second course in a healthcare careers pathway. In this course, students learn how to identify medical terms by analyzing the prefixes, roots, suffixes, etc that are common in the healthcare industry. The main focus of this course is to help students develop oral and written communication skills that they could use within a health care profession.

This course could be offered for Dual Credit through COD in the future.

**What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)**

**How is this issue addressed at comparable high schools? (Attach additional pages if necessary)**

Several schools offer a similar course as part of a healthcare career pathway.

This includes:

Maine 207

Niles 219

D211

D214

**What metrics will be used to measure the success of the course addition or change?**

Course enrollment (initial and sustained)  
Pathway enrollment

**How does the change address Board Goals or school initiatives?**

This program addresses equity by giving all students an introduction to medical and healthcare careers. Whether students choose to attend a two-year or four-year college, this course will give students a road map for their healthcare career journey. Continued participation in the pathway could lead to multiple endorsements and certifications through COD, acceptance into an undergraduate pre-med program, and even provide students job skills that they could use upon graduation from LT.

**What are the resources needed to implement this change? Include Textbook Info. Estimated Cost**

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
The Language of Medicine - Davi-Ellen Chabner	\$67 per E-book available
(insert additional rows if necessary)	

**Provide an updated Course Description that will be included in the Academic Program Guide:**

Course presents medical terminology through the study of medical word roots, prefixes, and suffixes. Focus on relationships among symptomatic, disease, and procedural terms. This course prepares students with the oral and written skills necessary to communicate in any health care field.

**Who was involved in developing this course proposal?**

Scott Eggerding, Collin Voigt, Kurt Johns

**Signatures:**

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair	Date

*Coll*      *Vgt*  
*KE*      *[Signature]*

8/25/22  
8/25/22

# 2023-2024 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 1/20/2022

Division: Global Studies

**Current Course Information:**

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Engineering and Invention 1	½	None	9,10,11, 12	III & IV	AT5546 AT5541	AT5547 AT5542

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Engineering and Invention 1	½	None	9,10,11, 12	IV		

**Concurrent Enrollment Info:**

(fill only if necessary)						
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**Check the Appropriate Features of the New Course:**

Graduation Requirement	North Only	Interdisciplinary	Summer School
Elective Credit	South Only	Title I	Duplicate Credit
Full Year	North & South	NCAA	Duplicate Credit Max
Semester: 1, 2, B(oth)	Lab-Based	CTE/Perkins	1st or 8th Pd. Option
Creative or Practical Art	Dual Credit*	Online Delivery	State/Federal Change

\*Dual Credit University Partner: Triton College

**Provide a short name that can be used to reference this proposal:**

Engineering 1

**Provide a brief description of the proposal/change:**

Remove the Level III offering and only offer the course as Level IV since we have a dual enrollment with Triton College. Initially the course was offered at level 3 and 4 but now with the curriculum changes and our agreement with Triton the curriculum is a level 4 course.

**What qualitative and/or quantitative measures were used to determine the need for this change?**

**Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)**

**How is this issue addressed at comparable high schools? (Attach additional pages if necessary)**

**What metrics will be used to measure the success of the course addition or change?**

**How does the change address Board Goals or school initiatives?**

**What are the resources needed to implement this change? Include Textbook Info. Estimated Cost**

	Estimated Cost
(insert additional rows if necessary)	

**Provide an updated Course Description that will be included in the Academic Program Guide:**

**Who was involved in developing this course proposal?**

Blake Sauders & Chris Bonifas

**Signatures:**

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair	Date

*[Handwritten signature]*

# 2023-2024 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 1/20/2022

Division: Global Studies

**Current Course Information:** (skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Engineering Design	1/2	None	9, 10, 11, 12	III or IV	AT5536 AT5531	AT5537 AT5532

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Engineering Design	1/2	None	9, 10, 11, 12	IV		

**Concurrent Enrollment Info:**

(fill only if necessary)						
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**Check the Appropriate Features of the New Course:**

Graduation Requirement	North Only	Interdisciplinary	Summer School
Elective Credit	South Only	Title I	Duplicate Credit
Full Year	North & South	NCAA	Duplicate Credit Max
Semester: 1, 2, B(oth)	Lab-Based	CTE/Perkins	1st or 8th Pd. Option
Creative or Practical Art	Dual Credit*	Online Delivery	State/Federal Change

\*Dual Credit University Partner: Triton College

**Provide a short name that can be used to reference this proposal:**

Eng. Design

**Provide a brief description of the proposal/change:**

Remove the Level III offering and only offer the course as Level IV since we have a dual enrollment with Triton College. Initially the course was offered at level 3 and 4 but now with the curriculum changes and our agreement with Triton the curriculum is a level 4 course.

**What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)**

**How is this issue addressed at comparable high schools? (Attach additional pages if necessary)**

**What metrics will be used to measure the success of the course addition or change?**

**How does the change address Board Goals or school initiatives?**

**What are the resources needed to implement this change? Include Textbook info. Estimated Cost**

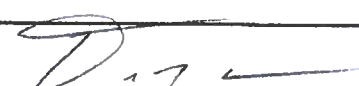
	Estimated Cost
(insert additional rows if necessary)	

**Provide an updated Course Description that will be included in the Academic Program Guide:**

**Who was involved in developing this course proposal?**

Blake Sauders & Chris Bonifas

**Signatures:**

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair 	Date

# 2023-2024 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 1/24/22

Division: Global Studies

**Current Course Information:** (skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Robotics 1	½	None	9, 10, 11, 12	IV		

**Concurrent Enrollment Info:**

(fill only if necessary)						
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**Check the Appropriate Features of the New Course:**

Graduation Requirement	x	North Only		Interdisciplinary		Summer School	
Elective Credit	x	South Only		Title I		Duplicate Credit	
Full Year		North & South	X	NCAA		Duplicate Credit Max	
Semester: 1, 2, B(oth)	B	Lab-Based	X	CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art	P	Dual Credit*	X	Online Delivery		State/Federal Change	

\*Dual Credit University Partner: Triton (possibly, per S. Eggerding)

**Provide a short name that can be used to reference this proposal:**

Robotics 1

**Provide a brief description of the proposal/change:**

We are proposing to add a robotics course to the Engineering Pathway.

