



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

**Room 251
100 South Brainard Avenue
La Grange, Illinois 60525
Monday, August 8, 2022 - 6:30 PM**

A G E N D A

**PLEASE NOTE CLOSED SESSION WILL BEGIN AT 6:00 PM and
OPEN SESSION WILL BEGIN AT 6:30PM**

I. CALL TO ORDER

II. CLOSED SESSION Recommended adjournment into Closed Session to discuss pending or probable litigation against, affecting or on behalf of the public body; collective negotiating matters or deliberations concerning salary schedules for one or more classes of employees; and the appointment, employment, compensation, discipline, performance, or dismissal of a specific employee or legal counsel for the public body.

III. COMMUNICATIONS - PUBLIC COMMENT

IV. FACILITIES

- A. Construction Change Order (B. Stachacz) 3
- B. FY23 Summer Capital Projects (B. Stachacz) 6
- C. HVAC System Repair - Request for Emergency Authorization (B. Stachacz) 10

V. FINANCE

- A. FY23 Tentative Budget Presentation (B. Stachacz) 11

VI. CURRICULUM

- A. DAOES Intergovernmental Agreement (2nd Reading) (B. Waterman) 46

VII. POLICY

- A. PRESS 109 (Second Reading) (E. Piotrowski) 67
- B. Policy Review and Recommendations (1st Reading) (B. Waterman) 92
 - 1. Policy 7:240 Conduct Code for Participants in Extracurricular Activities
 - 2. Policy 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment

VIII. STUDENT SERVICES 99

- A. 2021-2022 Discipline Data Overview (L. Owens & J. Tyrrell)
- B. 2022-2023 Behavioral Expectations Information and SEL Update (L. Owens & J. Tyrrell)
- C. 2022-2023 Student Handbook (Review and Adoption) (L. Owens & J. Tyrrell)

IX. PUBLIC COMMENT

X. ADJOURNMENT

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

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: 8/3/2022
Re: Great Western Abatement Change Orders

Information: During the course of a summer of renovations, there are times when additional work is needed and was unforeseen or unknown at the time of planning the project. When this occurs, the additional work is documented, along with the cost on a construction Change Order. The Board of Education then approves the Change Order and payment for the additional work can be made. For the asbestos removal that took place in June, we have a two Change Orders from Great Western Abatement for removal of additional asbestos containing materials. Change Order #1 increases the cost of the contract due to the additional work by \$24,261 and Change Order #2 increases the cost by \$2,378. The original contract amount was \$55,511 and with these Change Orders, the final contract amount will be \$82,150. Copies of both Change Orders are included in the packet for review and should you have any questions, please do not hesitate to contact me.

Recommendation: The Board of Education approve Change Orders #1 and #2 with Great Western Abatement as presented.

MELOTTE MORSE LEONATTI PARKER, LTD.
ANALYTICAL DESIGN GROUP

CHANGE ORDER

CHANGE ORDER NUMBER: 1

DATE: 6/20/2022

Distribution to:
 OWNER x
 ARCHITECT x
 CONTRACTOR x
 FIELD _____
 OTHER _____

PROJECT: Lyons Township High School 2022 Abatement -North & South Campuses

ARCHITECT'S PROJECT # 221020

TO: Great Western Abatement, Inc.
 27298 Hagen Road
 Jerseyville, IL 62052

CONTRACT FOR: Abatement

CONTRACT DATE: 12/10/2021

Reason for, and description of changes in this Contract with necessary attachments:

- 1 Net Change of contract amount to:
- a. ADD Cut viewing window for vertical duct section \$637.00
 - b. ADD (2) additional mini containments \$4,702.00
 - c. ADD (42) additional tile and mastic for core hole locations \$7,167.00
 - d. ADD (22) additional tile & mastic locations in "C" Wing \$5,231.00
 - e. ADD C204 & C212 glove bag \$795.00
 - f. ADD Mechanical room floor tile & mastic \$4,450.00
 - g. ADD Exit 25 clean up \$2,512.00
 - h. ADD Separation barrier change \$536.00
 - i. Deduct vertical duct section \$1,769.00

Refer to proposal from Great Western Abatement dated 6-15-2022 for breakdown.

Total all changes: \$24,261.00

Unless otherwise indicated in the description of change, accompanying drawings and specifications, all the work required shall conform to the contract documents.

Signature of the Contractor indicates agreement herewith, including and adjustment in the contract sum or contract time.

The original Contract Sum was... \$55,511.00
 Net change by previously authorized Change Orders... \$0.00
 The Contract Sum prior to this Change Order was... \$55,511.00
 The Contract Sum will be increased by this Change Order... \$24,261.00
 The new Contract Sum Cost including this change Order will be... \$79,772.00
 The Contract Time will be changed by 0 days.
 The Date of Substantial Completion as of the date of this Change Order therefore is

ARCHITECT
 Melotte Morse Leonatti Parker, Ltd.
 213 1/2 S. Sixth Street
 Springfield, Illinois 62701

CONTRACTOR
 Great Western Abatement, Inc.
 27298 Hagen Road
 Jerseyville, IL 62052

OWNER
 Lyons Township High School
 100 South Brainard
 LaGrange, IL 60525

By [Signature]

By [Signature]

By _____

DATE: 7/11/2022

DATE: 7/11/22

DATE: _____

**MELOTTE MORSE LEONATTI PARKER, LTD.
ANALYTICAL DESIGN GROUP**

CHANGE ORDER

Distribution to:
 OWNER x
 ARCHITECT x
 CONTRACTOR x
 FIELD
 OTHER

CHANGE ORDER NUMBER: 2

DATE: 6/23/2022

PROJECT: Lyons Township High School 2022 ARCHITECT'S PROJECT # 221020
 Abatement -North & South Campuses

TO: Great Western Abatement, Inc. CONTRACT FOR: Abatement
 27298 Hagen Road
 Jerseyville, IL 62052 CONTRACT DATE: 12/10/2021

Reason for, and description of changes in this Contract with necessary attachments:

- 1 Net Change of contract amount to:
 - a. ADD (10) additional tile & mastic locations in "C" Wing \$2,378.00

Refer to proposal from Great Western Abatement dated 6-20-2022 for breakdown.

Total all changes: \$2,378.00

Unless otherwise indicated in the description of change, accompanying drawings and specifications, all the work required shall conform to the contract documents.

Signature of the Contractor indicates agreement herewith, including and adjustment in the contract sum or contract time.

The original Contract Sum was...	\$55,511.00
Net change by previously authorized Change Orders...	\$24,261.00
The Contract Sum prior to this Change Order was...	\$79,772.00
The Contract Sum will be increased by this Change Order...	\$2,378.00
The new Contract Sum Cost including this change Order will be...	\$82,150.00
The Contract Time will be changed by <u> 0 </u> days.	
The Date of Substantial Completion as of the date of this Change Order therefore is	

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 Jerseyville, IL 62052

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 100 South Brainard
 LaGrange, IL 60525

By 

By 

By _____

DATE: 7/11/2022

DATE: 6/11/22

DATE: _____

LYONS TOWNSHIP HIGH SCHOOL

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Brian Stachacz
Director of Business Services

Memorandum

To: Dr. Brian Waterman, Board of Education
From: Brian Stachacz
Date: 8/3/2022
Re: Potential Summer 2023 Capital Facilities Improvements

Included with this packet is a list of potential facilities projects for the summer of 2023. The list is broken down in to four sections. The first section (in yellow) are the projects that are currently being recommended based on financial conditions within the district. The second section (in gray) are projects that have been identified as higher priority based on the condition of those facilities or have recently been discussed by the Board of Education and Facilities Committee. The third section (in green) are all of the projects that are listed in the Facilities Study that was updated last winter by DLA Architects. Finally, the fourth section (in blue) are projects that have been identified through the B&G staff or have been submitted for consideration from other District Administration.

As you may recall, we had a preliminary discussion in June regarding these projects with an eye toward making a recommendation for projects at the August meeting. Currently, we are recommending the creation of bid specifications and publicly bidding the projects on lines 3-5. The total cost for those projects is estimated to be \$3.0 million including construction and architect fees. The funding for these projects will be coming from existing district funds. If the Board decides to approve this amount, it will contribute to a deficit in the FY23 budget and possibly the FY24 budget as construction during the summer spans two fiscal years.

The replacement of the pool scoreboard does not need to go out for a public bid as it is exempt under a technology exemption. We are also recommending this project be completed as we were informed last week that the existing board will not be able to be repaired.

Assuming the Facilities Committee wants to move forward, the next step would be for the Board of Education to approve the creation of the bid specifications and formally bid the projects. This would be done at the regular August meeting. Upon the return of the bids and formal pricing, the Board would then be able to decide on which projects to complete based on true costs.

Recommendation: The Board of Education authorize the creation of bid specifications and publicly bid the recommended projects as presented.

	A	B	C	D	E	F
1	Potential District Capital Projects for the Summer of 2023					
2	Project Name	Cost (Est.)	Campus	Architect	ACM	Comments
3	North Campus Clay Tile Roofs 36B, 36C, 43, 44 (flat roof over Reber Center), 46, 47, 48, 49	\$1,000,000	NC	Yes	No	Clay Tile Roofs nearing end of life and deteriorating.
4	North Campus Library Air-Handler Replacement (Existing AC)	\$1,400,000	NC	Yes	TBD	Air-Handler at end of useful life and is requiring more frequent maintenance and repairs.
5	LTTV Studio Air-Handler Replacement (Existing AC)	\$300,000	NC	Yes	TBD	Air-Handler at end of useful life and is requiring more frequent maintenance and repairs.
6	Video Scoreboard for the SC Pool	224,557.00	SC	Yes	No	The old scoreboard is no longer working and cannot be repaired. With the current scoreboard, you cannot see the names or times of the swimmers or the score for the water polo team at times.
7						
8	South Campus D-Wing Roof Replacement (not including cafeteria or kitchens)	\$1,500,000	SC	Yes	No	Roof section at end of useful life and is in need of replacement due to multiple repairs.
9	South Campus B-Wing Roof Replacement	\$1,100,000	SC	Yes	No	Roof section at end of useful life and is in need of replacement due to multiple repairs.
10	North Campus Clay Tile Roof Replacement East Roofs 31, 32, 33, 34, 49 and 50	\$990,000	NC	Yes	No	Clay Tile Roofs nearing end of life and deteriorating.
11	North Campus Clay Tile Roof Replacement West Roofs 16, 17, 19, 21, 22, 23, 24, 25, 36a, 36b, 36c, 39, 40, 41, 42, 44 and 46	\$1,050,000	NC	Yes	No	Clay Tile Roofs nearing end of life and deteriorating.
12	North Campus Clay Tile Roof Replacement North Roofs 47 and 48	\$360,000	NC	Yes	No	Clay Tile Roofs nearing end of life and deteriorating.
13	South Campus Roof D-Wing Roof Replacement (High Priority) 3a, 3b, 4a, 4b, 5, 6 and 7	\$1,100,000	SC	Yes	No	Roof section at end of useful life and is in need of replacement due to multiple repairs.
14	South Campus Roof D-Wing Roof Replacement (Medium/High Priority) 1a, 1b, 1c and 2	\$550,000	SC	Yes	No	Roof section nearing end of useful life.
15	South Campus Roof Replacement B-Wing 21, 22a, 22b, 22c, 23a, 23b and 23c	\$775,000	SC	Yes	No	Continue roof replacement program per the Facilities Study.
16	Replacement of AHU J and AHU K	\$2,090,000	NC	Yes	Yes	Systems at end of current life. 8/22/19: currently running OK.
17	Replacement of Ceilings with AHU J and K	\$494,000	NC	Yes	TBD	Ceilings that will/can be replaced during AHU J and K Replacement.
18	Replacement of Lighting with AHU J and K	\$760,000	NC	Yes	TBD	Lighting that can be replaced during AHU J and K Replacement. Lights are ok to remain the same as most have been upgraded in recent years.
19	Parking Lot Paving Lot 3 Main Drive and Lot	\$246,411	SC	Yes	No	Parking lot near end of useful life.
20	Parking Lot Paving Lot 4 South Teacher Lot	\$247,896	SC	Yes	No	Parking lot near end of useful life.
21	North Campus Exit 4 Bathroom Stack	\$750,000	NC	Yes	Yes	5 bathrooms. Galvanized piping is aging and occasionally needs repairs. Older fixtures & partitions
22						
23	North Campus Main Parking Lot 1b, 1a.	\$727,916	NC	Yes	No	Per architect recommendation in 2019 Facilities Summary.
24	South Campus Parking Lots 2, 3, 4, 1b(Driver Ed. Range).	\$1,085,508	SC	Yes	No	Per architect recommendation in 2019 Facilities Summary.
25	North Campus Roofs 3, 4, 5, 6a, 6b, 7, 8, 9, 10, 12, 13, 16, 17, 19, 20, 21, 22, 23, 24, 25, 31, 32, 33, 34, 36a, 36b, 36c, 39, 40, 41, 42, 43, 44, 46, 47, 48, 49, 50.	\$3,033,151	NC	Yes	No	Per architect recommendation in 2019 Facilities Summary.
26	Vaughan Building Roofs 21, 22.	\$363,544	NC	Yes	No	Per architect recommendation in 2019 Facilities Summary.
27	South Campus Roofs 1a, 1b, 1c, 2, 3a, 3b, 4a, 4b, 5, 6, 7, 8a, 8b, 8c, 8d, 9a, 9b, 10, 21, 22a, 22b, 22c, 23a, 23b, 23c, 24a, 24b, 25, 26a, 26b, 27, 28, 30, 32, 34a, 34b, 36, 37.	\$5,054,883	SC	Yes	No	Per architect recommendation in 2019 Facilities Summary.
28	North Campus Fire Alarm Replacement	\$1,265,000	NC	Yes	TBD	Per architect recommendation in 2019 Facilities Summary.
29	North Campus Air Handling Units and Heat Exchangers S-3A, HX-1A, S-5A, S-4A, AH-3A, SS-3A, Ah-1A, Q, J, K,	\$4,927,750	NC	Yes	Yes	Per architect recommendation in 2019 Facilities Summary.
30	Vaughan Building Fire Alarm Replacement	\$920,000	NC	Yes	TBD	Per architect recommendation in 2019 Facilities Summary.
31	Vaughan Building Air Handling Units and Heat Exchangers AS-2B, AH-1, 2, 3, 4, AS-1F, AS-2F, AS-5F, AS-6F, AS-3F, AS-4F, AH-3B, AS-1E, AS-3E, HX-3A, S-1A, S-3A, AS-4E, AS-1C, AS-2C, AS-3C, AS-1G, AS-3G, AS-2G, S-2A, AS-1B AH-4B.	\$3,927,250	NC	Yes	Yes	Per architect recommendation in 2019 Facilities Summary.
32	South Campus Fire Alarm Replacement	\$1,888,300	SC	Yes	TBD	Per architect recommendation in 2019 Facilities Summary.
33	South Campus Air Handling Units and Heat Exchangers S-1E, E-1E, S-1F, S-1K, E-1K, S-4H, S-2M, E-1G, S-4M, S-1G, S-1H, S-2H, S-3H, S-1M, S-3M, S-5M, He-1D, HE-1E, HE-1K, HE-1M, HE-2K, HE-2M, S-1B, S-4F, S-2K, S-1L, E-1L, S-3F, S-2F.	\$7,607,250	SC	Yes	Yes	Per architect recommendation in 2019 Facilities Summary.

	A	B	C	D	E	F
34	Corral Building Fire Alarm Replacement	\$57,500	SC	Yes	TBD	Per architect recommendation in 2019 Facilities Summary.
35	Corral Building Roof Top Units	\$540,500	SC	Yes	No	Per architect recommendation in 2019 Facilities Summary.
36	North Campus Roof 29	\$115,000	NC	Yes	No	Per architect recommendation in 2019 Facilities Summary.
37	North Campus Parking Lot 2	\$34,093	NC	Yes	No	Per architect recommendation in 2019 Facilities Summary.
38	North Campus Air Handling Unit S-6	\$115,000	NC	Yes	TBD	Per architect recommendation in 2019 Facilities Summary.
39	North Campus Chiller/Cooling Tower	\$1,380,000	NC	Yes	Yes	Per architect recommendation in 2019 Facilities Summary.
40	North Campus Electrical Switch Boards	\$40,250	NC	Yes	TBD	Per architect recommendation in 2019 Facilities Summary.
41	North Campus Intercom System	\$138,000	NC	Yes	TBD	Per architect recommendation in 2019 Facilities Summary.
42	Vaughan Building Chiller/Cooling Tower	\$920,000	NC	Yes	TBD	Per architect recommendation in 2019 Facilities Summary.
43	Vaughan Building Electrical Switch Boards	\$32,200	NC	Yes	TBD	Per architect recommendation in 2019 Facilities Summary.
44	South Campus Unitventilator Replacement B, C Wings	\$2,852,000	SC	Yes	Yes	Per architect recommendation in 2019 Facilities Summary.
45	South Campus Chillers/Cooling Towers (2 needed for cooling)	\$1,840,000	SC	Yes	Yes	Per architect recommendation in 2019 Facilities Summary.
46	South Campus Switch Boards	\$21,850	SC	Yes	TBD	Per architect recommendation in 2019 Facilities Summary.
47	South Campus Intercom System	\$149,500	SC	Yes	TBD	Per architect recommendation in 2019 Facilities Summary.
48	South Campus Domestic Hot Water Plumbing	\$402,500	SC	Yes	Yes	Per architect recommendation in 2019 Facilities Summary.
49	Corral Building Electrical Switch Boards	\$12,650	SC	Yes	TBD	Per architect recommendation in 2019 Facilities Summary.
50						
51	Renovation of Coaches Locker Room below Exit 10 Stairs	\$75,000	NC	Yes	Yes	Locker room in need of repairs due to leaks from stairs.
52	District Greenhouse	\$100,000	TBD	Yes	No	To support proposed Agriculture class and to be used in conjunction with Special Education.
53	General Asphalt Repairs/Sealcoating Both Campuses	\$70,000	NC/SC	No	No	Continued maintenance of parking lots. Frequency & size of cracking increasing. Lots at least 8-10 years old.
54	Science Lab Renovations North and South Campus	\$450,000/Each	NC/SC	Yes	Yes	Science Labs in North Campus rooms 249/250.
55	1205 House tuck-pointing	\$5,000	1205	Yes	No	bricks loose around some windows.
56	1205 House window replacement	\$20,000	1205	Yes	No	some inoperable, all need paint
57	North and South Campus Nurses Office ADA Door	\$25,000	NC	Yes	TBD	Widen door entryway and install wheel chair access door opener
58	Replace Room 275 condenser unit	\$15,000	NC	Yes	TBD	Original unit at end of useful life
59	NC Discovery Center carpeting	\$25,000	NC	No	TBD	Begin upon completion of summer school
60	NC Ceiling/Lighting/Flooring	\$57,750	NC	Yes	Yes	Classrooms 231, 232, 331, 332, 244 (approximately 3,209 square feet @ \$18/ft.sq.) Using LED fixtures vs. T-8 fixtures.
61	In-wall roof drains	\$75,000	NC	Maybe	TBD	East side of Main Building between Exits 1-5, West side of Vaughan Gym, South side of Vaughan Building
62	Gym floor refinishing NC	\$85,000	NC	No	No	NC 2 upper gyms will need complete refinishing & striping. Need specification.
63	NC Pool exhaust grill & ceiling tile repair/replace	\$175,000	NC	Yes	No	Must use man-lift or scaffold system to reach out over pool. No pool occupants when performing work.
64	NC Discover Center unitvent replacement	\$185,000	NC	Yes	Yes	5 univents in the space have been repaired multiple times, no efficiency left. 10/2/14: Must start immediately after summer school; as there may be abatement and hidden conditions.
65	NC Tuckpoint of several areas	\$100,000	NC	No	No	Some patch work done spring 2019 but much more needed. High areas at Exit 1, 2-4, 5, 7-9, Exits 10, Exit 12-14, 18, 24, 26, High areas around Fieldhouse and Main Building Turrets. West wall of east corridor at library roof,
66	Repair/Replace Sidewalks/Curbs Both Campuses	\$40,000	NC/SC	No	No	Replace and repair damaged sidewalks and curbs. Bundle with Asphalt work.
67	Door Replacement at Various District Locations	\$40,000	NC/SC	No	No	Replace multiple classroom doors that are nearing end of useful life. Some doors swollen and will not close. Could be considered a Life Safety project. 50+ doors
68	Domestic water lines. Risers & horizontal.	\$450,000	NC/SC	Yes	Yes	NC & SC. Condition of lower level Vaughan supply lines comparable to Main Building. Shower, toilet closet and horizontal piping behind terrazzo walls and not accessible. Some leaking/broken piping detected. Water pressure marginal. Galvanized piping, phased approach. Lower level Vaughan Women's Room closed because of compromised piping and drainage; pipes not accessible.
69	SC Condenser & Univent Replacement - D122	\$18,000	SC	Yes	TBD	Second window mounted unit now in place. Space cooling properly. (2) R22 units failing, (2) univents poor
70	SC Gym Floor Refinishing	\$40,000	SC	Yes	No	SC, 2 gyms downstairs COMPLETE. Cannot start until end of summer school
71	SC Landscape Project between Baseball & Tennis	\$40,000	SC	Yes	No	Gravel/limestone path?
72	SC Ceiling/Lighting/Flooring	\$57,750	SC	Yes	Yes	Classrooms B-202, B-204, B-206, B-208, B-210 (approximately 3, 236 square feet)
73	SC Coaches locker Room upgrades; plumbing,	\$108,000	SC	Yes	TBD	discretionary. Money better spent on Coaches locker Room, higher priority that SC Trainer's Room. 10/2/14: Can be done anytime. Will include a small order of lockers. Can be completed with replacement of the hot water heaters
74	SC Discovery Ctr. Condenser & Univent Replacement	\$185,000	SC	Yes	Yes	(6) R22 units fair, (6) univents fair
75	Parking lot lights at SC (underground cabling)	\$400,000	SC	Yes	No	~\$5k/pole. NC & SC 10/2/14: Re-lamping & repairing electrical between poles. SC 58 poles @ \$5k/pole (\$290k)