**What qualitative and/or quantitative measures were used to determine the need for this change?**

**Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)**

Recent advances in robotics have revolutionized our personal and business lives. Today, commercial and industrial robots are in widespread use, performing jobs more cheaply and in some cases with greater accuracy and reliability than humans. They are also employed for jobs which are too dirty, dangerous, or dull to be suitable for humans. Robots are widely used in manufacturing, assembly and packing, transport, earth and space exploration, surgery, weaponry, laboratory research, safety, and the mass production of consumer and industrial goods. Robots play significant roles in our personal lives as well by serving humans and performing everyday tasks such as cleaning, cooking, and repairing. Intense involvement of these artificial helpers in everyday life requires human specialists with up-to-date knowledge to maintain and monitor existing robots, as well as to develop new, smarter, safer, and more advanced machines. To meet this need, educational institutions must adequately respond to the high demand for specialists in the field of robotics by developing and offering appropriate courses and/or certifying workers involved in the industry of robotics and automation. Robotics is a course intended to introduce students to this field and to engage them in the study of society's need for robots. Robotics is seen as an interdisciplinary, project-based learning curriculum drawing on math, science, and technology and offering major benefits in education. Robotics implements 21st century technologies and can foster problem solving skills, communication skills, teamwork skills, independence, imagination, and creativity. Taking into consideration that students gain a better understanding when they express themselves through invention and creation, robotics activities are considered to be a valuable learning tool that can contribute to the enhancement of learning and to the development of students' thinking.

LT has competitive robotics teams that have competed since the 2017-2018 school year. Those teams are maxed with 30 to 36 students participating yearly. Each year the team has to turn away students because of the space limitations.

**How is this issue addressed at comparable high schools? (Attach additional pages if necessary)**

**What metrics will be used to measure the success of the course addition or change?**

Jacobs HS, Dundee Crown, Rich STEM HS (Rich Central TWP), District 214

**How does the change address Board Goals or school initiatives?**

Goal I: Improve the Academic Achievement of All Students

Objective 4: Ensure that LT's curricular offerings are designed to prepare all students for college and career readiness upon graduation.

**What are the resources needed to implement this change? Include Textbook Info.**

**Estimated Cost**

VEX EXP Bundle Kits - we currently have 37 kits

None until replacement of consumables

VEXcode EXP

86

Free download

(insert additional rows if necessary)	

**Provide an updated Course Description that will be included in the Academic Program Guide:**

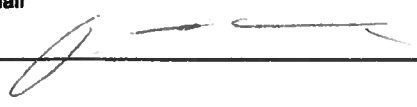
Introductory course to robotics using the Vex EXP kits. Students will be introduced to assembly, applications, and programming (using VEXcode EXP), sensors, motors, drive configurations, software tools and visual interface.

**Who was involved in developing this course proposal?**

Blake Sauders & Chris Bonifas

**Signatures:**

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair	Date



# 2023-2024 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application:

1/24/22

Division:

Global Studies

**Current Course Information:**

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Robotics 2	½	Robotics 1	9, 10, 11, 12	IV		

**Concurrent Enrollment Info:**

(fill only if necessary)						
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**Check the Appropriate Features of the New Course:**

Graduation Requirement	x	North Only		Interdisciplinary		Summer School	
Elective Credit	x	South Only		Title I		Duplicate Credit	
Full Year		North & South	X	NCAA		Duplicate Credit Max	
Semester: 1, 2, B(oth)	B	Lab-Based	X	CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art	P	Dual Credit*	X	Online Delivery		State/Federal Change	

\*Dual Credit University Partner:

Triton (possibly, per S. Eggerding)

**Provide a short name that can be used to reference this proposal:**

Robotics 2

**Provide a brief description of the proposal/change:**

We are proposing to add a robotics course to the Engineering Pathway.

**What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)**

Recent advances in robotics have revolutionized our personal and business lives. Today, commercial and industrial robots are in widespread use, performing jobs more cheaply and in some cases with greater accuracy and reliability than humans. They are also employed for jobs which are too dirty, dangerous, or dull to be suitable for humans. Robots are widely used in manufacturing, assembly and packing, transport, earth and space exploration, surgery, weaponry, laboratory research, safety, and the mass production of consumer and industrial goods. Robots play significant roles in our personal lives as well by serving humans and performing everyday tasks such as cleaning, cooking, and repairing. Intense involvement of these artificial helpers in everyday life requires human specialists with up-to-date knowledge to maintain and monitor existing robots, as well as to develop new, smarter, safer, and more advanced machines. To meet this need, educational institutions must adequately respond to the high demand for specialists in the field of robotics by developing and offering appropriate courses and/or certifying workers involved in the industry of robotics and automation. Robotics is a course intended to introduce students to this field and to engage them in the study of society's need for robots. Robotics is seen as an interdisciplinary, project-based learning curriculum drawing on math, science, and technology and offering major benefits in education. Robotics implements 21st century technologies and can foster problem solving skills, communication skills, teamwork skills, independence, imagination, and creativity. Taking into consideration that students gain a better understanding when they express themselves through invention and creation, robotics activities are considered to be a valuable learning tool that can contribute to the enhancement of learning and to the development of students' thinking.

LT has competitive robotics teams that have competed since the 2017-2018 school year. Those teams are maxed with 30 to 36 students participating yearly. Each year the team has to turn away students because of the space limitations.

**How is this issue addressed at comparable high schools? (Attach additional pages if necessary)  
What metrics will be used to measure the success of the course addition or change?**

Jacobs HS, Dundee Crown, Rich STEM HS (Rich Central TWP), District 214

**How does the change address Board Goals or school Initiatives?**

Goal I: Improve the Academic Achievement of All Students  
Objective 4: Ensure that LT's curricular offerings are designed to prepare all students for college and career readiness upon graduation.