	A	B	C	D	E	F
76	Girls bathroom at lower level Vaughan near boiler room	\$150,000	NC	Yes	Yes	Plumbing has been repaired and washroom is operational but very dated. Ventilation non-existent. Water Closet too small to access; must remove wall to access. Terrazzo walls & floors. Some terrazzo ACM. Room floods with heavy rains & sewer back-ups. Closest Girl's bathroom to Tech Wing other than athletic locker rooms.
77	1205 House Furniture & appliances	\$5,000	1205	Yes	No	most furniture donated, does not hold up. Gas range & dishwasher in marginal shape.
78	1205 House cabinet/counter repairs & refinish	\$7,500	1205	Yes	No	Cabinet drawers difficult to open/close
79	Install card reader at LL Exit 8 Ramp	\$12,000	NC	No	No	
80	NC 44B Foyer Reconfiguration	\$20,000	NC	Yes	TBD	reconfigure 44B foyer to allow access to classroom 44 while keeping double doors to lower Library secure. Replace Library doors only: \$6000
81	NC Curriculum Office carpeting	\$35,000	NC	No	TBD	Subfloor may contain ACM. DO not know if carpet is on top of 9x9 tile. 10/2/14: Begin after 7/1 and complete before start of school.
82	Sand Stone and tuck-pointing large areas of NC buildings.	\$50,000	NC	Yes	No	several areas have sections of sand stone crumbling (Exits 1, 4, 5, 7, 9). Multiple areas with ornamental brick work has mortar missing around each building. Some only visible from roof areas.
83	Exit 5 Bell Tower and first floor terrazzo refurbishing	\$50,000	NC	Yes	TBD	Aesthetics only.
84	Replace exhaust fan in attic at Exit 7	\$75,000	NC	No	No	some abatement required
85	NC Library ceiling & Lighting	\$100,000	NC	Yes	TBD	Lighting upgrades needed
86	Removal of Overhead Wiring in front of Exit No.5 (NC)	\$125,000	NC	No	No	Removal of poles and wires in front of North Campus Exit No.5
87	Renovation of Reber Center Entrance	\$225,000	NC	Yes	TBD	Renovate and restore Reber Center entrance to original condition.
88	West Field (Soccer) Upgrades and Renovations	\$340,000	NC	Yes	No	Includes replacement of fencing, piers and entrance, relocation of plumbing and electrical boxes, addition of concrete pads for storage sheds and new bleachers.
89	NC Water retention	\$500,000	NC	Yes	TBD	Water retention to prevent flooding
90	General Masonry Repairs Both Campuses	\$40,000	NC/SC	No	No	Maintenance of masonry structure throughout the district.
91	Electric upgrades for PC's and Library	\$150,000	NC/SC	Yes	TBD	Assessment and upgrade of electrical infrastructure as more electronics in use at each campus.
92	SC Epoxy paint irreparable glazed tile	\$30,000	SC	No	No	Aesthetics only; this system not preferred, paint chips. 10/2/14: Discretionary.
93	Gymnastics Gym Floor	\$45,000	SC	No	No	Cannot start until end of summer school. Does not include relocating equipment.
94	SC landscape upgrades	\$50,000	SC	No	No	removal of Ash trees, addition of flower beds, trees, and bushes. Dollar-Cost Average the removal of trees.
95	SC Trainer room casework, plumbing & concessions area	\$50,000	SC	Yes	TBD	Discretionary. Money better spent on Coaches locker Room.
96	Bennet Field Ticket Booth Addition	\$100,000	SC	Yes	No	Foundations already exist for the addition of the new ticket booths.
97	SC Music wing upgrades	TBD	SC	Yes	TBD	ceiling, lighting, flooring, acoustics, risers
98	SC Assistant Principal Office Refurbish	TBD	SC	Yes	Yes	
99	SC Courtyard Buildout	TBD	SC	Yes	Yes	develop into Resource Center area.
100	SC Corral upgrades	TBD	SC	Yes	Yes	
101	SC Special Ed office ceiling/lighting/flooring	TBD	SC	Yes	Yes	

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Brian Stachacz
Director of Business Services

Memorandum

To: Dr. Brian Waterman, Board of Education
From: Brian Stachacz
Date: 8/3/2022
Re: Repair of Existing South Campus Chiller

Information: During the course of installation of the new chiller/cooling tower at South Campus, it was discovered that the existing chiller/cooling tower, which will run in tandem with the new unit, will need several repairs, including the replacement of a compressor and technical upgrades. The quote for the repairs is estimated to be roughly \$190,000. With the need for this project to be completed as soon as possible for the efficient cooling of the B and C Wings, we are asking to Board to grant an emergency exemption under Illinois School Code that allows for a project of this nature to be completed without the bidding process. Under that exemption, the expenditure needs to be considered an emergency (which we believe is the case here) and such emergency expenditure needs to be approved by $\frac{3}{4}$ of the members of the Board of Education. (Section 105 ILCS 5/10-20.21 Exception XIV).

Recommendation: The Board of Education approve the use of the emergency provision in the Illinois School Code that allows for the mentioned repair to be completed without the use of the formal bidding process.

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Brian Stachacz
Director of Business Services

Memorandum

To: Dr. Brian Waterman, Board of Education
From: Brian Stachacz
Date: 8/3/2022
Re: FY23 Tentative District 204 Budget

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.

It can be noted that this current budget contains a \$3.8 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. 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. We are still waiting for the projections from the Illinois Department of Revenue. We will adjust the number if necessary based on those projections.
- 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 16.5% (\$1.8 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 \$3.8 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&M Fund</u>	<u>Trans. Fund</u>	<u>SS & IMR Fund</u>	<u>Working Cash Fund</u>	<u>Total All Funds</u>
Estimated Beginning Fund Balance*	34,565,380	10,751,423	3,878,157	1,205,624	3,979,893	54,380,477
Revenue						
Property Taxes	59,015,577	8,808,379	2,561,104	2,701,786	-	73,086,846
CPPRT	841,816	6,029,798	334,071	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
Total Revenue (All Sources)	68,242,533	18,013,177	3,905,175	3,256,101	5,000	93,421,986
Expenditures						
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	7,225,400	1,770,350	3,905,175	-	-	12,900,925
Supplies	2,145,418	1,998,000	-	-	-	4,143,418
Capital Outlay	1,292,002	9,687,440	-	-	-	10,979,442
Other Objects	3,077,325	300	-	-	-	3,077,625
Non Capital Equipment	524,450	-	-	-	-	
Total Expenditures (All Uses)	72,017,855	18,013,177	3,905,175	3,256,101	0	97,192,308
Excess Revenue over Expenses	(3,775,322)	0	0	0	5,000	(3,770,322)
Estimated Ending Fund Balance	30,790,058	10,751,423	3,878,157	1,205,624	3,984,893	50,610,155

*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

Date of Amended Budget:

(MM/DD/YY)

District Name:

Lyons Twp HSD 204

District RCDT No:

06-016-2040-17

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

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, 20 22,
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, 20 22
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	ESTIMATED BEGINNING FUND BALANCE (without Student Activity Funds) ¹ as of July 1, 2022		34,565,380	10,751,423	1,341,420	3,878,157	1,205,624	0	3,979,893	0	0	
4	RECEIPTS/REVENUES (without Student Activity Funds)											
5	LOCAL SOURCES	1000	63,039,106	15,013,177	2,669,974	2,900,175	3,256,101	0	5,000	0	0	
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
7	STATE SOURCES	3000	3,480,463	1,000,000	0	1,005,000	0	0	0	0	0	
8	FEDERAL SOURCES	4000	1,722,964	2,000,000	0	0	0	0	0	0	0	
9	Total Direct Receipts/Revenues ⁸		68,242,533	18,013,177	2,669,974	3,905,175	3,256,101	0	5,000	0	0	
10	Receipts/Revenues for "On Behalf" Payments ²	3998										
11	Total Receipts/Revenues		68,242,533	18,013,177	2,669,974	3,905,175	3,256,101	0	5,000	0	0	
12	DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)											
13	INSTRUCTION	1000	46,683,778				1,191,604			0		
14	SUPPORT SERVICES	2000	22,385,269	18,013,177		3,905,175	2,045,437	0		0	0	
15	COMMUNITY SERVICES	3000	303,808	0		0	19,060			0		
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	2,645,000	0	0	0	0	0		0	0	
17	DEBT SERVICES	5000	0	0	2,604,466	0	0			0	0	
18	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
19	Total Direct Disbursements/Expenditures ⁹		72,017,855	18,013,177	2,604,466	3,905,175	3,256,101	0		0	0	
20	Disbursements/Expenditures for "On Behalf" Payments ²	4180	0	0	0	0	0	0		0	0	
21	Total Disbursements/Expenditures		72,017,855	18,013,177	2,604,466	3,905,175	3,256,101	0		0	0	
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(3,775,322)	0	65,508	0	0	0	5,000	0	0	
23	OTHER SOURCES/USES OF FUNDS											
24	OTHER SOURCES OF FUNDS (7000)											
25	PERMANENT TRANSFER FROM VARIOUS FUNDS											
26	Abolishment the Working Cash Fund ¹⁶	7110										
27	Abatement of the Working Cash Fund ¹⁶	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 ³ Proceeds to O&M Fund	7160		0								
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int ^{3a} Proceeds to Debt Service Fund	7170			0							
34	SALE OF BONDS (7200)											
35	Principal on Bonds Sold ⁴	7210										
36	Premium on Bonds Sold	7220										
37	Accrued Interest on Bonds Sold	7230										
38	Sale or Compensation for Fixed Assets ⁵	7300										
39	Transfer to Debt Service to Pay Principal on GASB 87 Leases	7400			0							
40	Transfer to Debt Service to Pay Interest on GASB 87 Leases	7500			0							
41	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			0							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
43	Transfer to Capital Projects Fund	7800						0				
44	ISBE Loan Proceeds	7900										
45	Other Sources Not Classified Elsewhere	7990										
46	Total Other Sources of Funds ⁸		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	OTHER USES OF FUNDS (8000)											
49	TRANSFER TO VARIOUS OTHER FUNDS (8100)											
50	Abolishment or Abatement of the Working Cash Fund ¹⁶	8110							0			
51	Transfer of Working Cash Fund Interest	8120							0			
52	Transfer Among Funds	8130										
53	Transfer of Interest ⁶	8140										
54	Transfer from Capital Projects Fund to O&M Fund	8150										
55	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	8160										
56	Transfer of Excess Accumulated Fire Prev & Safety Bond ^{3a} Int Proceeds to Debt Service Fund	8170										
57	Taxes Pledged to Pay Principal on GASB 87 Leases	8410										
58	Grants/Reimbursements Pledged to Pay Principal on GASB 87 Leases	8420										
59	Other Revenues Pledged to Pay Principal on GASB 87 Leases	8430										
60	Fund Balance Transfers Pledged to Pay Principal on GASB 87 Leases	8440										
61	Taxes Pledged to Pay Interest on GASB 87 Leases	8510										
62	Grants/Reimbursements Pledged to Pay Interest on GASB 87 Leases	8520										
63	Other Revenues Pledged to Pay Interest on GASB 87 Leases	8530										
64	Fund Balance Transfers Pledged to Pay Interest on GASB 87 Leases	8540										
65	Taxes Pledged to Pay Principal on Revenue Bonds	8610										
66	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620										
67	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630										
68	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640										
69	Taxes Pledged to Pay Interest on Revenue Bonds	8710										
70	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720										
71	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730										
72	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740										
73	Taxes Transferred to Pay for Capital Projects	8810										
74	Grants/Reimbursements Pledged to Pay for Capital Projects	8820										
75	Other Revenues Pledged to Pay for Capital Projects	8830										
76	Fund Balance Transfers Pledged to Pay for Capital Projects	8840										
77	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910										
78	Other Uses Not Classified Elsewhere	8990										
79	Total Other Uses of Funds ⁹		0	0	0	0	0	0	0	0	0	0
80	Total Other Sources/Uses of Fund		0	0	0	0	0	0	0	0	0	0
81	ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2023		30,790,058	10,751,423	1,406,928	3,878,157	1,205,624	0	3,984,893	0	0	0
82												
83	Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2022		1,000,000									
84	RECEIPTS/REVENUES (For Student Activity Funds)											
85	Total Student Activity Direct Receipts/Revenues (Local Sources)	1799	0									
86	DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)											
87	Total Student Activity Direct Disbursements/Expenditures	1999	0									
88	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		0									
89	Student Activity ESTIMATED ENDING FUND BALANCE as of June 30, 2023		1,000,000									
90												

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
91	Total ESTIMATED BEGINNING FUND BALANCE (All Sources Including Student Activity Funds) as of July 1, 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	63,039,106	15,013,177	2,669,974	2,900,175	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 ⁸		68,242,533	18,013,177	2,669,974	3,905,175	3,256,101	0	5,000	0	0	
98	Receipts/Revenues for "On Behalf" Payments ²	3998	0	0	0	0	0	0		0	0	
99	Total Receipts/Revenues		68,242,533	18,013,177	2,669,974	3,905,175	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	22,385,269	18,013,177		3,905,175	2,045,437	0		0	0	
103	COMMUNITY SERVICES	3000	303,808	0		0	19,060			0	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 ⁹		72,017,855	18,013,177	2,604,466	3,905,175	3,256,101	0		0	0	
108	Disbursements/Expenditures for "On Behalf" Payments ²	4180	0	0	0	0	0	0		0	0	
109	Total Disbursements/Expenditures		72,017,855	18,013,177	2,604,466	3,905,175	3,256,101	0		0	0	
110	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(3,775,322)	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 ⁸		0	0	0	0	0	0	0	0	0	
114	OTHER USES OF FUNDS (8000)											
116	Total Other Uses of Funds ⁹		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		31,790,058	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)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	Total By Object
122	Object Name		Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
123	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	7,225,400	1,770,350	0	3,815,175		0		0	0	12,810,925
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		72,017,855	18,013,177	2,604,466	3,905,175	3,256,101	0		0	0	99,796,774

SUMMARY OF CASH TRANSACTIONS

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	BEGINNING CASH BALANCE ON HAND (without Student Activity Funds)⁷ as of July 1, 2022		34,565,380	10,751,424	1,341,420	3,878,157	1,205,624	0	3,979,893		
4	Total Direct Receipts & Other Sources⁸		68,242,533	18,013,177	2,669,974	3,905,175	3,256,101	0	5,000	0	0
5	OTHER RECEIPTS										
6	Interfund Loans Payable (Loans from Other Funds)	411									
7	Interfund Loans Receivable (Repayment of Loans)	141									
8	Notes and Warrants Payable	433									
9	Other Current Assets	199									
10	Total Other Receipts		0	0	0	0	0	0	0	0	0
11	Total Direct Receipts, Other Sources, & Other Receipts		68,242,533	18,013,177	2,669,974	3,905,175	3,256,101	0	5,000	0	0
12	Total Amount Available		102,807,913	28,764,601	4,011,394	7,783,332	4,461,725	0	3,984,893	0	0
13	Total Direct Disbursements & Other Uses⁹		72,017,855	18,013,177	2,604,466	3,905,175	3,256,101	0	0	0	0
14	OTHER DISBURSEMENTS										
15	Interfund Loans Receivable (Loans to Other Funds) ¹⁰	141									
16	Interfund Loans Payable (Repayment of Loans)	411									
17	Notes and Warrants Payable	433									
18	Other Current Liabilities	499									
19	Total Other Disbursements		0	0	0	0	0	0	0	0	0
20	Total Direct Disbursements, Other Uses, & Other Disbursements		72,017,855	18,013,177	2,604,466	3,905,175	3,256,101	0	0	0	0
21	ENDING CASH BALANCE ON HAND (without Student Activity Funds)⁷ as of June 30, 2023		30,790,058	10,751,424	1,406,928	3,878,157	1,205,624	0	3,984,893	0	0
22											
23	Activity Funds BEGINNING CASH BALANCE ON HAND⁷ as of July 1, 2022		1,000,000								
24	Total Direct Receipts & Other Sources⁸		0								
25	Total Amount Available		1,000,000								
26	Total Direct Disbursements & Other Uses⁹		0								
27	Activity funds ENDING CASH BALANCE ON HAND⁷ as of June 30, 2023		1,000,000								
28											
29	Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds)⁷ as of July 1, 2022		35,565,380	10,751,424	1,341,420	3,878,157	1,205,624	0	3,979,893	0	0
30	Total Direct Receipts & Other Sources⁸		68,242,533	18,013,177	2,669,974	3,905,175	3,256,101	0	5,000	0	0
31	Total Other Receipts		0	0	0	0	0	0	0	0	0
32	Total Direct Receipts, Other Sources, & Other Receipts		68,242,533	18,013,177	2,669,974	3,905,175	3,256,101	0	5,000	0	0
33	Total Amount Available		103,807,913	28,764,601	4,011,394	7,783,332	4,461,725	0	3,984,893	0	0
34	Total Direct Disbursements & Other Uses⁹		72,017,855	18,013,177	2,604,466	3,905,175	3,256,101	0	0	0	0
35	Total Other Disbursements		0	0	0	0	0	0	0	0	0
36	Total Direct Disbursements, Other Uses, & Other Disbursements		72,017,855	18,013,177	2,604,466	3,905,175	3,256,101	0	0	0	0
37	Total ENDING CASH BALANCE ON HAND (with Student Activity Funds)⁷ as of June 30, 2023		31,790,058	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	RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)										
4	AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY	1100									
5	Designated Purposes Levies ¹¹ (1110-1120)	-	58,618,423	8,808,379	2,664,974	2,561,104	2,701,786				
6	Leasing Purposes Levy ¹²	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	Total Ad Valorem Taxes Levied by District		59,015,577	8,808,379	2,664,974	2,561,104	2,701,786	0	0	0	0
13	PAYMENTS IN LIEU OF TAXES	1200									
14	Mobile Home Privilege Tax	1210									
15	Payments from Local Housing Authority	1220									
16	Corporate Personal Property Replacement Taxes ¹³	1230	841,816	6,029,798		334,071	544,315				
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290									
18	Total Payments in Lieu of Taxes		841,816	6,029,798	0	334,071	544,315	0	0	0	0
19	TUITION	1300									
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	Total Tuition		295,000								
41	TRANSPORTATION FEES	1400									
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									

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	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	Total Transportation Fees					0					
64	EARNINGS ON INVESTMENTS	1500									
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	Total Earnings on Investments		50,000	15,000	5,000	5,000	10,000	0	5,000	0	0
68	FOOD SERVICE	1600									
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	Total Food Service		945,000								
76	DISTRICT/SCHOOL ACTIVITY INCOME	1700									
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	Total District/School Activity Income (without Student Activity Funds 1799)		1,167,550			0					
84	Total District/School Activity Income (with Student Activity Funds 1799)		1,167,550								
85	TEXTBOOK INCOME	1800									
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	Total Textbooks		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	OTHER REVENUE FROM LOCAL SOURCES	1900									
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	Total Other Revenue from Local Sources		179,163	160,000	0	0	0	0	0	0	0
111	Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)	1000	63,039,106	15,013,177	2,669,974	2,900,175	3,256,101	0	5,000	0	0
112	Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)		63,039,106								
113	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)										
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	Total Flow-Through Receipts/Revenues From One District to Another District	2000	0	0		0	0				
118	RECEIPTS/REVENUES FROM STATE SOURCES (3000)										
119	UNRESTRICTED GRANTS-IN-AID (3001-3099)										
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	Total Unrestricted Grants-In-Aid		2,795,963	0	0	0	0	0		0	0
125	RESTRICTED GRANTS-IN-AID (3100-3900)										
126	SPECIAL EDUCATION										
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	Total Special Education		500,000	0		0					
135	CAREER AND TECHNICAL EDUCATION (CTE)										
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	Total Career and Technical Education		83,000	0		22					

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	BILINGUAL EDUCATION										
145	Bilingual Education - Downstate - TPI and TBE	3305									
146	Bilingual Education - Downstate - Transitional Bilingual Education	3310									
147	Total Bilingual Education		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	TRANSPORTATION										
154	Transportation - Regular and Vocational	3500				55,000					
155	Transportation - Special Education	3510				950,000					
156	Transportation - Other (Describe & Itemize)	3599									
157	Total Transportation		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	Total Restricted Grants-In-Aid		684,500	1,000,000	0	1,005,000	0	0	0	0	0
172	Total Receipts/Revenues from State Sources	3000	3,480,463	1,000,000	0	1,005,000	0	0	0	0	0
173	RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)										
174	UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)										
175	Federal Impact Aid	4001									
176	Other Unrestricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4009									
177	Total Unrestricted Grants-In-Aid Received Directly from Fed Govt		0	0	0	0	0	0	0	0	0
178	RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)										
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	Total Restricted Grants-In-Aid Received Directly from Federal Govt.		0	0		0	0	0			0
184	RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT. THRU THE STATE (4100-4999)										
185	TITLE V										
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	Total Title V		0	0		0	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
191	FOOD SERVICE										
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	Total Food Service		10,000				0				
201	TITLE I										
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	Total Title I		200,000	0		0	0				
207	TITLE IV										
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	Total Title IV		15,000	0		0	0				
212	FEDERAL - SPECIAL EDUCATION										
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	Total Federal Special Education		1,020,964	0		0	0				
220	CTE - PERKINS										
221	CTE - Perkins-Title III E Tech Prep	4770	37,000								
222	CTE - Other (Describe & Itemize)	4799									
223	Total CTE - Perkins		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			24						
242	Build America Bond Interest Reimbursement	4869									
243	ARRA - General State Aid - Other Government Services Stabilization	4870									

1	B	C	D	E	F	G	H	I	J	K	L
			(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
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	Total Stimulus Programs		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 & Itemize)</i>	4998	300,000	2,000,000							
268	Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State		1,722,964	2,000,000	0	0	0	0		0	0
269	TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES	4000	1,722,964	2,000,000	0	0	0	0	0	0	0
270	TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)		68,242,533	18,013,177	2,669,974	3,905,175	3,256,101	0	5,000	0	0
271	TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)		68,242,533								