**What are the resources needed to implement this change? Include Textbook Info. Estimated Cost**

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
30 - V5 Workcell Kits	\$74,970.00
30 - V5 Workcell Storage Kits	\$2,999.70
VEXcode V5	Free Download

(insert additional rows if necessary)

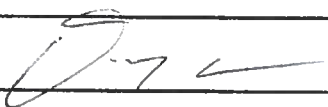
**Provide an updated Course Description that will be included in the Academic Program Guide:**

This course is focused on industrial robotics. It will introduce the students to the V5 Workcell that they will modify as they explore different manufacturing processes. Students will first investigate components and applications of industrial robots. Once the students have gained experience with the build, they will add sensors, motors, and conveyors to enhance the capabilities of the V5 Workcell while exploring the automation effectiveness of the Workcell. This culminates with the Factory Automation Competition (FAC) Program inside the classroom.

**Who was involved in developing this course proposal?**

Blake Sauders & Chris Bonifas

**Signatures:**

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair 	Date

# 2023-2024 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application:

2/25/2022

Division:

Global Studies

**Current Course Information:**

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Human Geography (Prep)	.5	None	9, 10	III	SS5886	SS5887

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code

**Concurrent Enrollment Info:**

(fill only if necessary)						
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**Check the Appropriate Features of the New Course:**

Graduation Requirement		North Only		Interdisciplinary		Summer School	
Elective Credit		South Only		Title I		Duplicate Credit	
Full Year		North & South		NCAA		Duplicate Credit Max	
Semester: 1, 2, B(oth)		Lab-Based		CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art		Dual Credit*		Online Delivery		State/Federal Change	

\*Dual Credit University Partner:

**Provide a short name that can be used to reference this proposal:**

**Human Geography (Prep) - Drop**

**Provide a brief description of the proposal/change:**

**We propose dropping the social studies prep level elective course "Human Geography."**

**What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)**

**There has been declining enrollment since the additions of sophomore Civics as a requirement and Freshman AP Human Geography as an option. There is only one section in the 21-22 school year, and there will be no sections (six students registered) in 2022-2023.**

**How is this issue addressed at comparable high schools? (Attach additional pages if necessary)**

**What metrics will be used to measure the success of the course addition or change?**

**How does the change address Board Goals or school initiatives?**

**What are the resources needed to implement this change? Include Textbook Info. Estimated Cost**

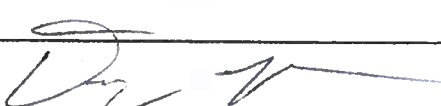
	Estimated Cost
(insert additional rows if necessary)	

**Provide an updated Course Description that will be included in the Academic Program Guide:**

**Who was involved in developing this course proposal?**

**Division Chair, Assistant Division Chair, and current teacher.**

**Signatures:**

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair 	Date

# 2023-2024 Curriculum Change Proposal Form

- o The Division Chair is responsible for developing a complete proposal prior to March 1.
- o The Division Chair must meet with the Director of Curriculum and Instruction in March.
- o A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: Nov. 17, 2021

Division: Global Studies

**Current Course Information:**

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
INCubatoredu		None	11-12	III	BU5911	BU5912

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
INCubatoredu		None	11-12	IV	BU5911	BU5912

**Concurrent Enrollment Info:**

(fill only if necessary)						
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**Check the Appropriate Features of the New Course:**

Graduation Requirement		North Only	X	Interdisciplinary		Summer School	
Elective Credit	X	South Only		Title I		Duplicate Credit	
Full Year	X	North & South		NCAA		Duplicate Credit Max	
Semester: 1, 2, B(oth)		Lab-Based		CTE/Perkins	X	1st or 8th Pd. Option	
Creative or Practical Art	P	Dual Credit*		Online Delivery		State/Federal Change	

\*Dual Credit University Partner:

**Provide a short name that can be used to reference this proposal:**

## **INCubator – Level Change**

**Provide a brief description of the proposal/change:**

**The proposal is to change INCubatoredu from a Level III course to a Level IV course. The level of rigor in this course constitutes changing it to a Level IV course. Students are tasked to solve complex, real world problems and develop business strategies to solve the problem.**

**What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)**

**After teaching this course for 2+ years, to require the level of rigorous work to make this class successful and to provide the students with the best experience, the class should be changed to Level IV. Students are tasked to ideate, develop, and iterate their own product or service startup. Students develop hypotheses and test them throughout this course, and complete customer research outside of class time. They need to speak with potential customers, community members, and possible manufacturers to work on creating their product or service. Students need to take this research and analyze it to make wise business decisions. This course challenges students to make mistakes, take risks, and learn to pivot based on market needs. The student experience in this course is very similar to the experience they would have at the collegiate level. This rigorous and immersive curriculum challenges students to identify an opportunity, create solutions, and embrace change by going out and talking to potential customers and applying what they learn to the real world.**

**There is no prerequisite for INCubatoredu because we would like students with all different interests to take this entrepreneurship course. That being said, Introduction to Business is a Level III class, and provides students with a more beginner level covering different areas in business and entrepreneurship. INCubatoredu goes into deeper and more complex areas of business and entrepreneurship and the students need to take the concepts, analyze and apply them to their business model.**

**This curriculum was developed and is always updated based on the industry and what universities are teaching in their entrepreneurship programs. The Uncharted Learning organization (they created the INCubator program) specifically works with Miami University in Ohio to ensure that the curriculum brings real life experiences to the classroom and provides students with access to opportunities post-graduation.**

**How is this issue addressed at comparable high schools? (Attach additional pages if necessary)**

**Other school that offer INCubator have either changed the level of the class, or at the beginning made the class a level 4 (or the equivalent). Below is a list of some of the high school in Illinois that offer this course as a Level IV (Honors) class:**

- **Barrington High School**
- **Lake Forest High School**
- **Naperville North High School**
- **Naperville Central High School**
- **Niles North High School**
- **Niles West High School**
- **Wheaton North High School**
- **Wheaton Warrenville South High School**
- **Deerfield High School**
- **Highland Park High School**
- **Woodstock High School**
- **Grant Community High School District 124**

**What metrics will be used to measure the success of the course addition or change?**

Currently, students are not completing the proper amount of research outside of class time. We will use the following metrics to measure the success of changing this class to Level IV: enrollment numbers, student research and success in the course, and student feedback.