	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
3	10 - EDUCATIONAL FUND (ED)										
4	INSTRUCTION (ED)	1000									
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	Total Instruction¹⁴ (Without Student Activity Funds 1999)	1000	35,960,145	5,458,620	1,290,983	1,008,753	183,002	2,342,925	439,350	0	46,683,778
35	Total Instruction¹⁴ (With Student Activity Funds 1999)	1000	35,960,145	5,458,620	1,290,983	1,008,753	183,002	2,342,925	439,350	0	46,683,778
36	SUPPORT SERVICES (ED)	2000									
37	Support Services - Pupil	2100									
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	Total Support Services - Pupil	2100	5,398,063	1,061,522	240,950	116,350	0	4,550	1,500	0	6,822,935
45	Support Services - Instructional Staff	2200									
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	Total Support Services - Instructional Staff	2200	2,484,594	419,842	821,805	432,390	1,100,000	1,900	81,600	0	5,342,131
50	Support Services - General Administration	2300									
51	Board of Education Services	2310	0	0	389,000	20,000	0	21,000	0	0	430,000
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	Total Support Services - General Administration	2300	353,683	68,737	429,000	26,800	0	24,500	0	0	902,720

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
56	Support Services - School Administration	2400									
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 (Describe & Itemize)	2490	0	0	41,000	1,000	0	0	0	0	42,000
59	Total Support Services - School Administration	2400	3,445,781	604,711	116,300	47,100	0	9,900	0	0	4,223,792
60	Support Services - Business	2500									
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	Total Support Services - Business	2500	752,650	205,755	1,446,950	457,000	0	146,250	2,000	0	3,010,605
68	Support Services - Central	2600									
69	Direction of Central Support Services	2610									0
70	Planning, Research, Development & Evaluation Services	2620									0
71	Information Services	2630	196,784	8,177	63,750	3,400	0	1,000	0	0	273,111
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	Total Support Services - Central	2600	776,814	139,774	269,955	8,900	9,000	2,300	0	0	1,206,743
75	Other Support Services - Misc. (Describe & Itemize)	2900	0	372,036	504,307	0	0	0	0	0	876,343
76	Total Support Services	2000	13,211,585	2,872,377	3,829,267	1,088,540	1,109,000	189,400	85,100	0	22,385,269
77	COMMUNITY SERVICES (ED)	3000	248,750	1,783	5,150	48,125	0	0	0	0	303,808
78	PAYMENTS TO OTHER DIST & GOVT UNITS (ED)	4000									
79	Payments to Other Dist & Govt Units (In-State)	4100									
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 (Describe & Itemize)	4190									0
86	Total Payments to Other Dist & Govt Units (In-State)	4100			2,100,000			125,000			2,225,000
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 (Describe & Itemize)	4290									0
94	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						420,000			420,000
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 (Describe & Itemize)	4390									0
102	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
103	Payments to Other Dist & Govt Units (Out of State)	4400									0
104	Total Payments to Other Dist & Govt Units	4000			2,100,000			545,000			2,645,000

	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
105	DEBT SERVICE (ED)	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 & Itemize)</i>	5150									0
112	Total Debt Service - Interest on Short-Term Debt	5100						0			0
113	Debt Service - Interest on Long-Term Debt	5200									0
114	Total Debt Service	5000						0			0
115	PROVISION FOR CONTINGENCIES (ED)	6000									0
116	Total Direct Disbursements/Expenditures (without Student Activity Funds (1999))		49,420,480	8,332,780	7,225,400	2,145,418	1,292,002	3,077,325	524,450	0	72,017,855
117	Total Direct Disbursements/Expenditures (with Student Activity Funds (1999))		49,420,480	8,332,780	7,225,400	2,145,418	1,292,002	3,077,325	524,450	0	72,017,855
118	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds 1999)										(3,775,322)
119	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds 1999)										(3,775,322)
121	20 - OPERATIONS AND MAINTENANCE FUND (O&M)										
122	SUPPORT SERVICES (O&M)	2000									
123	Support Services - Pupil	2100									
124	Other Support Services - Pupils <i>(Describe & Itemize)</i>	2190									0
125	Support Services - Business	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	Total Support Services - Business	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 & Itemize)</i>	2900									0
133	Total Support Services	2000	3,843,593	713,494	1,770,350	1,998,000	9,687,440	300	0	0	18,013,177
134	COMMUNITY SERVICES (O&M)	3000									0
135	PAYMENTS TO OTHER DIST & GOVT UNITS (O&M)	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 & Itemize)</i>	4190									0
141	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
142	Payments to Other Dist & Govt Units (Out of State) ¹⁴	4400									0
143	Total Payments to Other Dist & Govt Unit	4000			0			0			0
144	DEBT SERVICE (O&M)	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 & Itemize)</i>	5150									0
151	Total Debt Service - Interest on Short-Term Debt	5100						0			0
152	Debt Service - Interest on Long-Term Debt	5200									0
153	Total Debt Service	5000						0			0
154	PROVISION FOR CONTINGENCIES (O&M)	6000									0
155	Total Direct Disbursements/Expenditures		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
157											
158	30 - DEBT SERVICE FUND (DS)										

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
159	PAYMENTS TO OTHER DIST & GOVT UNITS (DS)	4000									
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	Total Payments to Other Dist & Govt Units (In-State)	4000						0			0
165	DEBT SERVICE (DS)	5000									
166	Debt Service - Interest on Short-Term Debt	5100									
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	Total Debt Service - Interest On Short-Term Debt	5100						0			0
173	Debt Service - Interest on Long-Term Debt	5200						139,466			139,466
174	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300						2,465,000			2,465,000
175	Debt Service - Other (Describe & Itemize)	5400									0
176	Total Debt Service	5000			0			2,604,466			2,604,466
177	PROVISION FOR CONTINGENCIES (DS)	6000									0
178	Total Direct Disbursements/Expenditures				0			2,604,466			2,604,466
179	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										65,508
180											
181	40 - TRANSPORTATION FUND (TR)										
182	SUPPORT SERVICES (TR)	2000									
183	Support Services - Pupils	2100									
184	Other Support Services - Pupils (Describe & Itemize)	2190									0
185	Support Services - Business										
186	Pupil Transportation Services	2550	0	0	3,815,175	0	90,000	0	0	0	3,905,175
187	Other Support Services - Business (Describe & Itemize)	2900									0
188	Total Support Services	2000	0	0	3,815,175	0	90,000	0	0	0	3,905,175
189	COMMUNITY SERVICES (TR)	3000									0
190	PAYMENTS TO OTHER DIST & GOVT UNITS (TR)	4000									
191	Payments to Other Dist & Govt Units (In-State)	4100									
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	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
199	Payments to Other Dist & Govt Units (Out-of-State) (Describe & Itemize)	4400									0
200	Total Payments to Other Dist & Govt Units	4000			0			0			0
201	DEBT SERVICE (TR)	5000									
202	Debt Service - Interest on Short-Term Debt	5100									
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	Total Debt Service - Interest On Short-Term Debt	5100						0			0
209	Debt Service - Interest on Long-Term Debt	5200									0
210	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300									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
211	Debt Service - Other (Describe & Itemize)	5400									0
212	Total Debt Service	5000						0			0
213	PROVISION FOR CONTINGENCIES (TR)	6000									0
214	Total Direct Disbursements/Expenditures		0	0	3,815,175	0	90,000	0	0	0	3,905,175
215	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0
217	50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)										
218	INSTRUCTION (MR/SS)	1000									
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	Total Instruction	1000		1,191,604							1,191,604
234	SUPPORT SERVICES (MR/SS)	2000									
235	Support Services - Pupil	2100									
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	Total Support Services - Pupil	2100		362,990							362,990
243	Support Services - Instructional Staff	2200									
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	Total Support Services - Instructional Staff	2200		366,314							366,314
248	Support Services - General Administration	2300									
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	Total Support Services - General Administration	2300		27,965							27,965
255	Support Services - School Administration	2400									
256	Office of the Principal Services	2410		197,678							197,678
257	Other Support Services - School Administration (Describe & Itemize)	2490									0
258	Total Support Services - School Administration	2400		197,678							197,678

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
259	Support Services - Business	2500									
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	Total Support Services - Business	2500		966,720							966,720
268	Support Services - Central	2600									
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	Total Support Services - Central	2600		123,770							123,770
275	Other Support Services - Misc. (Describe & Itemize)	2900									0
276	Total Support Services	2000		2,045,437							2,045,437
277	COMMUNITY SERVICES (MR/SS)	3000		19,060							19,060
278	PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)	4000									
279	Payments for Regular Programs	4110									0
280	Payments for Special Education Programs	4120									0
281	Payments for CTE Programs	4140									0
282	Total Payments to Other Dist & Govt Units	4000		0							0
283	DEBT SERVICE (MR/SS)	5000									
284	Debt Service - Interest on Short-Term Debt	5100									
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	Total Debt Service	5000						0			0
291	PROVISION FOR CONTINGENCIES (MR/SS)	6000									0
292	Total Direct Disbursements/Expenditures			3,256,101				0			3,256,101
293	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0
294											
295	60 - CAPITAL PROJECTS (CP)										
296	SUPPORT SERVICES (CP)	2000									
297	Support Services - Business										
298	Facilities Acquisition & Construction Services	2530									0
299	Other Support Services - Business (Describe & Itemize)	2900									0
300	Total Support Services	2000	0	0	0	0	0	0	0		0
301	PAYMENTS TO OTHER DIST & GOVT UNITS (CP)	4000									
302	Payments to Other Dist & Govt Units (In-State)	4100									
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	Total Payments to Other Districts & Govt Units	4000			0			0			0
308	PROVISION FOR CONTINGENCIES (CP)	6000									0
309	Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0		0
310	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0
311											
312	70 WORKING CASH FUND (WC)										
313											
314	80 - TORT FUND (TF)										

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	INSTRUCTION (TF)	1000									
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	Total Instruction¹⁴	1000	0	0	0	0	0	0	0	0	0
345	SUPPORT SERVICES (TF)	2000									
346	Support Services - Pupil	2100									
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	Total Support Services - Pupil	2100	0	0	0	0	0	0	0	0	0
354	Support Services - Instructional Staff	2200									
355	Improvement of Instruction Services	2210									0
356	Educational Media Services	2220									0
357	Assessment & Testing	2230									0
358	Total Support Services - Instructional Staff	2200	0	0	0	0	0	0	0	0	0
359	Support Services - General Administration	2300									
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	Total Support Services - General Administration	2300	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)	(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
366	Support Services - School Administration	2400									
367	Office of the Principal Services	2410									0
368	Other Support Services - School Administration <i>(Describe & Itemize)</i>	2490									0
369	Total Support Services - School Administration	2400	0	0	0	0	0	0	0	0	0
370	Support Services - Business	2500									
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	Total Support Services - Business	2500	0	0	0	0	0	0	0	0	0
379	Support Services - Central	2600									
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	Total Support Services - Central	2600	0	0	0	0	0	0	0	0	0
386	Other Support Services - Misc. <i>(Describe & Itemize)</i>	2900									0
387	Total Support Services	2000	0	0	0	0	0	0	0	0	0
388	COMMUNITY SERVICES (TF)	3000									0
389	PAYMENTS TO OTHER DIST & GOVT UNITS (TF)	4000									
390	Payments to Other Dist & Govt Units (In-State)	4100									
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 & Itemize)</i>	4190									0
397	Total Payments to Other Dist & Govt Units (In-State)	4100			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 & Itemize)</i>	4290									0
405	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						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 & Itemize)</i>	4390									0
413	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
414	Payments to Other Dist & Govt Units (Out of State)	4400									0
415	Total Payments to Other Dist & Govt Units	4000			0			0			0
416	DEBT SERVICE (TF)	5000									
417	Debt Service - Interest on Short-Term Debt										
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 & Itemize)</i>	5150									0
423	Debt Service - Interest on Long-Term Debt	5200									0

33

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 ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300									0
425	Debt Service - Other (Describe & Itemize)	5400									0
426	Total Debt Service	5000			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
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 ¹⁵ (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	DEFICIT BUDGET SUMMARY INFORMATION - Operating Funds Only (School Districts Only)						
2		Description	EDUCATIONAL FUND (10)	OPERATIONS & MAINTENANCE FUND (20)	TRANSPORTATION FUND (40)	WORKING CASH FUND (70)	TOTAL
3		Direct Revenues	68,242,533	18,013,177	3,905,175	5,000	90,165,885
4		Direct Expenditures	72,017,855	18,013,177	3,905,175		93,936,207
5		Difference	(3,775,322)			5,000	(3,770,322)
6		Estimated Fund Balance - June 30, 2023	30,790,058	10,751,423	3,878,157	3,984,893	49,404,531
7	Unbalanced budget; however, a Deficit Reduction Plan is not required at this time.						
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	Note: The balance is determined using only the four funds listed above. That is, if the estimated ending fund balance is less than three times the deficit spending, the district must adopt and file with ISBE a deficit reduction plan to balance the shortfall within three years.						
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 FY2022-2023					ESTIMATED BUDGET FY2023-2024				
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)		34,565,380	10,751,423	3,878,157	3,979,893	53,174,853	30,790,058	10,751,423	3,878,157	3,984,893	49,404,531
8	RECEIPTS/REVENUES		Acct #									
9	LOCAL SOURCES	1000	63,039,106	15,013,177	2,900,175	5,000	80,957,458					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	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		68,242,533	18,013,177	3,905,175	5,000	90,165,885	0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES		Funct #									
15	INSTRUCTION	1000	46,683,778				46,683,778					0
16	SUPPORT SERVICES	2000	22,385,269	18,013,177	3,905,175		44,303,621					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		72,017,855	18,013,177	3,905,175		93,936,207	0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		(3,775,322)	0	0	5,000	(3,770,322)	0	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											
27	ESTIMATED ENDING FUND BALANCE		30,790,058	10,751,423	3,878,157	3,984,893	49,404,531	30,790,058	10,751,423	3,878,157	3,984,893	49,404,531

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)		30,790,058	10,751,423	3,878,157	3,984,893	49,404,531	30,790,058	10,751,423	3,878,157	3,984,893	49,404,531
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)						0					0
25	OTHER USES OF FUNDS (8000)						0					0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0	0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		30,790,058	10,751,423	3,878,157	3,984,893	49,404,531	30,790,058	10,751,423	3,878,157	3,984,893	49,404,531

	A	B	W	X	Y	Z
1	*School Districts Only		SUMMARY BUDGET ADDENDUM - DEFICIT REDUCTION PLAN ESTIMATED BUDGET Date of Adoption: <input type="text"/> <small>(Enter as MM/DD/YY)</small>			
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	49,404,531	49,404,531	49,404,531
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	44,303,621	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		93,936,207	0	0	0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		(3,770,322)	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		49,404,531	49,404,531	49,404,531	49,404,531

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

Lyons Twp HSD 204 6016204017

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

1. Background and Narrative of Budget Reductions:

2. Assumptions Used in the Deficit Reduction Plan:

- EBF and Estimated New Tier Funding:

- Equal Assessed Valuation and Tax Rates:

- Employee Salaries and Benefits:

- Short- and Long-Term Borrowing:

- Educational Impact:

- Other Assumptions:

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

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
8. Totals		1,647,600	0	0	1,647,600	1,522,446	0	0	1,522,446
9. Estimated Percent Increase (Decrease) for FY2023 (Budgeted) over FY2022 (Actual)									-8%

Reference Description

- 1 Each fund balance should correspond to the fund balance reflected on the books as of June 30th - Balance Sheet Accounts #720 and #730 (audit figures, if available).
- 2 Accounting and Financial Reporting for Certain Grants and Other Financial Assistance. The "On-Behalf" Payments should only be reflected on this page (Budget Summary, Lines 10 and 20).
- 3 Requires the secretary of the school board to notify the county clerk (within 30 days of the transfer approval) to abate an equal amount of taxes to be next extended. See Sec. 10-22.14 & 17-2.11.
- 3^a 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 > Save As. Once saved, submit to ISBE.</i>	
Budget Item References	Message
Are all errors corrected?	OK - You may now save and submit form
1. Deficit Reduction Plan (DefReductPlan 23-27 tab)	
Is Deficit Reduction Plan Required? (Joint Agreements do not complete Deficit Reduction Plan.)	Deficit Reduction Plan is not required
If required, is Deficit Reduction Plan completed? (DefReductPlan 23-27 tab)	
2. Cover Page (Cover tab)	
District Name must be selected from drop-down. (Cell H13) (Do not type full district name manually.)	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
3. Budget Summary: Other Sources (BudgetSum 2-4 tab - Acct 7000) must equal Other Uses (BudgetSum 2-4 tab - Acct 8000).	
Estimated Beginning Fund Balance July, 1 2022 for all Funds (Cells C3 - K3) (Line must have a number or zero. Do not leave blank.)	OK
Estimated Activity Fund Beginning Fund Balance July, 1 2022 (Cell C83) (Cell must have a number or zero. Do not leave blank.)	OK
Transfer Among Funds (Funds 10, 20, 40 - Acct 7130 - Cells C29, D29, F29), must equal (Funds 10, 20 & 40 - Acct 8130 - Cells C52, D52, F52).	OK
Transfer of Interest (Funds 10 thru 90 - Acct 7140 - Cells C30:K30), must equal (Funds 10 thru 60, & 80 - Acct 8140 - Cells C53:H53, J53).	OK
Transfer to Debt Service to Pay Principal on GASB 87 Leases (Fund 30 - Acct 7400 - Cell E39) must equal (Funds 10, 20 & 60 - Acct 8400 Cells C57:H60).	OK
Transfer to Debt Service to Pay Interest on GASB 87 Leases (Fund 30 - Acct 7500 - Cell E40) must equal (Funds 10, 20 & 60 - Acct 8500 - Cells C61:H64).	OK
Transfer to Debt Service Fund to Pay Principal on Revenue Bonds (Fund 30 - Acct 7600 - Cell E41) must equal (Funds 10 & 20 - Acct 8600 - Cells C65:D68).	OK
Transfer to Debt Service to Pay Interest on Revenue Bonds (Fund 30 - Acct 7700 - Cell E42) must equal (Funds 10 & 20 - Acct 8700 - Cells C69:D72).	OK
Transfer to Capital Projects Fund (Fund 60 - Acct 7800 - Cell H43) must equal (Fund 10 & 20, Acct 8800 - Cells C73:D76).	OK
4. Summary of Cash Transactions: Beginning Cash Balance on Hand July 1, 2022 (CashSum 5 tab, All Funds) cannot be negative.	
Educational (Fund 10 - Cell C3)	OK
Operations & Maintenance (Fund 20 - Cell D3)	OK
Debt Service (Fund 30 - Cell E3)	OK
Transportation (Fund 40 - Cell F3)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G3)	OK
Capital Projects (Fund 60 - Cell H3)	OK
Working Cash (Fund 70 - Cell I3)	OK
Tort (Fund 80 - Cell J3)	OK
Fire Prevention & Safety (Fund 90 - Cell K3)	OK
Activity Funds (Cell C23)	OK
5. Summary of Cash Transactions: Ending Cash Balance on Hand June 30, 2023 (CashSum 5 tab - All Funds) cannot be negative.	
Educational (Fund 10 - Cell C21)	OK
Operations & Maintenance (Fund 20 - Cell D21)	OK
Debt Service (Fund 30 - Cell E21)	OK
Transportation (Fund 40 - Cell F21)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G21)	OK
Capital Projects (Fund 60 - Cell H21)	OK
Working Cash (Fund 70 - Cell I21)	OK
Tort (Fund 80 - Cell J21)	OK
Fire Prevention & Safety (Fund 90 - Cell K21)	OK
6. Summary of Cash Transactions: Other Receipts (CashSum 5 tab) must equal Other Disbursements (CashSum 5 tab).	
Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C6:H6, J6:K6) must equal Interfund Loans Receivable (Funds 10:20, 40, 70 - Acct 141 - Cells C15:D15, F15, I15).	OK
Interfund Loans Receivable (Funds 10, 20, 40, 70 - Acct 141 - Cells C7:D7, F7, I7) must equal Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C16:H16, J16, K16).	OK
7. Estimated Revenue (EstRev 6-11 tab)	
Amounts must be input for revenue.	OK
8. Estimated Expenditures (EstExp 12-20 tab)	
Amounts must be input for expenditures.	OK
9. Itemization Notes: Revenues/Expenditures reported that require note on Itemize 21 tab.	
Include brief note(s) describing revenue source/expenditure use.	OK

End of Balancing

LYONS TOWNSHIP HIGH SCHOOL

BRIAN P. WATERMAN, SUPERINTENDENT

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: DuPage Area Occupational Education System Intergovernmental Agreement (2nd Reading and Approval)

DATE: Monday, August 8, 2022

The Illinois State Board of Education (ISBE) and the Joint Committee on Administrative Rules (JCAR) approved new Administrative Rules for Career and Technical Education effective July 22, 2021. Illinois Administrative Code 256.210 (a)(2) states, *To be considered for continued approval as a regional consortium that is an eligible applicant, cooperative agreements existing prior to 2021 must be updated in accordance with this Subpart and submitted to the State Board, prior to the end of State Fiscal year 2023, to be considered for continued approval.* As a result, all Education for Employment (EFE) Systems like the DuPage Area Occupational Education System (DAOES) were required to update and amend their Intergovernmental Agreements (IGA) in compliance with the new Administrative Rules.

Attached is the DuPage Area Occupational Education System (DAOES) Intergovernmental Agreement (IGA), which was approved at the May DAOES Board meeting. DAOES is the governing system for the Technology Center of DuPage (TCD), which is a Career and Technical Education Center that provides student programming in a variety of vocational areas of study. This updated IGA is a culmination of work the DAOES Board has done over the past two years. The next step in this process is for each local School Board, including Lyons Township High School District #204, to approve the amended DAOES Intergovernmental Agreement.

Member Districts within DAOES include Hinsdale District 86, Glenbard District 87, DuPage District 88, H.S. District 94, H.S. District 99, Fenton Community District 100, Lake Park H.S. District 108, Wheaton Warrenville CUSD District 200, Westmont CUSD 201, Lisle CUSD 202, Naperville CUSD 203, Lyons Township H.S. District 204, Indian Prairie School District 204, Elmhurst CUSD 205.

Recommended Action

I recommend that the Board of Education approve the DuPage Area Occupational System Intergovernmental Agreement for second reading.

Intergovernmental Agreement
To
Constitute the DuPage Area Occupational Education System

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**INTERGOVERNMENTAL AGREEMENT TO CONSTITUTE THE
DUPAGE AREA OCCUPATIONAL EDUCATION SYSTEM
EFFECTIVE JULY 1, 2022**

ARTICLE I - GENERAL

Section 1 Name

1-1.1 The parties hereby enter into this Agreement to constitute the DuPage Area Occupational Education System (the “System”) pursuant to the authority granted by the Illinois School Code and the Illinois Intergovernmental Cooperation Act.

Section 2 Purpose and Authority

1-2.1 The purpose of the System is to develop and implement a regional education for employment program for students who are enrolled in Member Districts.

1-2.2 The school districts in the System (hereinafter the “Member Districts”) shall exercise their powers, privileges, and authority under the School Code and the Intergovernmental Cooperation Act. The System shall have authority to do everything necessary, suitable, or proper for the accomplishment of its purposes. It shall exercise any of the authority herein set forth, do other acts or things incidental to or growing out of or connected with the purpose of the Agreement and shall exercise all of the powers now or subsequently conferred by Illinois law or regulation.

1-2.3 The System shall coordinate with the College of DuPage in the development and implementation of a regional Career and Technical Education system.

Section 3 Membership

1-3.1 All public school districts within the resident attendance of the College of DuPage, Community College District 502, are eligible to become members of the System. As of the effective date of this agreement, the member Districts are:

Hinsdale Township High School
School District 86

Wheaton Warrenville
Community Unit District 200

Glenbard Township High
School District 87

Westmont Community Unit
School District 201

DuPage High School
District 88

Lisle Community Unit
School District 202

Community High School
District 94

Naperville Community Unit
School District 203

Community High School
District 99

Indian Prairie School
District 204

Fenton Community High
School District 100

Lyons Township High School
District 204

Lake Park Community
High School District 108

Elmhurst Community
Unit District 205

- 1-3.2 The System may extend membership to any unit of local government or any agency of the state government or of the United States that requests admission and meets membership requirements.

ARTICLE II - ORGANIZATION AND OPERATION

Section 1 Governance

- 2-1.1 The System shall be managed and governed by a Board of Directors (the “Board”) consisting of one representative from each Member District. Each Member District shall be entitled to one (1) vote.
- 2-1.2 A representative of the Office of the Superintendent of the Educational Service Region of DuPage County shall serve on the Board ex officio.
- 2-1.3 The Board shall adopt By-Laws in furtherance and not in limitation of powers conferred on the Board by the laws of Illinois or this Agreement. The By-Laws may be amended or repealed by the Board.
- 2-1.4 The Board shall establish policy for the System.
- 2-1.5 The Board shall elect from among its members a President and Vice-President who shall serve terms of one (1) year. The officers shall have the powers and shall discharge the duties customary and usual for such offices.
- 2-1.6 The Board shall appoint a Secretary and a Treasurer and fix their compensation. They may or may not be members of the Board.
- 2-1.7 A majority of the Board shall constitute a quorum. A majority of the members present shall determine all matters except as otherwise provided in the Agreement or in the By-Laws.
- 2-1.8 There shall be no proxy or absentee votes on matters before the Board.

Section 2 Legal and Fiscal Agent

- 2-2.1 The legal and fiscal agent for the System shall be appointed by the Board. That agent shall be a limited agent to carry out limited responsibilities, such as the receipt of funds from state and federal governments, processing of all state and federal claims, receipt of summons, payment of all expenses upon presentation of proper vouchers, as approved by the Treasurer, and perform other duties designated by the Board.

2-2.2 The legal and fiscal agent may be changed by a three-fifths (3/5) vote of the entire Board upon notice of a request for a proposed change being given to the Board sixty (60) days prior to the vote on the proposed change.

Section 3 Administrative Structure

2-3.1 The Board shall appoint as its chief executive officer a person to be designated as the System Director. Among other duties, the Director shall be responsible for:

- Fulfilment of grant administration for State and Federal grants.
- Implementation and oversight of Career and Technical Education programming.
- Assessment and evaluation of the System.

2-3.2 The System Director shall administer the System in conformance with the policies and direction of the Board.

2-3.3 The System Director shall make recommendations to the Board regarding all aspects of System operations and shall regularly report to the Board regarding the quality, efficiency, and accessibility of System programs and services.

2-3.4 The System Director, in cooperation with Member Districts, will oversee and coordinate the comprehensive plan of action for completion of the applicable needs assessments necessary to meet the requirements of current Federal Perkins requirements.

2.3.5 The System Director is the Chief Executive of the Board administering the System under the direction of the Board. The organizational structure is attached as Appendix A, will be updated annually.

Section 4 Advisory Committees

2-4.1 The Board may appoint Advisory Committees composed of representatives from the education community, the general public, labor, and employer groups.

2-4.2 The Advisory Committees may advise the Board regarding the planning and operation of the System programs and services.

2-4.3 The Advisory Committees shall organize themselves as directed by the Board.

ARTICLE III - PROGRAMS & SERVICES

Section 1 Programs and Services

- 3-1.1 The System shall provide programs and services designed to meet the career and technical education needs of youth and adults as determined by the Board.
- 3-1.2 The System may not require any Member District to offer programs or services or require any Member District to participate in System programs or services.

Section 2 Program Management

- 3-2.1 The System Director shall develop a regional vocational education plan designed to meet the career and technical education needs of youth and adults within the region. The plan shall consider local needs, student interests, and employment data.
- 3-2.2 The Board may delegate program management responsibilities for various operations of the System's programs and services to Member Districts under guidelines developed by the System Director and approved by the Board.
- 3-2.3 The System Director shall develop and implement effective means for regularly evaluating the System's programs and services.

Section 3 Area Career Center

- 3-3.1 Effective July 1, 1986 the System assumed responsibility for the operation of the DuPage Area Vocational Education Authority (DAVEA).
- 3-3.2 The System assumes responsibility for maintaining an Area Career Center facility to provide career and technical education programming.
- 3-3.3 The Area Career Center facility shall be known as the Technology Center of DuPage.
 - The purpose of the Area Career Center shall be to provide high school students the opportunity to pursue half-day career and technical education options to enhance college and career readiness.
 - The Area Career Center shall provide specialized career and technical education programs for all students who may profit from such specialized education and who reside with member districts.

Section 4 Students

The System recognizes the importance of equity, diversity and inclusion throughout all aspects of a student's educational experience.

- 3-4.1 The System will provide equitable access for all students beginning in fifth grade and continuing throughout their schooling with career exploration, career preparation and academic and social support.
- 3-4.2 The System will provide targeted support services, informed by evidence-based practice, for special populations as defined by Federal Perkins.
- 3-4.3 The System will provide evidence-based professional learning and resources to support Member District programs in collecting data and using data to improve activities and services for those who are members of special populations, which will benefit all students.
- 3-4.4 The System will collaborate with community-based organizations, the workforce development system, business partners and families to build partnerships that support students, create programs that ensure equitable access and supports and align to the current Illinois' Perkins State Plan.
- 3-4.5 Students must be residents and enrolled, at least part-time, in a Member District, must be in good standing (i.e. not serving a suspension or expulsion) and satisfy any additional eligibility requirements established by the Member District to attend the Area Career Center.
- 3-4.6 The System shall provide equitable access to its program offerings at the Area Career Center to all resident students enrolled in Member Districts, and shall not discriminate on the basis of race, sex, gender, disability, religion, gender identify, or any other protected status under State and federal laws applying to secondary students.
- 3-4.7 Member Districts shall share with the System Director the following information as requested:
 - Data regarding students enrolled in Career and Technical Education courses at the Member District's high school(s).
 - Data regarding students who attend or plan to attend courses at the Area Career Center that will assist personnel at the Area Career Center in providing appropriate services to students, including any necessary accommodations.

ARTICLE IV - HOUSING

Section 1 Program Sites

- 4-1.1 The Board shall approve all sites for the delivery of System programs and services.
- 4-1.2 The System may elect to utilize any provisions under the law available to it to lease, acquire, establish, remodel, or maintain equipment, buildings, and offices for System programs, services, and staff.

Section 2 Official Office

- 4-2.1 The official office for the System shall be determined by the Board.

ARTICLE V - FINANCE

Section 1 Budget

- 5-1.1 The Board shall adopt an annual budget and shall establish an accounting System that will account for all receipts and expenditures in compliance with applicable rules and regulations of the State Board of Education.
- 5-1.2 To avoid any budget shortfalls, the Board is prohibited from incurring deficits and from borrowing money.
- 5-1.3 The Board will approve all budgets and expenditures related to all Career and Technical Education Federal and State grants.

Section 2 Operational Costs

- 5-2.1 The Board shall develop schedules of charges to Member Districts for programs and services provided to them based on the actual costs of providing the programs and services.
- 5-2.2 The Board may assess the Member Districts for administrative services and other services of a general nature that are provided to all Member Districts.
- 5-2.3 Each Member District shall be responsible to make timely payment of all financial obligations to the System.

Section 3 Non-Member Charges

- 5-3.1 The Board may provide programs and services to entities that are not members of the System and to individuals; schedules of charges for such services shall be adopted by the Board upon the recommendation of the System Director.

ARTICLE VI - TRANSPORTATION

Section 1 Designation of Responsibility

6-1.1 The transportation of students shall not be the responsibility of the System.

Section 2 Coordination

6-2.1 The System may assist Member Districts in the development and implementation of cooperative arrangements to facilitate the transportation of their students to System programs and services; however, any administrative costs incurred for such assistance shall be assessed to those Member Districts.

ARTICLE VII - WITHDRAWAL, REMOVAL, AND DISSOLUTION

Section 1 Withdrawal

- 7-1.1 A Member District may withdraw from the System by providing notice to the Board at least eighteen (18) months prior to date on which it plans to withdraw. No withdrawal may be accepted without prior written notification to the State Board of Education and without approval of the Regional Board of School Trustees.
- 7-1.2 A Member District that withdraws shall not be entitled to a return of its pro rata share of assets unless the Board determines that there are most unusual circumstances that warrant a return of assets.

Section 2 Removal

- 7-2.1 Any Member District failing to abide by the terms of this Agreement is subject to removal by the remaining Members of the System. Such removal shall require the approval of three-fifths (3/5) of the Member Districts and written notification to the State Board of Education prior to removal, and approval of the Regional Board of School Trustees.
- 7-2.2 A Member District that is removed from the System shall not be entitled to a return of its pro rata share of System assets.

Section 3 Dissolution and Distribution of Assets

- 7-3.1 The System may be dissolved upon motion made to the Board for its consideration. If approved by three-fourths (3/4) of the Board members, the motion shall be submitted to the Member Districts for approval.
- 7-3.2 The motion for dissolution shall become effective when three-fourths (3/4) of the Member Districts have approved the motion through action by their respective boards of education.
- 7-3.3 If the System is dissolved, the assets of the System shall be liquidated, and the proceeds shall be distributed in the following order until exhausted (in accordance with Section 7-1.2 any Member District that withdraws from DAOES prior to the effective date of dissolution shall be ineligible for the following distributions unless the Board determines otherwise):

- a) amounts owing to creditors
- b) The return of Nineteen Million Nine Hundred Forty-Three Thousand Two Hundred Seventy-One Dollars (\$19,943,271) from the sale of the Technology Center of DuPage building and grounds to the eight school districts that were members of DAVEA prior to July 1, 1970, based upon the proportion of their original investment in the TCD building and grounds. This amount reflects the appraised value of the TCD building and grounds as of December 31, 1986, the last day DAVEA existed prior to DAOES assuming all assets and liabilities of DAVEA on January 1, 1987.

DISTRICT	ORIGINAL 1972 CONTRIBUTION	PROPORTION OF ORIGINAL 1972 CONTRIBUTION	PROPORTION APPLIED TO 1987 APPRAISED VALUE
Hinsdale 86	\$720,462	19.25%	\$3,839,080
Glenbard 87	\$1,141,695	30.50%	\$6,082,698
West Chicago 94	\$261,455	6.98%	\$1,392,040
Downers Grove 99	\$797,030	21.29%	\$4,245,922
Fenton 100	\$315,208	8.42%	\$1,679,223
Lake Park 108	\$298,900	7.98%	\$1,591,473
Westmont 201	\$83,838	2.24%	\$446,729
Lisle 202	\$124,814	3.33%	\$664,111
Total	\$3,743,402	100.00%	\$19,943,271

- c) Distribution of any funds in excess of \$19,943,271 derived from the sale of the Technology Center of DuPage building and grounds to all of the member Districts. The allocation in this Section (c) shall be based upon each member District's average percentage of the total students enrolled at the Technology Center of DuPage measured over the ten (10) consecutive school years immediately preceding the effective date of System dissolution. Student enrollment will be measured using the number of students each district has enrolled on the first charge-back billing day of the fiscal year as reflected in Board Policy 4.12. For clarity, the following example is provided and assumes cash and investments are adequate to pay amounts owing to creditors per Section 7-3.3(a) above:

System Dissolution date = June 30, 2030

Proceeds from the sale of TCD Building and Grounds = \$31,000,000

Distribution of proceeds to 8 Districts Per Section 7-3.3(b) = \$19,943,271

Remaining Proceeds to be Distributed = \$11,056,729

District	10-Year Average Percentage of Total TCD Enrollment	Remaining Proceeds Distributed
86	4%	\$442,269
87	27%	\$2,985,317
88	4%	\$442,269
94	7%	\$773,971
99	13%	\$1,437,375
100	4%	\$442,269
108	5%	\$552,836
200	15%	\$1,658,509
201	3%	\$331,702
202	2%	\$221,135
203	3%	\$331,702
204(Cook)	4%	\$442,269
204 (DuPage)	7%	\$773,971
205	2%	\$221,135
Total	100%	\$11,056,729

- d) The proceeds from the liquidation of all non-building and grounds DAOES assets, such as cash, investment, and equipment shall be distributed among the Member districts using each member District's average percentage of the total students enrolled at the Technology Center of DuPage measured over the five (5) consecutive school years immediately preceding the effective date of System dissolution.

ARTICLE VIII - AMENDMENT

Section 1 Process

- 8-1.1 A proposed Amendment to this Agreement shall be first submitted to the Board for consideration. If approved by three-fifths (3/5) of the Board members, the proposed Amendment shall be submitted to the Member Districts for approval.
- 8-1.2 A proposed Amendment shall become effective when three-fifths (3/5) of the Member Districts have approved the Amendment at a meeting of the Board. Failure to act on a proposed Amendment within 60 days of the approval by the Board members in Section 8-1.1 shall be treated as a vote against the Amendment.

ARTICLE IX - LIABILITY OF BOARD OF DIRECTORS & OFFICERS

Section 1 Limitations & Indemnification

9-1.1 The Board, its officers, and representatives shall not be liable for any mistake of judgment or any action made, taken, or admitted by them in good faith; nor for any action made, taken, or admitted by any agent, employee, or independent contractor selected by them. No representative or officer shall be liable for any action taken or admitted by any other representative or officer.

9-1.2 The System shall indemnify and defend the Board, its officers, and representatives from any and all losses and expenses, including amounts paid in settlement before or after suit is commenced, as a result of any claim, demand, action, proceeding, or judgment that may be asserted against them by reason of their having been members, representatives or officers of the Board. The System shall fulfill its indemnity responsibility by obtaining insurance.

ARTICLE X - MISCELLANEOUS

Section 1 Notice

10-1.1 Any notice required by the Agreement shall be in writing and shall be deemed to have been given when deposited in a United States Post Office, postage prepaid, and properly addressed to the addressee at the address furnished to the System.

Section 2 Constitution of this Agreement

10-2.1 This Agreement and any Amendments thereto may be executed in any number of parts which, when taken together, shall constitute a single instrument.

In witness wherefore, each School District herein subscribed has caused this Agreement to be executed by its duly authorized officers on the date and year first written.

HINSDALE TOWNSHIP HIGH SCHOOL
DISTRICT NO. 86

GLENBARD TOWNSHIP HIGH SCHOOL
DISTRICT NO. 87

By: _____
President

By: _____
President

ATTEST:

ATTEST:

Secretary

Secretary

Dated: _____

Dated: _____

DUPAGE HIGH SCHOOL DISTRICT
NO. 88

COMMUNITY HIGH SCHOOL
DISTRICT NO. 94, WEST CHICAGO

By: _____
President

By: _____
President

ATTEST:

ATTEST:

Secretary

Secretary

Dated: _____

Dated: _____

APPENDIX B

COMMUNITY HIGH SCHOOL
DISTRICT NO. 99, DOWNERS GROVE

By: _____
President

ATTEST:

Secretary

Dated: _____

LAKE PARK COMMUNITY HIGH
SCHOOL DISTRICT NO. 108

By: _____
President

ATTEST:

Secretary

Dated: _____

WESTMONT COMMUNITY UNIT
SCHOOL DISTRICT NO. 201

By: _____
President

ATTEST:

Secretary

Dated: _____

FENTON COMMUNITY HIGH SCHOOL
DISTRICT NO. 100

By: _____
President

ATTEST:

Secretary

Dated: _____

COMMUNITY UNIT SCHOOL DISTRICT
NO. 200, WHEATON-WARRENVILLE

By: _____
President

ATTEST:

Secretary

Dated: _____

COMMUNITY UNIT SCHOOL DISTRICT
NO. 202, LISLE

By: _____
President

ATTEST:

Secretary

Dated: _____

APPENDIX B

NAPERVILLE COMMUNITY UNIT
SCHOOL DISTRICT NO. 203

By: _____
President

ATTEST:

Secretary

Dated: _____

LYONS TOWNSHIP HIGH SCHOOL
DISTRICT NO. 204

By: _____
President

ATTEST:

Secretary

Dated: _____

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INDIAN PRAIRIE SCHOOL DISTRICT
NO. 204, DUPAGE COUNTY

By: _____
President

ATTEST:

Secretary

Dated: _____

ELMHURST COMMUNITY UNIT
SCHOOL DISTRICT NO. 205

By: _____
President

ATTEST:

Secretary

Dated: _____

APPENDIX B

LYONS TOWNSHIP HIGH SCHOOL



DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101
• Tel: (708) 579-6456 • Fax: (708) 579-6454 • Email: epiotrowski@lths.net • Website: www.lths.net

TO: Brian Waterman, Superintendent
FROM: Ed Piotrowski, Director of Human Resources
DATE: August 8, 2022
RE: Board Policies Review – PRESS 109 - Second Reading

EDWARD M. PIOTROWSKI
Director of Human Resources

The District maintains its policies through the PRESS service provided by the Illinois Association of School Boards (IASB). We recently received PRESS issue 109 updates, and recommendations are outlined below.

Section 1. For quality assurance, IASB recommends a review of policies at least once every five years. The following 4 policies included in PRESS Issue 109 are recommended for 5-year update approval:

Policy 5:140 Solicitations By or From Staff
Policy 5:240 Suspension
Policy 5:70 Religious Holidays
Policy 6:70 Teaching about Religions

Once reviewed, the adopted date will be updated in the policy manual.

Section 2. The following 5 policy revisions includes changes of an administrative nature, such as updates to legal references, footnotes, terminology, or responses to recent legislation, and should not affect how the policies are interpreted.

Policy 4:70 Resource Conservation
Policy 6:140 Education of Homeless Children
Policy 6:290 Homework Policy
Policy 7:15 Student and Family Privacy Rights
Policy 7:270 Administering Medicine to Students

Section 3. The following 2 policies have been rewritten and has been viewed by our legal counsel and the recommendations provided are included below.

Policy 2:230 Public Participation at Board of Education Meetings and Petitions to the Board
Policy 7:285 Anaphylaxis Prevention, Response, and Management Program

Please see the attached Memo from Franczek with their legal recommendations for section 3 policies.

As an additional reminder. Items within policy updates that are in green are IASB's recommendations for updates. Items in red are stricken recommendations.

There may also be footnotes for each policy from PRESS with extended explanations for the recommended updates that can be helpful to you as you review these policies.

RECOMMENDATION

We recommend the District policies listed above and attached to this memorandum be considered and presented as a first reading.

Document Status: 5-Year-Review - Needs Review

5:140 Solicitations By or From Staff

District employees shall not solicit donations or sales, nor shall they be solicited for donations or sales, on school grounds without prior approval from the Superintendent. District employees also shall not directly solicit participation by students, staff, or other members of the school community in any activities offered by District employees or other third parties and not offered or authorized by the District. Solicitations for such activities must receive prior approval under District Policy 8:25.

CROSS REF.: 8:90 (Parent Organizations and Booster Clubs)

ADOPTED: January 21, 2014

Document Status: 5-Year-Review - Needs Review

5:240 Suspension

Suspension Without Pay

The Board of Education may suspend without pay: (1) a professional employee pending a dismissal hearing, or (2) a teacher as a disciplinary measure for up to 30 employment days for misconduct that is detrimental to the School District. Administrative staff members may not be suspended without pay as a disciplinary measure.

Misconduct that is detrimental to the School District includes:

- Insubordination, including any failure to follow an oral or written directive from a supervisor;
- Violation of Board policy or Administrative Procedure;
- Conduct that disrupts or may disrupt the educational program or process;
- Conduct that violates any State or federal law that relates to the employee's duties; and
- Other sufficient causes.