**How does the change address Board Goals or school initiatives?**

INCubator is aligned with the National Consortium of Entrepreneurship standards, the Common Core Standards for Speaking and Listening, and the 21st Century Learning and Innovation Skills standards. LT is also focusing on the Growth Mindset and this is really practiced in that start-up environment. Students will learn to fail and will need to start at the beginning if/when they see their product/service is not going to work. Students learn by doing and by failing.

INCubator addresses the Board Goals by improving communication with the community. This class encourages community involvement and will allow the community to see what is happening at LT. This course will also prepare students for college and career readiness by having them collaborate with classmates and work in an environment that is similar to a collegiate or workplace atmosphere. This course also provides faculty with the tools to implement the growth mindset in the classroom.

**What are the resources needed to implement this change? Include Textbook Info. Estimated Cost**

None	Estimated Cost
(insert additional rows if necessary)	

**Provide an updated Course Description that will be included in the Academic Program Guide:**

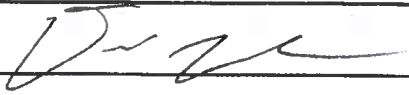
This course is designed to get students excited about becoming true entrepreneurs by giving them the opportunity to create and fully develop their own product or service. Student teams will explore, research, pivot, iterate, and develop resilience as they work to solve problems they care about. Real-world entrepreneurs and business experts will serve as coaches and mentors, guiding student teams through the process of ideation, market research, and business plan development. Over the course of the year, student teams will learn about marketing, accounting, and human resources, as well as the legal aspects of running business to get them geared up for Pitch Week. Pitch Week helps to further fire the entrepreneurial spirit by putting student teams in front of actual investors so they can pitch their innovative idea to win funding and turn their wishful thinking into a reality.

**Who was involved in developing this course proposal?**

Krista Wilcox

**Signatures:**

Curriculum Coordinator/Lead Teacher	95	Date
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Assistant Division Chair	Date
Division Chair 	Date

# 2021-2022 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 3/1/2022

Division: Language Arts and Global Studies

**Current Course Information:**

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Humanities English	1.0		9	III	LA5046	LA5047
Humanities Reading	1.0		9	III	LA5036	LA5037
World History Humanities	1.0		9	III	SS5856	SS5857

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code

**Concurrent Enrollment Info:**

(fill only if necessary)						
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**Check the Appropriate Features of the New Course:**

Graduation Requirement	<input checked="" type="checkbox"/>	North Only	<input type="checkbox"/>	Interdisciplinary	<input checked="" type="checkbox"/>	Summer School	<input type="checkbox"/>
Elective Credit	<input type="checkbox"/>	South Only	<input checked="" type="checkbox"/>	Title I	<input checked="" type="checkbox"/>	Duplicate Credit	<input type="checkbox"/>
Full Year	<input checked="" type="checkbox"/>	North & South	<input type="checkbox"/>	NCAA	<input type="checkbox"/>	Duplicate Credit Max	<input type="checkbox"/>
Semester: 1, 2, B(oth)	<input type="checkbox"/>	Lab-Based	<input type="checkbox"/>	CTE/Perkins	<input type="checkbox"/>	1st or 8th Pd. Option	<input type="checkbox"/>
Creative or Practical Art	<input type="checkbox"/>	Dual Credit*	<input type="checkbox"/>	Online Delivery	<input type="checkbox"/>	State/Federal Change	<input type="checkbox"/>

\*Dual Credit University Partner:

**Provide a short name that can be used to reference this proposal:**

**Humanities Program Drop**

**Provide a brief description of the proposal/change:**

**With the implementation of a co-teaching model at the freshman prep level for world history and English, students are no longer scheduled into Humanities. This proposal formally drops the Humanities courses.**

**What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)**

**When Humanities was first proposed, LT had 5 levels of English. Level II was "Transition." The goal of Transition was to identify students 3+ years behind in reading, without an IEP, who would be given more intensive reading instruction, pull-out reading supports, and extra time for a sheltered study hall. Despite a tremendous effort of curriculum alignment and supports, students in Transition never "caught up" to their peers. Humanities was designed as a Prep Level integrated course that focused on reading skills and strategies (nonfiction and fiction) with additional support for the course included in the program. The three-hour block satisfied English, reading and world history outcomes and included paraprofessional and additional instructor support.**

**Students were initially placed in Humanities based on EXPLORE scores, and the first few years of the program resulted in 2 blocks (6 sections) of classes, or about 150 students. With the shift away from EXPLORE/PLAN/ACT to the SAT suite of assessments and with the advent of more accurate and growth-oriented assessments such as MAP and STAR, placement for Humanities was focused on students with greater needs than originally envisioned. For the past few years, Humanities has been only one block.**

**Of particular note, a number of initial Special Education referrals came from the Humanities sections, which rarely occurs in high school-aged students. And while many of those referrals did not result in a special education placement, it did reveal the need for targeted interventions rather than programmatic ones. Some of the challenges came from English Learners needs. Others came from students with reading deficits that were not learning disabilities.**

**In addition to sheltered sections in English I Prep starting in the fall of 2022, world history sections will be created where a portion of the students with reading deficits will be assigned a reading specialist who will also be coaching the teachers in reading strategies designed to improve fluency and reading comprehension. Lastly, sheltered world history classes for English Learners will be supported by the EL program.**

**By including all students in a single version of English I Prep, providing differentiated instruction and creating sheltered sections, student needs can be met where they are rather than pulling them out into a specific program. As such, Humanities is no longer needed.**

**How is this issue addressed at comparable high schools? (Attach additional pages if necessary)**

**What metrics will be used to measure the success of the course addition or change?**

**How does the change address Board Goals or school initiatives?**

**What are the resources needed to implement this change? Include Textbook Info. Estimated Cost**

N/A	
(insert additional rows if necessary)	

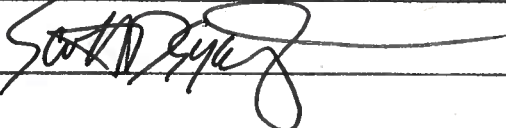
**Provide an updated Course Description that will be included in the Academic Program Guide:**

N/A

**Who was Involved in developing this course proposal?**

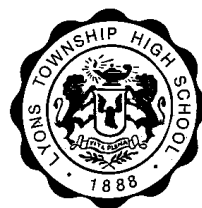
Paul Houston, Karen Raino, Scott Eggerding

**Signatures:**

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair 	Date 8/23/07

# LYONS TOWNSHIP HIGH SCHOOL

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**SCOTT D. EGGERDING**

Director of Curriculum and Instruction

TO: Brian Waterman  
Board of Education

FROM: Scott Eggerding, Adam Davis

DATE: August 30, 2022

RE: 2022 Summer Program Report

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## Introduction

The 2022 Lyons Township High School Summer Program was held between June 6 and July 31, 2022. Composed of academic and activity offerings, the program served students ages preschool to seniors. The academic program is designed to provide students with courses that can free up space in their regular day during the school year or to get students back on track that have fallen behind. Additionally, we offer an Extended School Year program for Special Education.

2022 was the first summer, since prior to the COVID-19 pandemic, to provide the full program offerings in both academic and activity program participation, including the highly anticipated return of the Learn to Swim program. With 6,783 registration requests among all programs (an increase of over 2,500 from 2021), LTHS continues to be a destination for District families preschool through high school in June and July. In addition, 123 LT students were employed as coaches and camp counselors.

## I. Academic Program

### A. Course Offerings

A variety of courses from the Applied Arts, Fine Arts, Global Studies, Language Arts, Mathematics/Science, Physical Welfare and Special Education divisions were posted for registration. 27 semester courses received sufficient enrollment to run and were available during the first semester with 21 offered during the second semester. Additionally, Consumer Economics and Keyboarding ran as part of our online partnership with Illinois Virtual School Academy (IVSA). Read 180 was offered in two-hour blocks of time running both semesters. Driver Education ran during summer programs, consisting of classroom instruction and Behind-the-Wheel. R.I.S.E. Academy (formerly Transition Academy) ran for the 9<sup>th</sup> consecutive summer, undergoing significant updates for 2022, with 58 participants (see Addendum B). IVSA participation numbers included Consumer Economics with 450 enrollments and Keyboarding with 11 enrollments and one U.S. History enrollment.

There were a total of 1,077 students attending summer courses: 849 during semester I (including IVSA), and 228 during semester II. 32 (semester I) and 9 (semester II) students enrolled in courses for Credit/No Credit. 36 students participated in one or all components of the Driver Education program.

## **B. Special Education**

Since 2002, we have hosted an academic Special Education program (Extended School Year or ESY) and assumed most of the costs. 43 students were enrolled in ESY and 19 Special Education students were enrolled in Read 180. An additional 48 students were enrolled in the regular education Summer Academic Program with IEP's.

The Special Education summer program consisted of six certified ESY teachers, one Read 180 Reading Specialist and two Summer Program Coordinators. In addition, 30 total para educators (25 with ESY, one with Driver Education, two with Read 180 and two with Academics) were employed as part of the summer SPED staff.

The total cost for summer Special Education certified staff was \$22,925.77. The total cost for para educators was \$46,104.91. LADSE costs were \$6,000.00 for related services (OT, PT, Speech Language Pathologist, Psychologist and 1:1 Nurses). These related services costs are net costs, after state reimbursement is deducted. Transportation costs for Special Education students added an additional \$61,630.97 separated into the following categories: ESY - \$25,444.63 Transition - \$20,658.29, and Read 180 – \$15,528.05.

## **C. Staffing Information**

44 certified staff members were employed to meet the needs of the academic courses. These included 36 teachers, one librarian, one nurse, three counselors, two summer program coordinators and one director. Five non-certified security personnel supported the Summer Program. Computer technicians and audio-visual support staff worked with the Program as part of their regular contracts.

Staffing costs (not including Special Education teachers noted above) included \$126,099.53 for Certified Staff and \$13,663.58 for non-certified security personnel.

## **D. Financial Summary**

- The total amount collected for summer tuition and fees was \$236,305.00.
- \$110,880.00 was paid to Illinois Virtual School to cover the tuition fees for 450 Consumer Economics and 11 Keyboarding online enrollments and one U.S. History enrollment (\$240 per enrollment).
- The Special Education program costs were \$136,661.65 with no tuition to offset those costs.
- Student enrollment in Read 180 generated \$1,852.50 of revenue based on 19 students paying \$97.50 in tuition. As an incentive for attendance, 19 students received rebates totaling \$1,852.50 bringing the net revenue for Read 180 to \$0.00.

## **E. Highlights**

- Course offerings were published in the LTHS Academic Program Guide, appear on the LT website and in the LTHS Summer Program Guide, as well as the Summer Programs website.
- We continue to offer those courses that meet the enrichment and remedial needs of our LT students, attempting to balance the financial health of the program with student opportunities.
- 47 students received fee waivers.
- 54 students were enrolled with an active 504 Plan.

- Two students graduated at the end of summer school. Neither student, nor their families, opted to participate in a summer graduation ceremony. LT delivered their diplomas and graduation flags to their homes as part of their celebratory completion and graduation.

#### **F. Recommendations**

- Maintain the current schedule for each semester (14 academic days per semester) for 2023.
  - 1<sup>st</sup> semester: June 12 – June 30 (Non-Attendance Day – June 19)
  - 2<sup>nd</sup> semester: July 3 – July 21 (Non-Attendance Day – July 4)
- Continue to provide, at no-cost to students, recovery credit opportunities and busing service during summer school (Addendum A attached).