The Superintendent or designee is authorized to issue a pre-suspension notification to a professional employee. This notification shall include the length and reason for the suspension as well as the deadline for the employee to exercise his or her right to appeal the suspension to the Board or Board-appointed hearing examiner before it is imposed. At the request of the professional employee made within five calendar days of receipt of a pre-suspension notification, the Board or Board-appointed hearing examiner will conduct a pre-suspension hearing. The Board or its designee shall notify the professional employee of the date and time of the hearing. At the pre-suspension hearing, the professional employee or his/her representative may present evidence. If the employee does not appeal the pre-suspension notification, the Superintendent or designee shall report the action to the Board at its next regularly scheduled meeting.

Suspension With Pay

The Board or Superintendent or designee may suspend a professional employee with pay: (1) during an investigation into allegations of disobedience or misconduct whenever the employee's continued presence in his or her position would not be in the School District's best interests, (2) as a disciplinary measure for misconduct that is detrimental to the School District as defined above, or (3) pending a Board hearing to suspend a teacher without pay.

The Superintendent shall meet with the employee to present the allegations and give the employee an opportunity to refute the charges. The employee will be told the dates and times the suspension will begin and end. No suspension with pay shall exceed 30 school or working days in length.

Any criminal conviction resulting from the investigation or allegations shall require the employee to repay to the District all compensation and the value of all benefits received by the employee during the suspension. The Superintendent will notify the employee of this requirement when the employee is suspended.

Employees Under Investigation by Illinois Dept. of Children and Family Services (DCFS)

Upon receipt of a DCFS recommendation that the District remove an employee from his or her position when he or she is the subject of a pending DCFS investigation that relates to his or her employment with the District, the Board or Superintendent or designee, in consultation with the Board Attorney, will determine whether to:

1. Let the employee remain in his or her position pending the outcome of the investigation; or
2. Remove the employee as recommended by DCFS, proceeding with:
 - a. A suspension with pay; or
 - b. A suspension without pay.

LEGAL REF.:

5 ILCS 430/5-60(b).

105 ILCS 5/24-12.

325 ILCS 5/7.4(c-10).

Cleveland Bd. of Educ. v. Loudermill, 470 U.S. 532 (1985).

Barszcz v. Community College District No. 504, 400 F.Supp. 675 (N.D. Ill., 1975).

Massie v. East St. Louis Sch. District No.189, 203 Ill.App.3d 965 (5th Dist. 1990).

CROSS REF.: 5:290 (~~Educational Support Personnel~~—Employment Termination and Suspensions)

Document Status: 5-Year-Review - Needs Review

5:70 Religious Holidays

The Director of Human Resources shall grant an employee's request for time off to observe a religious holiday if the employee gives at least five days' prior notice and the absence does not cause an undue hardship.

Employees may use earned vacation time or personal leave to make up the absence, provided such time is consistent with the District's operational needs. A per diem deduction may also be requested by the employee.

Also please refer to the following current agreement:

"Negotiated Agreement Between Board of Education of Lyons Township High School, District 204, Cook County, Illinois and Lyons Township High School Faculty Association."

LEGAL REF.:

Religious Freedom Restoration Act, [775 ILCS 35/15](#).

Illinois Human Rights Act, [775 ILCS 5/2-101](#) and [5/2-102](#).

ADOPTED: January 21, 2014

Document Status: 5-Year-Review - Needs Review

6:70 Teaching About Religions

The School District's curriculum may include the study of religions as they relate to geography, history, culture, and the development of various ethnic groups. The study of religions shall give neither preferential nor derogatory treatment to any single religion, religious belief, or to religion in general. The study of religions shall be treated as an academic subject with no emphasis on the advancement or practice of religion.

LEGAL REF.:

School Dist. of Abington Twp v. Schempp, 374 U.S. 203 (1963).

Allegheny County v. ACLU Pittsburgh Chapter, 492 U.S. 573 (1989).

CROSS REF.: 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:255 (Assemblies and Ceremonies)

ADOPTED: January 16, 2018

Document Status: Draft Update

4:70 Resource Conservation

The Superintendent or designee shall manage a program of energy and resource conservation for the District that includes:

1. Periodic review of procurement procedures and specifications to ensure that purchased products and supplies are reusable, durable, or made from recycled materials, if economically and practically feasible.
2. Purchasing recycled paper and paper products in amounts that will, at a minimum, meet the specifications in the School Code, if economically and practically feasible.
3. Periodic review of procedures on the reduction of solid waste generated by academic, administrative, and other institutional functions. These procedures shall: (a) require recycling the District's waste stream, including landscape waste, computer paper, and white office paper, if economically and practically feasible; (b) include investigation of the feasibility of potential markets for other recyclable materials that are present in the District's waste stream.
4. Adherence to energy conservation measures.

LEGAL REF.:

105 ILCS 5/10-20.19c and 5/19b. [PRESSPlus1](#)

CROSS REF.: 4:60 (Purchases and Contracts), 4:150 (Facility Management and Building Programs)

~~ADOPTED: January 21, 2014~~

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 109, May 2022**

Document Status: Draft Update

6:140 Education of Homeless Children

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths, including a public pre-school education. A *homeless child* is defined as provided in the McKinney Homeless Assistance Act and the ~~III.~~ Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.

A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school.

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the ~~appropriate~~ Intermediate Service Center ~~Executive Director~~ PRESSPlus1 and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

LEGAL REF.:

~~McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.~~ PRESSPlus2

~~III. Education for Homeless Children Act, 105 ILCS 45/.~~ Education for Homeless Children Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students)

~~ADOPTED: February 16, 2016~~

PRESSPlus Comments

PRESSPlus 1. Updated in response to a 5-year review. **Issue 109, May 2022**

PRESSPlus 2. The Legal Reference style is updated. **Issue 109, May 2022**

Document Status: Draft Update

6:290 Homework

Homework is part of the District's instructional program and has the overarching goal of increasing student achievement. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience.

Missed Homework^{PRESSPlus1}

Students absent for a valid cause may make up missed homework in a reasonable timeframe per policy 7:70, *Attendance and Truancy*.

CROSS REF.: 7:70 (Attendance and Truancy)

ADOPTED: January 21, 2014

PRESSPlus Comments

PRESSPlus 1. Optional. Updated in response to a 5-year review to align with sample policy 7:70, *Attendance and Truancy*. **Issue 109, May 2022**

Document Status: Draft Update

7:15 Student and Family Privacy Rights

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in ~~Board of Education~~ policy 6:10, *Educational Philosophy and Objectives*, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified ~~or and regardless of~~ who created the survey.

Surveys Created by a Third Party

All surveys as at the discrepancy of the Superintendent or designee. Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Survey Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the District) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent(s)/guardian(s) may:

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or
2. Refuse to allow their child to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Physical Exams or Screenings

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable State law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 *et seq.*).
3. Is otherwise authorized by Board policy.

Prohibition on Selling or Marketing Students' Personal Information ~~Is Prohibited~~ ^{PRESSPlus1}

No school official or staff member shall market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term "personal information" means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent(s)/guardian(s) have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's "personal information" to a business organization or financial institution that issues credit or debit cards.

Notification of Rights and Procedures

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability upon request from the general administration office.
2. How to opt their child out of participation in activities as provided in this policy.
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled.
4. How to request access to any survey or other material described in this policy.

This notification shall be given to parents/guardians at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

Transfer of Rights

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years old, or is an emancipated minor.

LEGAL REF.:

20 U.S.C. §1232h, Protection of Pupil Rights Act.

105 ILCS 5/10-20.38.

325 ILCS 17/, Children's Privacy Protection and Parental Empowerment Act.

~~105 ILCS 5/10-20.38~~.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 6:210 (Instructional Materials), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities)

PRESSPlus Comments

PRESSPlus 1. Compare *personal information* under the Protection of Pupil Rights Act (PPRA) and the Children's Privacy Protection and Parental Empowerment Act (CPPPEA) with *covered information* under the Student Online Personal Protection Act (SOPPA) (105 ILCS 85/), which districts are always prohibited from selling, renting, leasing, or trading. 105 ILCS 85/26. *Covered information* is broadly defined as personally identifiable information of students (or linked to students) that is shared with an *operator* of a website, online service, or application that is used primarily for K-12 purposes and is designed and marketed for K-12 purposes. Therefore, in cases where the *covered information* is collected, disclosed, or used that also meets the definition of *personal information* under this policy, the PPRA and CPPPEA exceptions to the prohibition on selling students' personal information may not be available. Consult the board attorney for further guidance in these situations, and see sample policy 7:345, *Use of Educational Technologies; Student Data Privacy and Security*, for more information about SOPPA requirements. **Issue 109, May 2022**

Document Status: Draft Update

7:270 Administering Medicines to Students

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

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

A student may possess an epinephrine injector, e.g., EpiPen®, and/or medication prescribed for asthma for immediate use at the student's discretion, provided the student's parent/guardian has completed and signed a *School Medication Authorization Form*. The School District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine injector or the storage of any medication by school personnel. A student's parent/guardian must indemnify and hold harmless the School District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector and/or medication, or the storage of any medication by school personnel.

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

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

School District Supply of Undesignated Asthma Medication

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. *Undesignated asthma medication* means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having *respiratory distress*. Respiratory distress may be characterized as *mild-to-moderate* or *severe*. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School District Supply of Undesignated Epinephrine Injectors

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as

necessary according to State law. Undesignated epinephrine injector means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

Administration of Medical Cannabis

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

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

nurse at all times and may only be accessible by the school nurse or school administrator.

3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator provided the child's parent/guardian has provided the District with appropriate written authorization and copies of the student's and parent's registration cards. Medical cannabis infused products administered under this section of the policy must be stored with the school nurse at all times and may only be accessible by the school nurse or school administrator.

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

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

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

Void Policy

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

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

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for opioid antagonists from a health care professional who has been delegated prescriptive authority for opioid antagonists in accordance with Section 5-23 of the Substance Use Disorder Act, or (2) fill the District's prescription for undesignated school opioid antagonists.

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

Administration of Undesignated Medication

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

Undesignated Medication Disclaimers

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

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

LEGAL REF.:

105 ILCS 5/10-20.14b, 5/10-22.21b, 5/22-30, and 5/22-33.

105 ILCS 145/, Care of Students with Diabetes Act.

410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act, ~~and scheduled to be repealed on July 1, 2020.~~

720 ILCS 550/, Cannabis Control Act.

23 Ill.Admin.Code §1.540.

CROSS REF.: 7:285 (~~Food Allergy~~Anaphylaxis Prevention, Response, and Management Program)^{PRESSPlus1}

PRESSPlus Comments

PRESSPlus 1. Boards must adopt a policy that addresses the prevention of anaphylaxis and a district's response to medical emergencies resulting from anaphylaxis. See policy 7:285, *Anaphylaxis Prevention, Response, and Management Program*. Due to the structure of the School Code and the IASB Policy Reference Manual, policy 7:285, *Anaphylaxis Prevention, Response, and Management Program*, does not address the administration of epinephrine and instead refers to this policy 7:270, *Administering Medicine to Students*. The accompanying administrative procedure for policy 7:285, 7:285-AP, *Anaphylaxis Prevention, Response, and Management Program*, is available at **PRESS Online** by logging in at www.iasb.com. **Issue 109, May 2022**

Document Status: Draft Update

2:230 Public Participation at Board of Education Meetings and Petitions to the Board

The Board will allocate up to 30 minutes^{PRESSPlus1} during each regular and special open meeting of the Board^{PRESSPlus2} during which any person may make comments to the Board regarding agenda or non-agenda items related to the District, subject to the reasonable constraints established and recorded in this policy. It shall be the Board's practice not to directly engage in discussion or ask or answer questions during public comment. The Board listens to comments or questions during public participation: responses to comments to or questions of the Board are most often managed through policy 3:30, Chain of Command.^{PRESSPlus3}

To preserve sufficient time for the Board to conduct its business, any person appearing before the Board is expected to follow these guidelines:^{PRESSPlus4}

1. Sign in on the designated public comment form, which requests each speaker to provide his or her name, address, topic and whether the individual is a resident of the District.^{PRESSPlus5} Individuals that provide they are residents will be permitted to speak before individuals that do not identify themselves as residents.
2. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board President. This includes following the directives of the Board President.^{PRESSPlus6} to maintain order and decorum for all.
3. Identify oneself and be brief. Each person may address the Board for up to three³ minutes.
4. Conduct oneself with respect and civility toward others and otherwise abide by Board policy 8:30, Visitors to and Conduct on School Property. Specifically, individuals should display mutual respect, civility, and orderly conduct. Individuals shall not:
 1. Strike, injure, threaten, harass, or intimidate a staff member, Board member, or any other person.
 2. Use vulgar or obscene language.
 3. Impede, delay, disrupt, or otherwise interfere with a Board meeting (including using cellular phones in a disruptive manner).
 4. Engage in any conduct that interferes with, disrupts, or adversely effects the District or a Board meeting.
 5. Violate other District policies or regulations, a directive from an authorized security officer, or a District employee or Board member.

The Board President shall have the authority to:

1. Shorten the time for each person to address the Board to conserve time and give the maximum number of people an opportunity to speak.
2. Limit the duration of public comment on any one subject to 20 minutes. If multiple^{several} individuals wish to address the Board on the same subject, the group is encouraged to appoint a spokesperson.
3. Extend the 30-minute time limit for public participation.⁸⁵

4. Extend the three-minute time limit for individual speakers.
5. Determine procedural matters regarding public participation not otherwise covered in Board policy.

LEGAL REF.:

105 ILCS 5/10-6 and 5/10-16.

5 ILCS 120/2.06, Open Meetings Act.

~~105 ILCS 5/10-6 and 5/10-16.~~

CROSS REF.: 2:220 (Board of Education Meeting Procedure), 8:10 (Connection with the Community), 8:30 (Visitors to and Conduct on School Property)

PRESSPlus Comments

PRESSPlus 1. Consult with the board attorney for guidance before adopting a maximum time limit for public participation; public comment rules are frequently challenged. The Ill. Public Access Counselor (PAC) has issued only unpublished, non-binding opinions approving of 30- and 60-minute overall time limits for public comment under OMA. The PAC has issued a binding opinion finding that a public body violated OMA when, pursuant to an unrecorded rule, it limited public comment on a controversial topic to 15 minutes. Public Access Opinion (PAO) 19-2. The PAC noted that while the lack of an adopted policy on the time period for public comment did not “necessarily mean that public comment must be allowed to continue indefinitely,” the public body presented “no evidence that limiting comments was necessary to maintain decorum or that extending the comment period would have unduly interfered with the orderly transaction of public business.” **Issue 109, May 2022**

PRESSPlus 2. Updated in response to subscriber feedback regarding time minimums and maximums for public participation during school board meetings and for continuous improvement. Customize this policy to ensure it is responsive to the community’s public participation needs.

While it does not apply directly to school boards, the Empowering Public Participation Act, 5 ILCS 850/, added by P.A. 102-348, prohibits law enforcement agencies or officers employed by them from intentionally conducting background checks of individuals based solely on the fact that they are speaking at an open meeting of a public body. Consult the board attorney for a discussion related to the appropriateness of board members and school officials using search engines and/or other social media platforms to search for information about individuals speaking during public participation. **Issue 109, May 2022**

PRESSPlus 3. The law does not require board members to respond during public participation, and best practices for meetings instruct board members to refrain from engaging in commentary with members of the public during public participation. **Issue 109, May 2022**

PRESSPlus 4. Some of this policy's content is unique to the district. Please consult the author and the **PRESS** sample, available by logging in at www.iasb.com, to determine whether further changes are necessary. **Issue 109, May 2022**

PRESSPlus 5. A public commenter cannot be excluded for refusing to provide his or her home address. PAO 14-9. Generally, a board should consult with its attorney regarding the practice of excluding public commenters for reasons relating to the sign-in sheet. **Issue 109, May 2022**

PRESSPlus 6. Policy 2:110, *Qualifications, Term, and Duties of Board Officers*, governs the board president's duties, one of which is to preside at all meetings, including presiding over public participation and enforcing this policy. Enforcing this policy is key to the board conducting a successful meeting. The board president should speak with the board attorney to: (1) craft opening statements for the public participation portion of the meeting related to enforcement of this policy and consequences for violating it or any other related board policies, and (2) discuss whether the presence of security and/or law enforcement is advisable, especially when public participation is expected to be long or contentious. For a resource on best practices for managing challenging public comment periods, including a sample opening statement, see: www.iasb.com/policy-services-and-school-law/guidance-and-resources/managing-challenging-public-comment-periods/ and other learning opportunities through IASB's Online Learning Center, at: www.iasb.com/conference-training-and-events/training/online-learning/online-courses/. **Issue 109, May 2022**

Document Status: Draft Update - Rewritten

7:285 Anaphylaxis Prevention, Response, and Management Program

Title has been updated. Original Title: Food Allergy Management Program

School attendance may increase a student's risk of exposure to allergens that could trigger anaphylaxis.^{[PRESSPlus1](#)} Students at risk for anaphylaxis benefit from a Board of Education policy that coordinates a planned response in the event of an anaphylactic emergency.^{[PRESSPlus2](#)} Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Common allergens include animal dander, fish, latex, milk, shellfish, tree nuts, eggs, insect venom, medications, peanuts, soy, and wheat. A severe allergic reaction usually occurs quickly; death has been reported to occur within minutes. An anaphylactic reaction can also occur up to one to two hours after exposure to the allergen.

While it is not possible for the District to completely eliminate the risks of an anaphylactic emergency when a student is at school, an Anaphylaxis Prevention, Response, and Management Program using a cooperative effort among students' families, staff members, students, health care providers, emergency medical services, and the community helps the District reduce these risks and provide accommodations and proper treatment for anaphylactic reactions.^{[PRESSPlus3](#)}

The Superintendent or designee shall develop and implement an Anaphylaxis Prevention, Response, and Management Program for the prevention and treatment of anaphylaxis that:

1. Fully implements the Ill. State Board of Education (ISBE)'s model policy required by the School Code that: (a) relates to the care and response to a person having an anaphylaxis reaction, (b) addresses the use of epinephrine in a school setting, (c) provides a full food allergy and prevention of allergen exposure plan, and (d) aligns with 105 ILCS 5/22-30 and 23 Ill.Admin.Code §1.540.^{[PRESSPlus4](#)}
2. Ensures staff members receive appropriate training, including: (a) an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management, and (b) training required by law for those staff members acting as *trained personnel*, as provided in 105 ILCS 5/22-30 and 23 Ill.Admin.Code §1.540.^{[PRESSPlus5](#)}
3. Implements and maintains a supply of undesignated epinephrine in the name of the District, in accordance with policy 7:270, *Administering Medicines to Students*.^{[Q1](#)}
4. Follows and references the applicable best practices specific to the District's needs in the Centers for Disease Control and Prevention's *Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs* and the *National Association of School Nurses Allergies and Anaphylaxis Resources/Checklists*.^{[PRESSPlus6](#)}
5. Provides annual notice to the parents/guardians of all students to make them aware of this policy.^{[PRESSPlus7](#)}
6. Complies with State and federal law and is in alignment with Board policies.

Monitoring^{[PRESSPlus8](#)}

Pursuant to State law and policy 2:240, *Board Policy Development*, the Board monitors this policy at

least once every three years by conducting a review and reevaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its reevaluation and assessment of this policy's outcomes and effectiveness. Any updates will reflect any necessary and appropriate revisions.

LEGAL REF.:

105 ILCS 5/2-3.182, 5/10-22.39(e), and 5/22-30.

23 Ill.Admin.Code §1.540.

Anaphylaxis Response Policy for Illinois Schools, published by ISBE.

CROSS REF.: 4:110 (Transportation), 4:120 (Food Services), 4:170 (Safety), 5:100 (Staff Development Program), 6:120 (Education of Children with Disabilities), 6:240 (Field Trips), 7:180 (Prevention of and Response to Bullying, Intimidation and Harassment), 7:250 (Student Support Services), 7:270 (Administering Medicines to Students), 8:100 (Relations with Other Organizations and Agencies)

Questions and Answers:

***Required Question 1. Has the Board adopted the School District Supply of Undesignated Epinephrine Injectors subhead in policy 7:270, *Administering Medicine to Students*?

Note: Be sure that the Board's adoption of the subhead regarding Undesignated Epinephrine Injectors in policy 7:270 is in alignment with the District's implementation of 105 ILCS 5/22-30, amended by P.A. 102-413. If the district maintains a supply of undesignated epinephrine injectors, but has not adopted the subhead in policy 7:270, see the **PRESS** sample, available at **PRESS** Online by logging in at www.iasb.com, at f/n 12.

Yes (default)

No (IASB will delete #3 in alignment with policy 7:270.)

PRESSPlus Comments

PRESSPlus 1. This policy is updated in response to 105 ILCS 5/2-3.182, added by P.A. 102-413, requiring districts to adopt or update by 8-17-22 an anaphylaxis policy addressing prevention of and response to anaphylaxis in accordance with the model policy developed by the Ill. State Board of Education (ISBE), *Anaphylaxis Response Policy for Illinois Schools, (ISBE Model)*, available at: www.isbe.net/Documents/Anaphylactic-policy.pdf.

It is presented as rewritten for PRESS Plus subscribers, however, a redlined version showing the changes made is available at **PRESS** Online by logging in at www.iasb.com.

The law requires the *ISBE Model*, and in turn a board's policy based on the *ISBE Model*, to include: (a) a procedure and treatment plan, including emergency protocols and responsibilities for school nurses and other appropriate school personnel, for responding to anaphylaxis, (b) requirements for a training course for appropriate school personnel on prevention and responding to anaphylaxis, (c) a procedure and appropriate guidelines for the development of an individualized emergency health care

plan for children with a food or other allergy that could result in anaphylaxis, (d) a communication plan for intake and dissemination of information provided by Illinois regarding children with a food or other allergy that could result in anaphylaxis, including a discussion of methods, treatments, and therapies to reduce the risk of allergic reactions, including anaphylaxis, (e) strategies for reducing the risk of exposure to anaphylactic causative agents, including food and other allergens, and (f) a communication plan for discussion with children who have developed adequate verbal communication and comprehension skills and with the parents or guardians of all children about foods that are safe and unsafe and about strategies to avoid exposure to unsafe food. 105 ILCS 5/2-3.182(b).