## **II. Activity Program**

### **A. Program Offerings**

- A total of 34 age-group camps, totaling 90 sections, received enough enrollments to run during Summer 2022. These camps ran within badminton, band, baseball, basketball, bowling, cheerleading, choral, cooking, debate camp, football, gymnastics, lacrosse, learn-to-swim, orchestra, percussion, PSAT prep, running, sewing, soccer, softball, speech team camp, swim conditioning, theater camp, track and field, volleyball, water polo and wrestling. 5,179 students participated in these camps.

### **B. Staffing Information**

- The Summer Activity Programs were staffed with 114 adult supervising positions and 123 student assistants.

### **C. Financial Summary**

- The Activity Program generated revenues of \$383,870.00 with expenditures of \$271,046.30

### **D. Highlights**

- Once again, Basketball led all camps with 1,175 enrollments. Football followed closely behind with 939 participants. Rounding out the top-5 were Volleyball which had 529 participants, Learn-to-Swim enrolled 503 students and closing out the top-5 was Soccer with 300.

### **E. Recommendations**

- Maintain the current offerings and open enrollment to additional camps and activities, including possible options such as Art Club Camp and Photography Camp, as well as additional academic activity camps (similar to the summer STEM camp).

# LYONS TOWNSHIP HIGH SCHOOL



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**SCOTT D. EGGERDING**

Director of Curriculum and Instruction

## ADDENDUM A: 2022 Summer Program Report - EdGenuity and Credit Recovery

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### Introduction

In an effort to get students back on track that have fallen behind, LT has offered credit recovery via in-person EdGenuity, our online credit recovery program, since the summer of 2015. Prior to this summer, students were responsible for their own transportation and tuition fees. In order to more equitably offer this program to a larger number of students, Summer Programs provided EdGenuity as a no-cost enrollment and provided bus transportation for all 11 of our communities. Three certified staff members were employed to support this program, including one math teacher to run a dedicated Math EdGenuity section.

### Academic Program

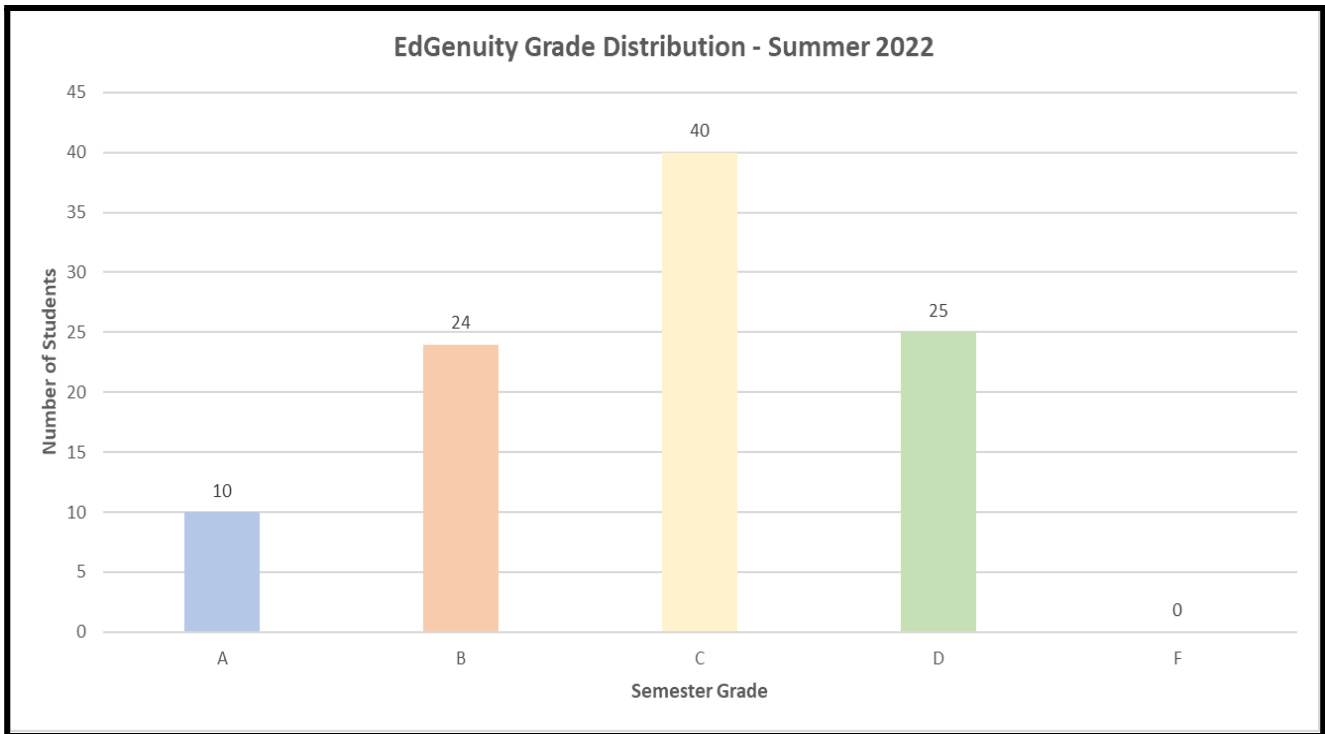
#### A. Offerings and Enrollment

Credit recovery was offered, based on individual student need, in the following courses: Algebra, Algebra II, Civics, English I, English II, English III, Geometry, Physical Science, Sociology, Strategies for Academic Success, U.S. History and World History.