The *ISBE Model* is primarily focused on item (a). Little to no guidance for schools regarding items (b)-(f) exists in it other than to generally cite to voluminous resources made available by the Centers for Disease Control and Prevention (CDC) and National Association of School Nurses (NASN). This policy and its implementing procedures (available at **PRESS** Online by logging in at www.iasb.com) are designed to supplement the *ISBE Model* and further lead school officials to resources regarding items (b)-(f). 105 ILCS 5/2-3.182(b)(1-6).

Issue 109, May 2022

PRESSPlus 2. The *ISBE Model* does not provide a specific definition for *anaphylactic emergency*, but it appears to use that term and *anaphylaxis* interchangeably. **Issue 109, May 2022**

PRESSPlus 3. The *ISBE Model* provides that students at risk for anaphylaxis benefit from a policy that coordinates a planned response in the event of an anaphylactic emergency, and it emphasizes that an emergency plan should include all stakeholders. The clause “using a cooperative effort among students’ families, staff members, students, health care providers and emergency medical services, and the community” is optional and can be removed. The purpose of the clause is to share responsibility for management among all stakeholders. **Issue 109, May 2022**

PRESSPlus 4. Number one outlines the goals that the legislature directed ISBE to include in the topics covered by the *ISBE Model*. 105 ILCS 5/2-3.149(a)-(c). The *ISBE Model* is based on the *Virginia Dept. of Education Anaphylaxis Policy*, available at: www.doe.virginia.gov/support/health_medical/anaphylaxis_epinephrine/, and it incorporates NASN recommendations for a comprehensive anaphylaxis school policy. See the *NASN Sample Anaphylaxis Policy*, at: www.nasn.org/nasn-resources/resources-by-topic/allergies-anaphylaxis. Boards may add further expectations and include additional goals that reflect those expectations here. Ensure that any additional expectations or goals align with policy 7:270, *Administering Medicines to Students*. **Issue 109, May 2022**

PRESSPlus 5. Number two includes the biennial in-service training program required by 105 ILCS 5/10-22.39(e) and training required by 105 ILCS 5/22-30(g) for those staff members who will be *trained personnel*, authorized by 105 ILCS 5/22-30(b-10), to provide or administer undesignated epinephrine in specific situations. The law authorizes *school nurses* and *trained personnel* to administer undesignated epinephrine. See policy 5:100, *Staff Development Program* (or, if the board has not adopted the list of all training in the policy, see f/n 5 of the sample policy at **PRESS** Online, available by logging in at www.iasb.com), and 7:270-AP2, *Checklist for District Supply of Undesignated Asthma Medication, Epinephrine Injectors, Opioid Antagonists, and/or Glucagon* (available at **PRESS** Online by logging in at www.iasb.com).

105 ILCS 5/22-30(b-5) does not specifically state that staff members authorized to administer (student-specific) epinephrine under a student's specific individual plan must also complete the more rigorous training required for *trained personnel*. However, the *ISBE Model* is clear that “[o]nly trained personnel should administer epinephrine to a student believed to be having an anaphylactic reaction,” and it requires each building-level administrator to identify at least two employees, in addition to the school nurse (if any), to be *trained personnel*. The more in-depth training for staff members who may administer epinephrine (whether student-specific or undesignated) is also a best practice emphasized in the *CDC Guidelines*, which is referenced in the *ISBE Model*. **Issue 109, May 2022**

PRESSPlus 6. Number four refers to the CDC's *Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs*, at: www.cdc.gov/healthyschools/foodallergies/pdf/20_316712-A_FA_guide_508tag.pdf (*CDC Guidelines*), which is cited in the *ISBE Model* as a resource for a “full food allergy and prevention of allergen exposure plan.” Adopting the entire, voluminous *CDC Guidelines* document as policy is not practical. The *CDC Guidelines* also state that not every recommendation will be appropriate or feasible for every district's needs. The *National Association of School Nurses Allergies and Anaphylaxis Resources/Checklists*, at: <http://www.nasn.org/nasn-resources/resources-by-topic/allergies-anaphylaxis>, are also linked as a resource in the *ISBE Model*. The *ISBE Model* acknowledges that not all schools have access to school nurses or other health staff on a regular basis, and it encourages districts to take this into consideration when developing building-level plans. **Issue 109, May 2022**

PRESSPlus 7. Number five is required by 105 ILCS 5/2-3.182(c), added by P.A. 102-413. The notification must include contact information for parents/guardians to engage further with the district to learn more about individualized aspects of the policy. For ease of administration, districts may want to include this notification in student handbook(s). The Ill. Principal's Association (IPA) maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook* (MSH), at: www.ilprincipals.org/resources/model-student-handbook. **Issue 109, May 2022**

PRESSPlus 8. 105 ILCS 5/2-3.182(e) provides that ISBE shall review and update its model policy at least once every three years. Although this section does not expressly state that boards must also conduct a review within this time frame, that is the logical conclusion based on a board's duty in 105 ILCS 5/10-16.7 to direct the superintendent through policy. **Issue 109, May 2022**

LYONS TOWNSHIP HIGH SCHOOL

BRIAN P. WATERMAN, SUPERINTENDENT

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) – 1st Reading

DATE: Monday, August 8, 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 first 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:

Greg Gardner, Associate
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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~~ 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

Lyons Township High School District 204

LYONS TOWNSHIP HIGH SCHOOL



LESLIE C. OWENS Director of Student Services
District Office 100 S. Brainard Avenue LaGrange, IL 60525

TO: Lyons Township High School District #204 Board of Education

FROM: Leslie Owens, Director of Student Services
Jennifer Tyrrell, Principal

DATE: Monday, August 8, 2022

RE: Behavior, Attendance, and LTHS Student Handbook Information and Updates

The following displays attendance and discipline data for two school years: the 2018-19 school year and the 2021-22 school year. As we continue to navigate education in the context of the COVID pandemic, we are highly aware that our students have experienced many hardships since March of 2020 and we will continue to study to better understand the impact of lockdowns, illness, remote learning, the return to in-person learning, and nationwide social unrest on our students, as well as the various ways in which our students demonstrate the impact of those hardships.

Student behavior data is collected year-to-year to provide essential information about large-scale successes and areas of challenge, as well as to develop interventions, and make adjustments to practices as applied to large groups as well as individual students. Behavior and attendance data are two essential components of our multidisciplinary student support teams as we know that changes in these domains for students can signal other, more significant concerns.

The 2018-19 and 2021-22 years were selected as they represent the last full school year completed prior to the pandemic, as well as the first school year post-pandemic that was entirely in-person. By comparing these two years we can see where any significant changes have occurred pre- and post-pandemic and, within the limitations of the data, we can gain a better understanding of the needs of our students and the fit of our programs and practices to student needs.

Total Reported Events	4350	Total Reported Events	3318
Attendance Referrals	2678	Attendance Referrals	1786
Behavior Referrals	1672	Behavior Referrals	1532
Attendance Referrals		Attendance Referrals	
All-Day Cut	260	All-Day Cut	169
4th Tardy	328	4th Tardy	176
5th Tardy	184	5th Tardy	62
6th Tardy	109	6th Tardy	34
7th Tardy (or Greater)	310	7th Tardy (or Greater)	77
Unexcused Absence	17	Unexcused Absence	338
Cut	1470	Cut	930
Total	2678	Total	1786
Top Behavior Referrals		Top Behavior Referrals	
Blatant Disrespect	68	Blatant Disrespect	71
Disruptive Behavior - Classroom	110	Disruptive Behavior - Classroom	52
Electronic Policy Violation # 1	125	Electronic Policy Violation # 1	164
Failure to Follow Directions	61	Failure to Follow Directions	72
Inappropriate Behavior	217	Inappropriate Behavior	143
Insubordination	108	Insubordination	67
No Show Detention	346	No Show Detention	335
Physical Confrontation	68	Physical Confrontation	59
Verbal Confrontation	10	Verbal Confrontation	36
Theft	52	Theft	32
Tobacco Policy Violation	46	Tobacco Policy Violation	83
Drug Offenses	42	Drug Offenses	51
Alcohol	8	Alcohol	4
		Referrals Unique to SY 2018-19	
		PE No-Dress	49
		Cheating/Plagiarism	63

To summarize the above information:

- There were 1,032 more Total Reported Events during SY 2021-22
 - There were 862 more Attendance Events reported in SY 2021-22 than in SY 2018-19
 - There were 140 more Behavior Events reported in SY 2021-22 than in SY 2018-19
- With regard to Attendance Events, the following changes were noted:
 - There were 91 more All-Day Cuts reported in SY 2021-22 than in SY 2018-19
 - There were 233 more 7th Tardies (or more) reported in SY 2021-22 than in SY 2018-19
 - There were 321 more Unexcused Absences reported in SY 2018-19 than in SY 2021-22
 - There were 540 more Cuts reported in SY 2021-22 than in SY 2018-19

- With regard to Behavior Events, the top reported events categories largely remained the same though there were changes to the number of reported events within the different categories. For ease of comparison the events were paired for each SY with the number of reported events highlighted where higher.
- It should be noted that there were two Behavior Referral categories reported for SY 2018-19 that were unique to that school year.
 - Reported PE No-Dress Referrals accounted for 3.2% of the total reported Behavior Referrals during SY 2018-19, while Cheating/Plagiarism accounted for 4.1% in the same year. Handbook/practice changes in both PE Dress and Cheating/Plagiarism likely account for the lack of these referrals during SY 2021-22

As part of our desire to continuously improve and meet our students' needs, this information will continue to be gathered and analyzed on a quarterly and annual basis and will inform adjustments to practice, as well as forthcoming Handbook revisions. Additionally, our Student Support Teams will continue to use this, as well as other data, to assist in the identification of students in need of additional support.

Behavioral Expectations and SEL Plan

One specific way in which we have begun to address attendance and behavioral expectations is by designing common lessons and experiences for all students to open the school year. These lessons and experiences are designed specifically to provide instruction that results in knowledge and skills for students that support their academic and social success.

Monday, August 22 is the first day of the 2022-23 school year. LTHS will follow a traditional bell schedule in which students will go to all of their classes. All classes will spend the day building classroom community and co-creating student learning and behavior expectations. Students will have the opportunity to get to know their teachers and classmates through participating in inclusion activities.

There will be a Social Emotional Learning focus within all classes on Tuesday, August 23. We will again follow a traditional bell schedule in which students will attend all of their classes. On August 23, students will have the opportunity to participate in lessons designed to help them feel confident about starting the 2022-23 year. Additionally, the lessons have been designed in order to set the foundation for a positive 2022-23 school year at LTHS. We have planned for a different lesson each period so students do not have repeat experiences throughout the day; all students will participate in the lessons. We are also hopeful that the design of the day will result in our students feeling more connected to each other and the LT community, in general. The day will start with a technology focus in order to ensure all students are able to connect to our network with their Chromebook. Other topics for the day include: School Safety, Working Collaboratively/Respectful Interactions/School Culture & Belonging, Digital Citizenship, Executive Functioning, and RULER/impact of emotions.

Starting on Wednesday, August 24, teachers will review syllabi as well as discuss course expectations.

During the week of August 29, all students will have the opportunity to meet with our Assistant Principals during lunch/study hall time. Assistant Principals will review the LTHS handbook and share important attendance information as they set behavior/attendance expectations for the 2022-23 school year.

LTHS Handbook Changes

LTHS partnered with Franczek to complete a legal review of the student handbook. The following updates were made for the 2022-23 school year:

- The handbook has been reorganized and the table of contents updated.
- References to LTHS District 204 Board Policy have been included where applicable.
- Updates were made to the Administering Medicines to Students and Sexual Harassment sections to align to LTHS Board Policy.
- Updates were made to the attendance section to align to state code and administrative practice for the 2022-23 school year. LTHS will recommit to attendance handbook language during the 2022-23 school year.
- Updates were made to the LTHS Code of Conduct to include that students need to, “display conduct becoming a District 204 representative, including after school, on days when school is not in session, whether on or off school property, and in public communications posted on social media sites.”

While the legal review resulted in some changes to the LTHS Handbook for the start of this school year, more substantive changes can be expected in the future. These changes, however, will be the work of a multi-disciplinary committee that will be created this fall to include parents/guardians, students, and staff in an advisory capacity. This multi-disciplinary committee fulfills school code obligations but more importantly, it aligns with the district’s desire to include stakeholder voice to ensure comprehensive programs, practices, and policies that represent our community and amplifies our commitment to a culture of belonging.

RECOMMENDATION:

It is recommended that the Board of Education approve the 2022-2023 LTHS Student Handbook as presented.

2022 - 2023



**Lyons Township
High School**

STUDENT HANDBOOK



LYONS TOWNSHIP HIGH SCHOOL STUDENT AND PARENT HANDBOOK

2022-2023

<p><u>South Campus</u> 4900 S. Willow Springs Rd Western Springs, IL 60558</p>	<p><u>North Campus</u> 100 S. Brainard Ave LaGrange, IL 60525</p>
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PHONE (708) 579-6500 / (708) 579-6300
ATTENDANCE (708) 579-6528 / (708) 354-4700
FAX (708) 579-6874 / (708) 579-6334

WEBSITE: www.lths.net

Property of: _____
Address: _____
City/State/Zip Code: _____
Phone: _____
Student ID# _____

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Lyons Township High School Bell Schedule

2022 – 2023

Regular Schedule		Period	Late Start
	7:40	Warning Bell	9:10
	7:45 – 8:33	1	9:15 – 9:48
	8:39 – 9:27	2	9:54 – 10:27
	9:33 – 10:21	3	10:33 – 11:06
L U N C H	10:27 – 10:52	4A	11:12 – 11:37
	10:57 – 11:22	4B	11:42 – 12:07
	11:28 – 11:53	5A	12:13 – 12:38
	11:58 – 12:23	5B	12:43 – 1:08
	12:29 – 1:17	6	1:14 – 1:47
	1:23 – 2:11	7	1:53 – 2:26
	2:17 – 3:05	8	2:32 – 3:05

School			
	Comm Schedule	Improvement Day	Delayed Start
1	7:45 – 8:29	7:45 – 8:08	10:00 – 10:25
2	8:35 – 9:19	8:14 – 8:37	10:31 – 10:56
3	9:25 – 10:33 <small>(Comm Period)</small>	8:43 – 9:06	11:02 – 11:27
4A	10:39 – 11:04	9:12 – 9:35	11:33 – 11:58
4B	11:09 – 11:34	(No Lunches)	12:04 – 12:29
5A	11:40 – 12:05	9:41 – 10:04	12:35 – 1:00
5B	12:10 – 12:35	(No Lunches)	1:06 – 1:31
6	12:41 – 1:25	10:10 – 10:33	1:37 – 2:02
7	1:31 – 2:15	10:39 – 11:02	2:08 – 2:33
8	2:21 – 3:05	11:08 – 11:30	2:39 – 3:05

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August, 2022

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Dear Parents/Guardians and Students:

The **LYONS TOWNSHIP HIGH SCHOOL HANDBOOK** has been organized to provide you with essential information. We encourage you to read it carefully and to discuss its contents.

Included are sections on attendance, graduation requirements, academic information, student services, attendance/disciplinary procedures, co-curricular activities, athletics, and other general information. Applicable sections of the 2022-23 Lyons Township High School Handbook also include references to District 204 Board Policy. For more detailed curricular information, please refer to the Academic Program Guide.

This handbook is posted as a way of notifying you of the expectations, policies, and procedures of Lyons Township High School. Our belief is that an effective partnership with parents and students is based upon this sharing of information.

We hope the 2022-2023 school year is successful academically, intellectually and socially for you!

WE ARE...LT!

Sincerely,

Dr. Jennifer Tyrrell
Principal

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District Administration

Superintendent	Brian Waterman, Ed.D.
Director of Business Services	Brian Stachacz
Director of Curriculum and Instruction	Scott Eggerding
Director of Equity & Belonging	Jennifer Rowe, Ed.D.
Director of Human Resources	Ed Piotrowski
Director of Student Services	Leslie Owens
Director of Technology	Ed Tennant

Building Administration

Principal	Jennifer Tyrrell, Ed.D.
Associate Principals	
South Campus	Greg Gardner
North Campus	Kevin Brown
Assistant Principals	
South Campus	Bryan Radavich ('26)
	Adam Davis ('25)
North Campus	Kelly Dostal ('24)
	Darrell Mathis ('23)

Division Chairs, Assistant Chairs and Directors

Athletics	John Grundke
Fine Arts	
Assistant Chair	Mark Dahl
Global Studies	Daniel Buys, Ed.D.
Assistant Chair	Mica Vahl
Assistant Chair	Danielle Radzialowski
Language Arts	Karen Raino
Assistant Chair	Toby Casella
Learning Resources	Jennifer Tyrrell, Ed.D.
Mathematics/Science	Collin Voigt
Assistant Chair	Britt Lindahl
Assistant Chair	Annette Orrico
Physical Welfare	Kurt Johns
Assistant Chair	Susie Murphy
Special Education	Melissa Moore, Ed.D.
Assistant Chair	Allison Doyle
Student Services	Drew Eder
Director of Student Activities	Peter Geddeis
Coordinator of Assessment & Research	Kristine Zieman

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The provisions of this handbook are not to be considered an irrevocable contractual commitment between the school and the student. Rather the provisions reflect the current status of the rules, practices, and procedures as currently practiced and are subject to change. Information contained in the handbook is the responsibility of student and parent. All educational opportunities at Lyons Township High School, District #204 will be offered without regard to race, color, national origin, sexual orientation, gender or handicap.

PHILOSOPHY STATEMENT

The Lyons Township High School District #204 will provide an environment where teachers can teach and students can learn. It is expected that co-curricular programs will have the same environments. To achieve this environment, expectations of behavior and conduct shall be established that govern the entire school operation, classrooms and instructional areas, co-curricular groups and activities, and school facilities. Expectations of behavior shall be established, keeping in mind, that proper behavior is part of learning and development. Expectations will be accompanied with consequences that are appropriate for the lack of meeting the expectations. Consequences shall be applied fairly regardless of race, creed, sex, national origin, or social standing. The LTHS District #204 established discipline policies and procedures to ensure the maintenance of the proper environment and to make all members of the LT community aware of the expectations and consequences.

I. HOMELESS STUDENTS – NOTICE OF RIGHT TO ENROLL

District #204 recognizes the following student rights under the federal McKinney-Vento Act and the Illinois Education for Homeless Children Act:

Immediate enrollment for homeless students in their school of origin, school of last attendance or LTHS if the shelter or other temporary housing are within District #204 boundaries (*see Board Policy 6:140—Education of Homeless Children*);
Transportation as provided for other students in the district (*see Board Policy 4:110—Transportation*);

All services available to students at LTHS; and Referral for dispute resolution. Contact the Associate Principals' 708-579-6300 (NC) / 708 579-6500 (SC) for additional information.

II. STUDENTS WITH DISABILITIES

District #204 provides a free appropriate public education to students through 21 years of age who are identified as having a disability that adversely affects academic performance and as being in need of special education and related services pursuant to State and Federal law and Board Policy 6:120—*Education of Children with Disabilities*. Any student who exhibits problems that indicate the child may have a disability and need special education services to benefit from an education should be referred to the building Student Services Team via the student's counselor, social worker, or building psychologist to determine if a case study evaluation is necessary. A variety of services and supports are available to meet the unique needs of each student.

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Interpretation services are available at IEP meetings for parents whose native language is other than English, or who are deaf, to assist with participation in the meeting. If you would like an interpreter at your child’s IEP meeting, please request an interpreter by completing a Request for Interpreter Form, found on the Special Education Department page of the LTHS website or by contacting the LTHS Special Education office at (708) 579-6521. You have the right to request that the interpreter serve no other role in the IEP meeting other than as an interpreter and the District will make reasonable efforts to fulfill this request.

Please contact the Special Education Office at (708) 579-6521 if you have any questions or complaints about interpretation services. For further information please contact the Special Education Division Chair at 708-579-6520.

A. SPEECH LANGUAGE THERAPY

To assist all students with speech and language disabilities, a speech-language pathologist is available at each campus. Questions regarding this special education service are available by calling the Special Education Office at 708-579-6520.

B. SECTION 504 OF THE REHABILITATION ACT

District #204 develops appropriate Section 504 Plans for students whose academic progress is being affected by some type of physical and/or medical impairment. Students should be referred to the building Student Services Team via the student’s counselor. For further information please review Board Policy 6:120—Education of Children with Disabilities and contact your student’s counselor.

III. ACADEMIC INFORMATION

For specific information regarding an academic program, please consult the Academic Program Guide.

A. ACADEMIC GRADING SYSTEM

Grades and credits are necessary elements of academic performance. Grades earned represent an appraisal of student academic achievement based on the attainment of objectives standards, and expectations of the course in which he/she is enrolled (*see Board Policy 6:280—Grading and Promotion*).

Academic achievement is represented by the letter grades as follows:

A=Superior	B=Above Average	C=Average	D-Below Average
F=Failure	W=Withdrawal	WF=Withdrawal Failing	I=Incomplete
CR=Credit	NC=No Credit		

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B. COURSE LEVELS

Academic courses at LTHS are assigned levels based on their academic difficulty. Student placement in course levels is accomplished through a variety of measures including but not limited to prior academic performance, test results, teacher recommendation, and parent input. Brief descriptions of course levels are given below. More detailed information may be found in the Academic Program Guide.

1. Level III (PREP) – Preparatory courses are planned for students who have attained basic skills and who are working toward higher competencies. Preparatory courses are designed to prepare students for post-high school education.
2. Level IV (ACCEL) – Accelerated courses are planned for students working at a higher challenge level or at an accelerated pace.
3. Level V (Hon/AP) (see Board Policy 6:135—Accelerated Placement Program) – Honors and AP courses are planned for students with exceptionally rapid learning abilities or who are preparing for an Advanced Placement examination.

C. WEIGHTED/UNWEIGHTED GRADES

In computing a student's GPA, the grade point value for each letter grade earned in each course is added together. The sum is then divided by the total number of courses taken per semester. The un-weighted grade point value table is based on a 4-3-2-1-0 scale and is standard among many colleges/universities. The weighted grade point value table has as its norm the 4-3-2-1-0 scale at Level III courses and is adjusted based on rigor for Accelerated and Honors.