There were a total of 80 students (30 more than 2021) enrolled in summer EdGenuity. As a result of their summer attendance, 99 semester credits (34 more than 2021) were recovered based on the following enrollments:

Algebra	18
Algebra II	11
Biology	12
Civics	1
English I	6
English II	3
English III	2
Geometry	23
Physical Science	3
Sociology	1
Strategies for Student Success	1
U.S. History	5
World History	13

## B. Grade Distribution



## C. Financial Summary

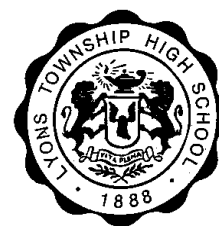
- Tuition fees were not collected for EdGenuity summer enrollments.
- Three certified staff members were hired to support the EdGenuity program. Two teachers each taught one semester of EdGenuity and one math teacher worked the full summer teaching the Math EdGenuity section. The total salary amount for the three teachers was \$12,258.87.
- Summer Academics offered busing services for the second consecutive summer. This service was available to all summer school attendees, at no cost to the students. LT contracted with First Student for four busing routes, for a total transportation cost of \$17,682.56.
- The total EdGenuity program expenses were \$29,941.43 and were covered by Federal ESSER ARP Grant Funds.

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**SCOTT D. EGGERDING**

Director of Curriculum and Instruction

## **ADDENDUM B:** 2022 Summer Program Report – R.I.S.E. Academy (Ready Inspired Supported Empowered)

### **Introduction**

R.I.S.E. Academy (formerly Transition Academy) began in 2014 as an academy for minority student transition between Gurrie Middle School and Lyons Township High School. This past summer, R.I.S.E. invited all students of color from Gurrie, Park, and George Washington Middle Schools to participate (212 students total). Of that total, 58 students elected to participate in the summer program this year, our highest total to date.



### **Academy**

R.I.S.E. is a one-week long summer academy that focuses on helping incoming freshmen successfully transition from middle school to high school. R.I.S.E. offers an in-depth experience including creating peer and staff connections, technology set-up and skills, touring the school, development of executive functioning skills, college and career planning, peer mentoring, cultural appreciation activities, social emotional learning, creative projects (including painting the mural depicted above), as well as helping students choose extracurricular sports and clubs to get involved in during freshman year.

The goal of R.I.S.E. Academy is to foster a stronger sense of belonging and for students to feel ready to embrace the challenges of high school, be inspired to work hard and try new things, feel supported and know the resources available to them, and feel empowered to fulfill their potential and follow their dreams! R.I.S.E. strives to help students have lower stress, improved habits, and increased success as well as a sense of belonging as a result of their participation in R.I.S.E. Academy!

### **Financial Summary**

R.I.S.E. Academy paid for two certified instructors, two paraeducators and busing for the students, at no cost to the students. This program totaled \$6,105.00 in certified salaries, \$1,442.10 in para salaries, approximately \$2,000.00 in transportation, \$1,316.97 for supplies, \$742.60 for program t-shirts, \$2,374.23 for food and \$1,055.72 for books, for a total program cost of \$15,036.62.

# LYONS TOWNSHIP HIGH SCHOOL

BRIAN P. WATERMAN, SUPERINTENDENT

[bwaterman@lths.net](mailto:bwaterman@lths.net)

North Campus  
100 S. Brainard Ave.  
LaGrange, IL 60525



708-579-6451

South Campus  
4900 S. Willow Springs Rd.  
Western Springs, IL 60558

TO: District #204 Board of Education

FROM: Dr. Brian Waterman, Superintendent  
Scott Eggerding, Director of Curriculum and Instruction  
Leslie Owens, Director of Student Services  
Ed Piotrowski, Director of Human Resources  
Dr. Jennifer Rowe, Director of Equity and Belonging  
Brian Stachacz, Director of Business Services

DATE: Tuesday, September 6, 2022

RE: Strategic Plan Progress Update (2022-23)

Following the June 13 Board adoption of the [LTHS Strategic Plan](#), our District Administrative Team has continued to work with Catalyst for Educational Change (CEC) to begin the implementation phase. This includes developing a framework to ensure that we apply an equity lens to all aspects of our systemic work, and identify metrics that will assist us in tracking progress toward the accomplishment of our strategic plan goals. To that end, the purpose of our update at the September 6 Committee of the Whole Meeting will be to provide an overview of these initial efforts.

### ***Ensuring the Strategic Plan is Focused on Equitable Outcomes***

The core values presented in our Strategic Plan center on our commitment to equity, inclusion, and the belief that all students can achieve individual levels of life, career, and college success. This commitment to applying an equity lens, as outlined in the [District #204 Equity Statement](#), will help to ensure that we identify obstacles and eliminate barriers to positive student outcomes. Our focus on equity is moving into action through the efforts of our District Equity Leadership Team, which will consist of our goal champions and action plan team members, as well as other key members of our staff. The District Equity Leadership Team will meet regularly to support collaboration, provide ongoing professional learning, and to process collectively on our work as it pertains to the Equity Journey Continuum (see below), and the need for creating strategic measures that impact equitable outcomes. These outcomes will be measured through the indicators on our District Scorecard.

An important component of the District Scorecard and the District Equity Leadership Team's work will include the Illinois State Board of Education's (ISBE) Equity Journey Continuum. This is a tool that school districts will apply as they work to ground their work through a true lens of equity. The Equity Journey Continuum is part of ISBE's strategic plan which was adopted in

November 2020. The Equity Journey Continuum is an informational tool to help districts view their data through the lens of equity. It identifies gaps in student achievement, opportunities, and supports by analyzing data that districts already collect and report to ISBE. The tool makes the data more useful for districts to improve outcomes for students.

The Equity Journey Continuum will be a part of our work and will be used to shape the actions taken to make progress toward the five goals outlined in the Strategic Plan. The 2022 Illinois School Report Card will include the Equity Journey Continuum. Each District's Report Card will display the district's step level on each of the three broad categories of the continuum. These categories are: student learning, learning conditions, and elevating educators. Each district's data will place it along an equity continuum — from Step 1 (large gaps) to Step 4 (minimal gaps). The Equity Journey Continuum will serve as a beacon to illuminate areas where a district may need to alter systems, increase access, add resources, or seek supports to ensure students from all backgrounds can achieve the same high standards.