A student receives both an unweighted and weighted GPA. All semester grades that a student has earned in all courses are used to compute both unweighted and weighted GPA. The exceptions to this are Credit/No Credit (CR/NC) grades (including credit for Driver Education taken at private/commercial/non-approved driver education school); Audit Unsatisfactorily completed (AU), Audit Satisfactorily completed (AS), Incomplete (I), Withdrawal (W), and Conditional Pass (CP).

1. The un-weighted GPA reflects a student's achievement in courses when compared to all class grade members (9, 10, 11, or 12).
2. The weighted GPA reflects a student's achievement based on the academic rigor of their courses.

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The tables used to determine weighted and unweighted GPA are as follows:

WEIGHTED GRADE POINT VALUE TABLE

	III	IV	V
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0

Weighted/Unweighted Grades – Continued

UN-WEIGHTED GRADE POINT VALUE TABLE

	III	IV	V
A	4	4	4
B	3	3	3
C	2	2	2
D	1	1	1
F	0	0	0

D. HONOR ROLL

Honor Roll status is determined by the unweighted or weighted GPA, whichever is higher. Honor Roll status is achieved with an unweighted or weighted GPA of 3.125 or higher. To be eligible, a student must be enrolled in at least five courses (or their equivalent), Physical Education/Health, and receive no failing (F or WF) grades. Of particular note,

1. All grades earned by a student apply toward honor roll determination with the exception of AS, AU, CR, NC, and W grades. **Please refer to page 19 of the Academic Program Guide for additional information.
2. Honor roll is determined by using an unweighted or weighted grade point value table for grades earned.
3. Honor roll status is determined using unweighted or weighted GPAs, whichever is higher.
4. Honor roll is calculated, awarded and announced 4 times each year.
5. Semester honor roll is posted at the end of the first and second semesters and is based on the entire semester's work including final semester examinations.
6. Summer School grades do not apply to any of the honor rolls.

E. CREDIT/NO CREDIT

1. Students may elect a course on a credit/no credit (CR/NC) basis instead of earning a traditional letter grade (see Board Policies 6:310—Credit for Alternative Courses and Programs, and Course Substitutions; 6:320—High School Credit for Proficiency). (Note: Some colleges may not accept credit/no credit courses which are

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- needed for college entrance.)
2. CR/NC courses are not used in GPA.
 3. Courses designated CR/NC in the Academic Program Guide may be taken as follows:
 - a. Minimum of five (5) subjects must be carried, exclusive of Physical or Driver Education.
 - b. Students may enroll in only one course for (CR/NC) per semester or per summer term.
 - c. All students must submit a completed application within the first 4 weeks of a semester.
 - d. An annual course may be selected at the start of its second semester for (CR/NC) even though it was not selected first semester, provided all conditions are still met. Students selecting both semesters of an annual course as (CR/NC) must apply for each semester separately.
 - e. Students taking courses for the (CR/NC) option must earn grades of C- or higher in order to receive credit for these courses.
 - f. Independent study courses may not be taken as (CR/NC).
 - g. Dance Studies 1, 2, & 3 may be elected for (CR/NC) only if they are taken as a Creative Arts graduation requirement and must be taken in addition to a regular PE course during the same semester.

F. PROMOTION AND RETENTION OF STUDENTS

1. In general students are classified as freshmen, sophomores, juniors, and seniors according to the number of credits they have earned. Requests for special classification should be made to the Principal.
2. The Board of Education will promote students to succeeding grade levels as they successfully meet District #204 academic standards embodied in course curricula or in courses of study demonstrated to be comparable to that of District #204 (see Board Policies 6:280—Grading and Promotion; 7:40—Nonpublic School Students, Including Parochial and Home-Schooled Students; 7:50—School Admissions and Student Transfers To and From Non-District Schools). A student who passes and earns credit in a course is assumed to have successfully met District #204 standards embodied within that course.
3. Students earn academic grade level promotion based upon the following earned academic credit sequence (see Board Policy 6:280—Grading and Promotion).
 - a. In order to be promoted from grade 9 to grade 10, a student must pass a minimum of 5.00 units of academic credit.
 - b. In order to be promoted from grade 10 to grade 11, a student must pass a minimum of 10.00 units of academic credit.
 - c. In order to be promoted from grade 11 to grade 12, a student must pass a minimum of 15.00 units of academic credit.
 - d. In order to graduate and earn a diploma from Lyons Township

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High School District #204, a student must pass a minimum of 23.00 academic credits and fulfill all other District #204 requirements for high school graduation.

Counselors will meet with any of their advisees who are in jeopardy of not passing the required units of credit for promotion to the next grade level after 1st quarter, semester, and 3rd quarter grades have been issued. Counselors will inform students of their deficiency in credits and the possibility of not being promoted to the next grade level. Counselors will discuss with the student the various options for delineating the specific steps that will be taken to remediate the deficiencies. Once failure notices are received at the end of a school year and the following summer school session, counselors will contact students to make any necessary adjustments in the selection of courses for the following academic year.

G. SUMMER PROGRAMS

Lyons Township High School District 204 offers Summer Academic and Activity tuition programs for students in the community. The program is designed to help students make up credits, accelerate their progress, and/or enrich their high school programs.

Information on Summer Academic Programs is available in the Academic Program Guide and in Summer Activity Program brochures during registration time in late winter. Information can be obtained by contacting the Summer Program Office (708-579-6313). Students must furnish their own transportation to all summer programs.

H. GRADUATION REQUIREMENTS

A student must successfully complete all graduation requirements as specified by Board Policy 6:300—*Graduation Requirements*, the Illinois State Board of Education, and The School Code of Illinois.

As a rule, a student is not graduated unless he/she has spent at least one (1) year in residence; this must be the last year of high school. A student must earn twenty-three (23) academic credits to receive a diploma at LTHS, and earn a passing grade on a test covering the Constitution of the State of Illinois and of the United States of America.

Subject Area/Course Required Credits

Consumer Education ½ (.5) Driver Education ½ (.5) English 4 (4.0)

Health Education ½ (.5) Mathematics 3 (3.0)

Physical Education 3 ½ (3.5)

Science 2 (2.0)

United States History 1 (1.0)

World History 1 (1.0)

Civics ½ (.5) Creative Arts/Practical Arts Additional Electives 5½ (5.5)

TOTAL 23 (23.0)

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- I. **PROGRESS REPORTS**
 1. Sent for these purposes
 - a. Commending students for outstanding work
 - b. Recognizing successful effort to overcome difficulties
 - c. Indicating danger of failing
 - d. Observing lack of achievement to level of capacity
 - e. Requesting parental help to overcome problems
 2. Intentions
 - a. Inform parents of strengths and weaknesses
 - b. Facilitate cooperation between home and school
 - c. Provide supplementary information to support grade
 3. Notification
 - a. Written notice
 - b. Telephone call
 - c. Personal conference
 - d. E-mail communication
 - e. Available to parents & students via Infinite Campus
 - f. Any combination of above
 4. How to reach a teacher
 - a. Call LTHS, 708-579-6300 (NC) or 708-579-6500 (SC)
 - b. Leave a message so the teacher can return the call. (Teaching schedules may restrict teacher availability at time of call.)
 - c. Each employee was given a personal voicemail box number. Parents may access an individual by calling 708-579-6140 and either dial the first three letters of his or her last name or request a directory listing.
 - d. Via email – teacher’s first initial – last name @lths.net (no spaces).

LTHS utilizes Infinite Campus as an important communication tool with parents and students. Faculty have been trained in its use. LTHS provides incoming parents and students with user IDs and passwords to access the system.

Information regarding the use of Infinite Campus is available on the LTHS website and support for students and parents is provided via the Discovery Center staff.

IV. SCHEDULE CHANGES

Once initial student academic ability level placement is made following the process described under Initial Academic Ability Level Placement Procedures on page 10, a student’s placement may be reviewed periodically to ensure that he/she is placed at an appropriately challenging level. Academic ability level changes may be made for students seeking a challenge (to a higher level) or for students experiencing exceptional difficulty (to a lower level). District guidelines for academic ability level changes are necessarily restrictive to ensure space is available in classes and that students begin the year in the best possible placement in an appropriate class. Barring significant exceptions, most changes are made for 1st semester by March of

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the previous school year and starting the week after Thanksgiving for 2nd semester. North Campus students who drop a 1st or 8th period class are not eligible for an unscheduled study hall.

A. PLACEMENTS

1. For sitting freshmen, sophomores, juniors and seniors, placements are based on the recommendations of LT teachers.
2. If a student and/or parent wish to adjust a placement, the student and parent consult first with the student's teacher to review the current placement and determine if a change is warranted.
3. After parents and students have reviewed the differences in levels and the reasons for level recommendation changes, parents and students have the final say in the decision.
4. Changes are only made when space is available.
5. After initial placement and scheduling are completed in February, schedule changes are not permitted. Initial student course selections made during registration will be accommodated whenever possible. Important course and staffing decisions are based upon these selections. Student changes of mind or schedule preferences (teacher, period, time of day) will not be accommodated. Therefore, only for limited reasons will adjustments be considered and/or approved. Regardless of the request, students must continue attending class and completing assignments until notified of the decision regarding adjustment requests in case space is not available or a request cannot be accommodated.

B. SCHEDULE ADJUSTMENTS

1. Adding a Course - A course may be added to a student schedule during the first 10 days of the semester if the following criteria are met:
 - a. The student has a study hall that can be replaced by a course AND there is available space in the class during the same semester AND same period.
2. Necessary Course Adjustments - Individual courses can be adjusted based on the following criteria:
 - a. An adjustment necessitated by completion or non-completion of summer courses
 - b. An adjustment necessitated by first or second semester failures
 - c. An adjustment necessitated by a student's Individualized Educational Plan (IEP) supports
 - d. Documented change of college/career plans requiring a different course that cannot be accomplished during the 4 year academic plan, summer or remaining school years prior to graduation. This requires review by the College & Career Coordinator.
3. Drop to a Study Hall - Individual reviews by Student Assistance Teams may be considered for the following reasons:

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- a. Documented economic necessity to work
- b. Documented provision for unusual family care situations and/or
- c. Documented psychological inability to handle schedule.

C. LEVEL CHANGES

Student changes of mind on course preferences (teacher, period, time of day) are not considered for a level change and will not be accommodated. Level changes need review and approval by the Division Chair. Students requesting a change from initial course placement may include:

1. Level change (courses designated at different levels, and the content varies in scope, sequence and rigor). There are two windows of opportunity for requesting level changes--during course selection in the winter and during the first four weeks of each semester.
2. The change must be initiated within the first four weeks of a given semester.
3. Space must be available in the desired course and any other courses that may need to be changed to accommodate the request.
4. No existing course may be dropped to accommodate a level change after the start of a semester.
5. The grade from the previous course will not travel with the student.
6. The student will be required to make up major assignments. These will be determined by courses and departments so they are consistent among teachers who teach the same courses.

Please note the master school schedule is built based on student requests during winter registration; consequently, any changes beyond that may not be possible due to space availability. Therefore, approved level changes are not a guarantee of schedule changes when seats are not available to accommodate the change.

Any appeals on schedule adjustments should be directed to the North or South Campus Associate Principal.

A grade of “W” (Withdrawal) is used when a student drops or is removed from a course between the 10th day of a semester through the last day of the first or third quarter (see page 14 of the Academic Program Guide for acceptable circumstances). The grade “W” will appear on the report card and transcript thereafter. The “W” grade does not receive a grade point value, and is therefore not part of the weighted/unweighted GPA, or Honor roll computation.

A grade of “WF” (Withdrawal Failure) is used when a student drops a course during the second or fourth quarters (i.e., the halfway point or later of a semester) or is removed from a course at any time. The “WF” grade will

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appear on the report card and transcript thereafter. The “WF” grade receives a grade point value of 0 and is part of the weighted/unweighted GPA, class rank, and Honor Roll computation.

D. COURSE ACADEMIC ABILITY LEVEL PLACEMENTS

Personal growth involves making informed decisions and learning from the consequences of those decisions. For this reason, we ask students, with support and approval from parents and information from LT faculty and counselors, to select courses. Where decisions about courses are concerned, the role of the professional is to help parents and students make informed decisions which minimize failure and maximize success. In addition, the faculty member has the responsibility to maintain the integrity of the standards and expectations of the course.

Where academic ability levels are involved, freshman placement is based on grades, academic performance, and associate school teacher recommendations, in the given subject. Level placement for sophomores, juniors and seniors is based on the recommendation of the most recent teacher in a given subject and other pertinent information. If a parent and student wish a different academic ability level assignment, they must consult with the appropriate division chair to review the current placement and to determine if a change is warranted. After parents and students have reviewed the differences in levels and the reasons for the level recommendation, parents and students have the final decision.

If parents and students wish a different academic ability level assignment, they must consult with the student’s current teacher in that course and appropriate division chair to review the current placement and to determine if a change is warranted. After parents and students have reviewed the differences in levels and the reasons for the level recommendation, parents and students have the final decision.

V. ATTENDANCE

Lyons Township High School is committed to forming a partnership with parents to maintain regular student attendance and to prepare students for work/career expectations. Lyons Township High School is committed to the philosophy that every student should attend all of their classes every day. This does not include students that are medically unable to attend.

Students must be present in school in order to participate in athletics/activities events, or with prior approval from the athletics/activities director or assistant principal. Regular attendance and promptness in all classes are expected as essential for good performance. Excessive absences result in a loss of instructional time, making it more difficult to show mastery of material, thus potentially affecting the class grade or in a loss of class credit.

Lyons Township High School must enforce the State of Illinois law regarding

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compulsory attendance. The law specifies that parents/guardians have the obligation to see that their children are in regular attendance. In order to comply with State of Illinois law, the school reserves the right to determine if an absence is unexcused and/or constitutes truancy, in the school’s sole discretion. The attendance guidelines for Lyons Township High School are as follows:

A. EXCUSED ABSENCES

It is the parents'/guardians' responsibility to call the Lyons Township High School Assistant Principals' Office. Calls are expected on the day of the absence. Only calls from parents or legal guardians will be recognized. Emancipated students are allowed to report their own absences. Turning 18 does not grant that authority. It is important to note that a student who has been sick with a fever or vomiting must be symptom-free for 24 hours before returning to school. Students with excused absences/tardies have the responsibility to take the initiative to make up work they have missed. LTHS has a limit of 7 parent/guardian-initiated absences/tardies from a class per semester. When a student has 7+ absences in any class, the school requires written documentation for any subsequent absences, such as a medical doctor’s/treating physician’s note or judicial summons immediately upon returning to school. If such documentation is not provided, the absences/tardies will be considered unexcused and result in consequences or loss of privileges. Students with multiple or extended absences due to illness may be required to attend a meeting with an Assistant Principal and SST members. Parents/guardians must accompany the student at this meeting to discuss academic progress and educational plans.

Reason for absence	Parent/Guardian needs to call?	Counts toward Parent/Guardian Excused Total	Does not count toward Parent/Guardian Excused Total	Documentation Required
Court	Yes		X	X
Field Trip	No		X	
Funeral	Yes		X	
Homebound	No		X	
Illness	Yes	X		
Medical/Dental	Yes		X	X
Mental Health	Yes	X		
Nurse/Guidance/Admin Visit	No		X	
Official College Visit	Yes		X	X
Parent/Guardian Request	Yes	X		
Religious Holiday	Yes		X	
Suspension	No		X	
Testing	No		X	
Vacation	Yes	X		

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B. UNEXCUSED ABSENCES

A student's absence will be considered unexcused if the Assistant Principals' Office has not received a phone call from the student's parent or guardian, or a student has exceeded their seven parentally excused absences (absent medical documentation).

Unexcused absences are subject to disciplinary action as follows:

1. **First Unexcused Absence:** The Assistant Principals' Office will contact the student's parent or guardian and the student will conference with the Assistant Principal.
2. **Second Unexcused Absence:** The Assistant Principals' Office will contact the student's parent or guardian; and the student will be assigned a detention.
3. **Third or greater Unexcused Absence:** The Assistant Principals' Office will contact the student's parent or guardian; and the student will be assigned a Saturday detention.

As grade-level Assistant Principals monitor the attendance of students and reasons for absences, students will be referred to Student Support Teams and meetings will be scheduled with parents/guardians.

C. MENTAL HEALTH

Pursuant to Illinois law, students may take up to five mental health days per year. A student is not required to provide a medical note for a mental health absence. Students will be given the opportunity to make up any schoolwork missed during a mental health absence. Following the second mental health day, a student may be referred to the grade-level Student Support Team. Mental Health absences count toward the seven parental/guardian excused absence total.

D. CUTS

When a student misses a class period, multiple periods, or the entire school day, without parental approval it is classified as a cut. Students will be issued one hour of detention per class period cut.

E. ABSENCES OTHER THAN ILLNESS

Since regular attendance is crucial to a student's learning, the school discourages any absence other than those due to illness. Nevertheless, we recognize that on some occasions it may be necessary for a student to miss school for other reasons such as illness or death in the student's immediate family, doctor's appointments, religious observances, court appearances and college visits (with documentation). In those situations when a parent is aware that a student must be absent from school, the absence will be considered excused if a parent notifies the Assistant Principals' Office prior to the absence, and the absence does not exceed the seventh parental/guardian excused absence total. The student must take the initiative to make prior arrangements to complete assignments and make up tests for the classes to be missed.

F. PARTIAL DAY ABSENCE

When leaving the building during the school day, a parent must call to inform the attendance office of the time the student is to leave PRIOR to that time, preferably first thing in the morning. The student then must check out in the Assistant Principal's Office

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before leaving the building or it will not be considered an excused absence. When returning from appointments, the student must check back in at the Assistant Principal's Office. Failure to follow described check in/check out procedures will result in disciplinary consequences. The school reserves the right to contact doctors' offices to confirm appointments and/or to review documentation from court appearances.

G. PRE-PLANNED ABSENCE

In the event of a planned absence from school the parent must contact the Assistant Principals' Office. The student must contact the teacher to obtain assignments.

H. ILLNESS DURING THE SCHOOL DAY

If a student should become ill during the school day, they must obtain a pass from a classroom teacher to the Nurse's Office. Students should see the school nurse for medical attention, rather than contacting parents directly. The nurse will assess the student and contact the parent if it is determined that the student needs to go home. Students who violate this policy will be considered unexcused for all class periods missed.

I. TARDY PROCEDURES

In order to maximize instructional time, students are expected to arrive to all classes and study halls by the time the bell rings. Individual classroom teachers will be involved early in the intervention process so that they can be proactive in encouraging their students to be in class ready to work. Students who are more than 10 minutes late will be marked unexcused absent from that class. The tardy policy for students arriving within the first 10 minutes of class is:

1. First-Third Tardy: The teacher will conference with the student and problem solve how the student can get to class on time. An auto generated email will be sent to the parents/guardians.
2. Fourth Tardy: Automated referral through Infinite Campus handled by the Assistant Principals' Office. The student will meet with the Assistant Principal (conference) and a parent/guardian is contacted.
3. Fifth-Sixth Tardy: Automated referral through Infinite Campus handled by the Assistant Principals' Office. The student will be assigned a one hour detention. A parent/guardian will also be contacted.
4. Seventh-Eighth Tardy: Automated referral through Infinite Campus handled by the Assistant Principals' Office. The student will be assigned a two-hour Saturday or Wednesday Extended Day detention. A parent/guardian will also be contacted.
5. Ninth Tardy: Automated referral through Infinite Campus handled by the Assistant Principals' Office. The student will be assigned a four-hour Saturday or 3-hour Wednesday Extended Day detention. A parent/guardian will also be contacted.
6. Tenth Tardy or Greater: Automated referral through Infinite Campus handled by the Assistant Principals' Office. The student will be assigned an in-school suspension. A parent/guardian will also be contacted. Continued tardy referrals may result in the student receiving an escort to their classes.

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J. CHRONIC TRUANTS

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district. Students who miss 5% (9 school days) or more of the prior 180 regular school days without valid cause (a recognized excuse) are considered chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue. A parent or guardian who knowingly and willfully permits a child to be truant is in violation of the Illinois State Law. If chronic truancy persists after service and other resources are made available, the District will take further action, including:

1. Referral to the truancy officer
2. Reporting to officials under the Juvenile Court Act
3. Referral to the State's Attorney
4. Appropriate school discipline

K. STUDENTS MAKING UP WORK WHEN ABSENT

It is the student's responsibility to request information from their teachers about make-up work upon returning to class when they have missed part or all of a class period(s).

1. Make-up Work for Excused & Unexcused Absences - Students who have an absence are allowed to make up work and tests and receive credit. Assignments given before the days of absence will be due upon the student's return to class. Students will have 2 days for every one day of excused absence to make up missed work. Students should arrange with teachers the times to make up missed tests. If a test date was announced before the day of the student's absence, the student should be prepared to take the test upon their return to school. Teachers have the right to modify their make-up policies to meet individual needs and circumstances.
2. Make-up Work for Students with In-School Suspension - Students assigned to In-School Suspension will have the right to make up tests and assignments missed while serving In-School Suspensions.
3. Make-up Work for Students Suspended Out-of-School - Students have a right to make up work missed while suspended out-of-school. It is the responsibility of the student to contact their teachers to get missed assignments and arrange for any make-up tests. Students will have 1 day for every day they were suspended out-of-school to make-up missed work.

L. STUDY HALL

Study Hall is a part of the student schedule. Regular attendance and tardy expectations are the same as in the classroom. Athletes with athletic study hall must go to PE for the first week of the semester. Any disciplinary action in the athletic study hall may include the student being returned to PE class.

VI. STUDENT RECORDS

LTHS complies with Board Policy 7:340—*Student Records*, the Illinois School Student Records Act, the Family Educational Rights and Privacy Act, the Illinois Freedom of Information Act, and all other relevant State and Federal policies and procedures regarding retention and destruction of student records.