### ***Development of Draft District Scorecard***

Our leadership team has also worked to develop a draft district scorecard, which will track progress toward the accomplishment of our strategic plan goals. According to the process suggested by CEC, school district scorecards should incorporate three primary components. They should incorporate 1) the suggested Key Performance Indicators (KPI's) developed during the strategic planning development process, 2) the data used to calculate a school's summative designation according to the Illinois School Report Card, and 3) the data that is used to calculate a school's rating on the Illinois State Board of Education Equity Journey Continuum, as explained above. Ultimately, our school district scorecard will include approximately 50 total metrics, or approximately 10 for each of the five strategic plan goals.

During this first step, our leadership team has identified the following lagging, summative indicators to include on our district scorecard.

- Goal One (Student Growth and Achievement)
  - Graduation Rate
    - Percentage of students meeting graduation requirements in four years.
  - 9<sup>th</sup> Grade on Track
    - Percentage of Grade 9 students on track by earning at least five full-year course credits and have earned no more than one semester "F" in a core course (English, math, science, or social science).
  - Advanced Placement/Dual Credit Participation
    - The percentage of 9-12 students participating in Advanced Placement and/or Dual Credit Coursework.
  - SAT English Language Arts Performance
    - Percentage of grade 11 students with a minimum SAT subject score of 540 in Evidence-Based Reading and Writing compared to the state average and benchmarks.
  - SAT Mathematics Performance
    - Percentage of grade 11 students with a minimum SAT subject score of 540 in Evidence-Based Mathematics compared to the state average and benchmarks.
  - Eliminating the Achievement Gap - ELA

- Reports the percentage of 11th grade students in underserved groups who are proficient on the EBRW section of the SAT.
  - Eliminating the Achievement Gap - Math
    - Reports the percentage of 11th grade students in underserved groups who are proficient on the Math section of the SAT.
  - Eliminating the Opportunity Gap
    - Reports the percentage of students in underserved groups enrolled in AP and/or Dual Credit courses their Junior and Senior year.
  - Grade Point Average
    - Percentage of grade 9-12 students with a cumulative Grade Point Average of 2.8 or higher on a 4.0 scale, which assesses whether the student meets the objectives and expectations.
- Goal Two (Learning Environment and Supports)
  - Attendance/Chronic Absenteeism
    - Percentage of students who miss 10% or more of school days per year either with or without a valid excuse, reported by semester.
  - Student Behavior
    - Percentage of students with 0 or 1 behavioral referral per semester.
  - Student Participation in Co-curricular Activities
    - Percentage of students in grades 9-12 participating in at least one co-curricular activity annually
  - 5Essentials Climate Survey – Supportive Environment
    - Composite results for satisfaction with Supportive Environment Assessment as reported on the 5Essentials Survey.
  - Panorama Student Survey – Sense of Belonging
    - Percent of students responding favorably to Sense of Belonging reported on Panorama Survey.
  - Panorama Student Survey – Diversity and Inclusion
    - Percent of students responding favorably to Diversity and Inclusion as reported on Panorama Survey.
- Goal Three (High Quality, Diverse Staff)
  - Staff Demographics
    - Percent of diverse staff as of October 1 for each school year.
  - Non-certified Staff Retention
    - Percentage of non-certified staff who return to the district. This measures voluntary and involuntary turnover from the prior school year, but excludes retirements.
  - Certified Staff Retention
    - The percentage of certified staff who return to the district. This displays measures voluntary and involuntary turnover from the prior school year, but excludes retirements.
  - Certified Staff Panorama Survey
    - Percent of certified staff responding favorably to Sense of Belonging reported on Panorama Survey.
  - Non-certified Staff Panorama Survey
    - Percent of non-certified staff responding favorably to Sense of Belonging reported on Panorama Survey.

- Multiple Content Endorsements
  - Percent of staff holding multiple content endorsements with a focus on special populations.
- Staff Engagement
  - Percent of all staff who participate in co-curriculars, school sponsored professional development and committee work that supports district goals.
- Goal Four (Family and Community Partnerships)
  - Electronic Communication Engagement (Part 1)
    - Percent of recipients who open Weekly Principal Message
  - Electronic Communication Engagement (Part 2)
    - Percent of recipients who open Board Briefs
  - 5Essentials Family Survey Participation Rate
  - Parent/Teacher Conferences Participation
    - Percent of students whose families participate in P/T Conferences.
  - Career Pathway Progress
    - Percent of students who participate in a career internship or work-related experience.
- Goal Five (Resource Effectiveness and Efficiencies)
  - Fund Balance to Revenue Ratio
    - Current financial strength of the district as determined by fund balance to revenue ratio state rating for prior year annually.
  - Expenditure to Revenue Ratio
    - Current expenditure to revenue ratio as determined by percent of dollars spent for each dollar received state rating for prior year annually.
  - Operating Capacity
    - Current estimate of the number of days a district could meet operating expenditures provided no additional revenues were received state rating for prior year annually.
  - Building Expenditure Percentage
    - Percentage of expenditures dedicated to building projects
  - Long-range Technology Plan on Track
    - Percentage of long-range technology plan targets completed annually.

### ***Next Steps***

During Fall, 2022, five (5) Action Plan Teams, or one for each strategic plan goal, will be formed. The work of these five teams will be focused on developing action plans, or the sequence of steps that must be taken, or activities that must be performed, for a strategy to succeed and to accomplish the goal. Our developed action plans will have four elements:

- Specific tasks, or what will be done;
- Resource allocations, or what specific funds are available for specific activities, as well as timelines;
- Professional Learning and Support, or what will people need to know and do for effective implementation;

- Evidence, or what will serve as the products for progress monitoring and strategy attainment, including both the lagging, summative indicators, as well as other leading, formative indicators.

Each of our five Action Plan Teams will meet three times before October 30 in order to discuss and develop action plans for their goals.

By early November, we will finalize the District #204 Strategic Plan Scorecard and make it public on our strategic plan website.

***Recommendation***

This item is informational and requires no action.