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A. PROCEDURE FOR REVIEWING RECORDS

1. All requests submitted in writing to Associate Principal; dated and signed. (Requests will be processed in accordance with Public Records Procedures of District #204, in compliance with the Illinois School Student Records Act.)
2. Requests usually granted and review completed within ten (10) working days.
3. The time to respond may be extended for an additional five (5) business days pursuant to the Illinois School Student Records Act.
4. Reviewer may review/inspect complete record unless request was for specific part(s) of record.
5. School staff member prepares summary statement of record inspection or review conference.
6. Student and parent/guardian sign statement prior to review.
7. Signed statement is permanent part of student record.

B. ACCESS TO RECORDS

1. Parents/Guardians or students have right to review student's own records.
2. If younger than eighteen, parents/guardians should request.
3. If older than eighteen, student should make a request.
4. Records may be copied for requesting person for reasonable fee.
5. If a parent/guardian or eligible student requests that student records are provided to a third party, school officials will only release information with written consent specifying information to be furnished and person/place receiving information.
6. Parent/student may receive a copy of records released for reasonable fee.

C. CLASSIFICATIONS

According to the Illinois School Student Records Act, materials and information in student's folder classified as either Permanent Record or Temporary Record.

1. Permanent Record - maintained for no less than sixty (60) years.
 - a. Basic identifying information, including both students and parents' legal names, addresses, birth date and place, gender.
 - b. Academic transcript, including grades, class rank, grade level achieved, graduation date, and college entrance exam scores.
 - c. Attendance records.
 - d. Accident reports; health records.
 - e. Record of release of permanent record information.
2. Temporary Record – deleted 5 years after graduation
 - a. Family background
 - b. Group and individual intelligence test scores
 - c. Aptitude test scores.

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- d. Psychological evaluations pertaining to intelligence, personality, academic achievement obtained from administering tests, observations, or interviews.
 - e. Elementary and secondary achievement level test results.
 - f. Teacher anecdotal records.
 - g. Disciplinary information.
 - h. Special education files/504/RTI files
 - i. Multidisciplinary staffing reports on placement IEP's test protocols.
 - ii. All records/recordings related to placement, hearing, and appeals.
 - iii. RTI and 504 evaluations and plans
 - i. Any verified reports from non-educational people, agencies, or organizations.
 - i. Other verified clearly relevant education information.
 - ii. Record of release of temporary record information.
3. Judicial request
- a. Student records available to any court of law or government agency acting with subpoena or under court order.
 - b. Parent/Guardian or student (eighteen or older) notification in writing that such subpoena being honored.

D. OBJECTIONS TO RECORD INFORMATION

1. Discussed between Associate Principal (custodian of student records) and person requesting information.
2. Associate Principal will outline procedures for Superintendent's review of objections.
3. Formal hearing may be held to resolve problem if not resolved between superintendent and parent/student.

E. RECORDS REVIEW PERSONNEL

1. Designee of Associate Principal, class counselors, makes records of counselees available for inspection and review.
2. Graduates or students not currently enrolled contact Associate Principal.

F. DIRECTORY INFORMATION

In accordance with relevant State and Federal laws and regulations and Board Policy 7:340—*Student Records*, directory information may be released to the general public, military recruiters, and colleges and universities unless parent requests otherwise. "Directory Information" shall be limited to:

1. Identification--name, address, gender, grade level, birthdate and place, parents' names and addresses
2. Academic awards, degrees, and honors
3. School sponsored activities, organizations

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4. Length of school attendance

G. MEDIA RELEASE

As part of our community relations efforts and student recognition programs, Lyons Township High School District 204 may periodically release or publish information regarding students and their accomplishments (see Board Policy 7:340—*Student Records*). Student information and/or images may be included in District publications, on the District website, television/radio station and District administered social media websites. Furthermore, D204 may allow the media in the school to cover non-public events, accomplishments and news stories and to use names, images, photographs or likenesses of students in electronic, video or printed form. All exclusionary requests must be mailed to Lyons Township High School, 100 S. Brainard Avenue, LaGrange, IL 60525 to the attention of the Community Relations Coordinator within the first 30 days of school.

Parents/guardians should understand that if they withhold consent, none of the student’s information would be released. This includes examples such as information/photograph for the yearbook, award listings such as honor roll and classroom projects highlighted in digital and print form.

Images/Names of Students Taken by Non-school Personnel

While the district limits access to school buildings by outside photographers/news media outlets (see Board Policy 8:10—*Connection with the Community*), it has no control over other students, news media, or outside entities that may post/publish a picture of an identified or unidentified student. District/school staff members will not identify a student for a photographer/reporter who was not pre-approved to be on district grounds by district/school officials.

This form does not include photographs or videos that do not feature your student but where your student appears in the background which may be released or published without parent authorization. In addition, images of students participating in extracurricular activities (e.g, athletic events, theatrical productions), which by their very nature involve exposure to the public, may also be released or published without authorization from parents.

VII. BEHAVIOR EXPECTATIONS

A. STUDENT BEHAVIOR EXPECTATIONS

ESTABLISHED BY BOARD POLICY 7:190—STUDENT BEHAVIOR AND GUIDED BY THE FOLLOWING PRINCIPLES

1. We treat each other with dignity and respect.
2. We keep our school neat and clean.
3. We solve our problems creatively by stopping, then thinking, and

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- then discussing our action.
4. We fit our language and actions to our audience and environment.
 5. We are responsible and accountable for our actions.

B. SAFE SCHOOL ENVIRONMENT

1. School and Classroom Safety – To maintain a safe learning environment, students are expected to follow school and classroom safety procedures. Students who violate safety rules will receive consequences that could include disciplinary action and/or removal from class with a failing grade.
2. Theft Prevention - The school provides reasonable security measures.
3. Bullying Reporting procedures (see Board Policies 7:20—Harassment of Students Prohibited and 7:180—Prevention of and Response to Bullying, Intimidation, and Harassment):
 - a. R.O.A.R. against bullies (Reach Out And Report) tell a staff-member, teacher, counselor, coach/sponsor, assistant principal, student assistant.
 - b. Tell your parents.
 - c. Use Speak Up line (708-588-7326) or speakupline@lths.net. E-mail address: adavis@lths.net, kdostal@lths.net, bradavich@lths.net, dmathis@lths.net. Remember to include: Your first and last name and a description of your bullying issue
 - d. Keep a written record of all bullying instances. Include the date, time and specifics.
 - e. A full investigation will be conducted when bullying is reported to an Assistant Principal. Consequences may include but are not limited to: parent notification, counselor involvement, detentions, and in-school or out of school suspension.
4. Weapons (see Board Policies 7:190—Student Behavior, 7:200—Suspension Procedures, and 7:210—Expulsion Procedures):
 - a. Possession/use/delivery/distribution/sale of weapons to include any firearm, include air or spring gun, knife, fireworks, ammunition, explosives, martial arts weapons or destructive devices, pepper spray/mace or any look-alike for any variety of weapons or other devices defined by the criminal code is strictly prohibited and will be cause for a 10-day out-of-school suspension from school and recommendation for expulsion from school. The police department will be notified. The following weapon violations may result in up to a two (2) calendar year expulsion, except that the expulsion period may be modified by the Superintendent, and the Superintendent’s determination may be modified by the Board of Education on a case by case basis.
 - b. Possession, use, control, or transfer of any gun, rifle, shotgun,

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- c. weapon as defined by Section 921 of Title 18, United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Act, or use of a weapon as defined in Section 24-1 of the Criminal Code
- d. Any other object if used or attempted to be used to cause bodily harm
- e. “Look a likes” of any weapon as defined in this Section
- f. Pursuant to the Firearm Concealed Carry Act, 430 ILCS 66/1 et seq., ALL persons on school property, including students, teachers, other District staff members, parents, volunteers, and other District visitors are prohibited from carrying a firearm into or onto any school building, real property, or parking area under the control of the School District, unless specifically permitted by State or federal law. This prohibition applies to all firearms, including concealed firearms for which a person has a concealed carry license.

5. Violence and Harassment

Pursuant to Board Policy 7:20—*Harassment of Students Prohibited* and State and local law, the District strives to maintain an orderly and appropriate learning and working environment where safety prevails. To these ends, the Board of Education of District 204 attempts to ensure students, teachers, administrators, school personnel and third parties, regardless of race, religion, gender, or sexual orientation, are respected and not subjected to violence, threats, harassment, intimidation, demeaning verbal abuse, or otherwise confrontational or inappropriate behaviors that disrupt the school’s educational atmosphere.

a. Definitions

For purposes of this policy, the following definitions apply:

- i. “School personnel” includes all employees, teachers, administrators, school board members, agents, volunteers, chaperones, contractors, and other persons subject to the supervision and control of the District.
- ii. “Students” includes District 204 students as well as students from other districts who are present on school grounds, at a school-sponsored activity, or at any activity that bears a reasonable relationship to school.
- iii. “Third parties” include persons, other than school personnel and students, who are on school grounds, at a school-sponsored activity, or at any activity that bears a reasonable relationship to school. Third parties may include parents.
- iv. Prohibited Conduct - District 204 prohibits school personnel, students, and third parties from engaging in

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any of the following conduct:

- (i) Any and all harassment, including, but not limited to, racial, religious, and/or sexual harassment;
- (ii) Violence and/or threats of violence;
- (iii) Intimidation;
- (iv) Cyber bullying;
- (v) Demeaning verbal abuse; and/or inappropriate confrontational behavior

b. Reporting

Any person who believes he or she has been the victim of prohibited conduct as defined in this policy (i.e., harassment, violence or threats of violence, intimidation, demeaning verbal abuse and/or inappropriate confrontational behavior by school personnel, students or third parties) should report the conduct immediately to the campus Assistant Principal. If the Assistant Principal is the alleged perpetrator, the report should be made to the campus Associate Principal. Any person with knowledge or belief of conduct which may constitute prohibited conduct is required to report the conduct immediately to the campus Assistant Principal, or if the Assistant Principal is the alleged perpetrator, to the campus Associate Principal. Any school personnel or student who fails to report prohibited conduct may be subject to disciplinary action. The District encourages reporting parties to use the report form available in all administrative offices on both campuses, but oral reports shall be considered complaints as well. The investigation will be conducted in a manner that protects the confidentiality of those involved to the greatest extent possible, consistent with the District's obligation to investigate, take appropriate actions, and comply with any discovery or disclosure obligations. School personnel involved in an investigation are expected to refrain from discussing it with others. The Superintendent shall be informed of every complaint or report made pursuant to this policy.

c. Investigation

Upon receipt of a report of complaint alleging prohibited conduct, District 204 shall promptly investigate all allegations. The investigation may be conducted by district officials or third parties designed by the District. Concurrent with the investigation, the District may take immediate action to protect the complainant, students, school personnel and/or third parties.

d. Early Identification – Aggressive Behavior

Any school staff member, who identifies a student as having

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demonstrated aggressive behavior, or behaviors that put the student at risk for aggressive behavior, shall refer the student to the building administrator. Lyons Township High School complies with the provisions set forth in the School Safety Act regarding the creation of a Threat Assessment Team and Threat Assessment protocols. The building administrator shall notify the student's parents/guardian of the referral and shall attempt to schedule a parent-teacher conference to discuss the referral, the findings of the Threat Assessment team and to recommend such available intervention procedures as are deemed reasonably appropriate.

e. Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting (*see Board Policies 7:200—Suspension Procedures and 7:210—Expulsion Procedures*). The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

f. Corrective Action

District 204 shall take appropriate disciplinary action against school personnel, students, and third parties found to have violated this policy. Disciplinary action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. District action for violations of this policy shall be consistent with applicable Board of Education policies, collective bargaining agreements, and Illinois federal law. District 204 shall immediately report potential criminal activity to appropriate law enforcement personnel, and may file a criminal complaint against any person violating this policy. In addition, District 204 may initiate a civil action against any person violating this policy.

g. Retaliation

District 204 prohibits retaliation against a person because the person has opposed what he or she believes in good faith to be prohibited conduct, or because he or she has made a report, filed a complaint, testified, assisted or participated in an investigation, proceeding or hearing regarding prohibited conduct. Retaliation includes any form of intimidation, reprisal or harassment. Any person engaging in retaliatory conduct shall be subject to disciplinary action, up to and including discharge, suspension/expulsion, and/or exclusion.

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- h. Annual Reviews and Updating

District 204 shall review this policy annually in order to ensure it is consistent with the current Board of Education policies, collective bargaining agreements within the District, and Illinois and federal law, and in an effort to continue to ensure no school personnel, students or third parties are subjected to harassment, violence or threats of violence, intimidation, demeaning verbal abuse and/or inappropriate confrontational behavior.
- i. Sexual Harassment
 - a. Sexual harassment of students is prohibited (see Board Policies 2:260—Uniform Grievance Procedure, 7:265—Title IX Sexual Harassment Grievance Procedure, 7:20—Harassment of Students Prohibited, 7:180—Prevention of and Response to Bullying, Intimidation, and Harassment, 7:10—Equal Educational Opportunities, 7:185—Teen Dating Violence Prohibited, and 7:190—Student Behavior).
 - b. For all reports or complaints alleging “Title IX Sexual Harassment” as defined in the District’s Title IX Sexual Harassment Grievance Process, the Title IX Sexual Harassment Grievance Process pursuant to Board Policy 2:265—Title IX Sexual Harassment Grievance Procedure will be used to process the report or complaint. Processing a report or complaint under the Title IX Sexual Harassment Grievance Process does not preclude processing some or all allegations of a report or complaint under other policies and procedures, to the extent allowed by Title IX and other laws.
 - c. For all other reports or complaints of sexual harassment other than Title IX Sexual Harassment, the following process will be used (see Board Policy 7:20—Harassment of Students Prohibited):
 - i. Students are encouraged to report claims or incidents of sexual harassment to the Nondiscrimination Coordinator, Building Principal, Associate Principals, Assistant Principals, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to a person of the student’s same gender. Complaints will be kept confidential to the extent practicable, subject to the District’s duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.
 - ii. For any report or complaint alleging sexual harassment that, if true, would implicate Title IX, the Nondiscrimination Coordinator or designee will determine whether action

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under Board Policy 2:265—Title IX Sexual Harassment Grievance Procedure will be initiated.

- iii. For any other alleged sexual harassment that does not require action under Board Policy 2:265, the Nondiscrimination Coordinator or Complaint Manager or designee will consider whether an investigation under Board Policy 2:260—Uniform Grievance Procedure; 7:180—Prevention of and Response to bullying; and/or 7:190—Student Behavior should be initiated, regardless of whether a written report or complaint is filed.

C. ACCESS TO STUDENT SOCIAL NETWORKING PASSWORDS AND WEBSITES

School authorities may request a student or his or her parent or guardian to provide a password or other related account information in order to gain access to the student’s account or profile on a social networking website if school authorities have reasonable cause to believe that a student’s account on a social networking website contains evidence that a student has violated a school disciplinary rule or procedure.

D. ELECTRONIC MEDIA POLICY

(see Board Policy 6:235—*Access to Electronic Networks*) - The use of personal electronic devices, including but not limited to smartphones, personal audio players, recording devices, and smart watches on school property is a privilege extended to students for purposes of educational and social enrichment in designated non-instructional areas such as the student cafeteria, study halls and hallways during passing periods. The use of electronic devices for educational purposes during instructional time will be at the sole discretion of the classroom teacher. The use of such devices is restricted to legal use as permitted by current state and federal laws and the institutional policies set forth in this policy. Any use of a personal electronic device that violates state or federal laws or the institutional policies defined in the Electronic Media Policy is strictly prohibited and is subject to the disciplinary process. The Electronic Media Policy remains in effect within all of our facilities, while on field trips or while functioning as a representative of the school (i.e. athletics and activities).

Where a quiet atmosphere is expected, such as classrooms, the counseling office, library, Discovery Center, detention or performances, use of devices is prohibited, unless explicit permission is granted. At no time, may a student record the class (audio or visual) or take a picture in any fashion unless the student has written permission from the teacher and the recording device is visible to everyone in the classroom. Video recording is not permitted on campus without written consent from the administration or for the express purpose of a classroom assignment.

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Privacy is expected, at all times, in locker rooms, restrooms and the Health Office. Electronic device use in these areas is strictly prohibited.

As a result of the sophisticated nature of electronic devices, unless specifically authorized by the teacher, any student with an electronic device that is being utilized during a test or quiz will be considered cheating and will be subject to the Cheating and Plagiarism disciplinary procedures. This includes all standardized assessments (ACT, SAT, PSAT, AP, etc.) that are administered at LTHS.

Information on the District’s Technology Services, including the Acceptable Use Policy, can be found in Board Policy 6:235—*Access to Electronic Networks*.

Level	<u>Examples</u> of Violations of the Network Access Agreement Form	Potential Consequences
Level I	Non-destructive violations of the Technology Contract (e.g., chewing gum, consuming food/drink in labs near equipment, playing music loudly, playing games, accessing social media sites and personal email except before and after school, using telephones, disruptive behavior in the labs).	First offense – handled within the classroom/lab. Repeated offenses will receive student misconduct.
Level II	Repeat of a Level I violation. Using another student’s ID to access the Discovery Center or Library. Wasteful use of resources (e.g. excessive printing, loading or maintaining excessive non-educational files on network, streaming media not related to academic activities during school hours, etc.) Tampering with District-owned equipment or settings. Bypassing or attempting to bypass the District’s Internet and/or email protective filters/firewalls.)	Loss of tech privileges for two weeks and/or additional discipline determined by the Assistant Principal.

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Level III	Repeat of a Level II violation. Accessing the network, applications and/or online services with another user's ID/password. Accessing another user's electronic folders and/or files. Producing and/or accessing files, applications and/or online services that are obscene, profane, drug or gang related, or otherwise inappropriate in violation of the Child Internet Protection Act. Accessing, copying and/or transferring system files. Copying commercial software and/or another user's file(s). Utilizing any sort of technological means to bully, intimidate and/or harass others.	Loss of tech privileges for four weeks and/or additional discipline determined by the Assistant Principal.
Level IV	Repeat of a Level III violation. Altering and/or distributing system files. Malicious destruction of equipment or software. Stealing equipment or software. Illegal activity.	Loss of tech privileges for at least one year and/or suspension as determined by the Assistant Principal and/or legal prosecution. Possible recommendation for expulsion.

Depending on the violation, the following are possible consequences for misuse: device search, loss of privilege, confiscation, notice to parents, detention, suspension or expulsion and/or notice to law enforcement authorities. If a student has lost privileges and requires use of technology resources during a class to complete course assignments, he/she may be permitted to do so with the approval of the Assistant Principal and timely notice to the Discovery Center staff. For offenses categorized as Level III or IV, approval of the Director of Technology is also required.

E. LIBRARY USAGE

(see Board Policies 6:230—Library Media Program and 6:235—*Access to Electronic Networks*) - The libraries at both campuses are open on school days from 7:00 am to 4:30 pm. Students may visit the library on a drop in basis before school, after school and during their lunch periods. Students using the library afterschool and needing a pass for the late bus must report no later than 3:15pm and remain until 4:25pm when late bus passes are given out. During Lunch Study Hall, students have the ability to sign up to use the library for computer access by using an online sign-up system located on the student resources tab of the LTHS website. The library is open for Lunch Study Hall students when the space is not in use by classes. The libraries strive to be a welcoming, safe place for all students and behavioral expectations are in

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place to ensure the space is utilized responsibly by all students. Students may be asked to return to their classes or refrain from visiting the library if attempts to redirect behavior are not adhered to.

F. FIELD TRIPS

(see Board Policy 6:240—*Field Trips*) – Field trips are planned by classes and other school groups as part of the student’s educational experience. No field trips will take place during the last two weeks of each semester. When a field trip involves only a partial absence, students are to attend all other classes that day which are not affected by the duration of the field trip. The school reserves the right to exclude a student from participating on a field trip. Such a decision would be determined on the basis of the student’s conduct and/or attendance in school. Students are required to ride the bus to and from the field trip.

G. LUNCHROOM EXPECTATIONS

1. Students must eat in the school cafeteria during their assigned lunch period.
2. Students are to arrive to the cafeteria within 2 minutes after the bell.
3. Students are responsible for having their own lunch or lunch money. Borrowing of food/money is prohibited.
4. Students are to maintain cleanliness of the tables and floors, clean up spills, dispose of trash properly, and return trays to the appropriate place.
5. Students are to treat cafeteria staff and supervisors with respect and follow their directions.
6. Cafeteria seating is on a first-come, first-serve basis
7. Lunch deliveries from 3rd party vendors are strictly prohibited.

The school reserves the right to assign student(s) to a specific table and/or lunch period. Students who fail to follow these expectations will be subject to disciplinary action(s).

VIII. SEARCHES

School officials may search and temporarily seize property such as, but not limited to, gym bags, backpacks, purses, lockers, electronic devices while on school property. This includes automobiles in the LT parking lot. (see Board Policy 7:140—*Search and Seizure*)

IX. DISCIPLINE

A. VIOLATION OF REGULATIONS

Actions that will subject a student to discipline include, but are not limited to, those set forth in Board Policy 7:190—*Student Behavior* and/or the following:

1. Aiding and Abetting – Any student who assists another student in the commission of a crime or violation of a school rule will receive

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- consequences accordingly.
2. Arson/possessing any fire-starting/explosive materials, including but not limited to fireworks and smoke bombs.
 3. Threats to school safety that may include, false safety alarm activation or threat, bomb threats, false 911 calls, and/or any false or true threat aimed at school safety or security.
 4. Bullying/Harassment - bullying other students verbally or physically will not be tolerated. Bullying is a conscious, willful, deliberate activity intended to harm where the perpetrator(s) get pleasure from the targeted person's pain/and or misery. It can be verbal, physical, and/or relational; have as its overlay race, ethnicity, religion, gender (including sexual orientation), physical, or mental ability; includes all forms of hazing and cyberbullying. It can be, and often is, continuous and repeated over time, but does not have to be. Once is enough to constitute bullying.
 5. Bus Misconduct - School buses and bus stops are considered school property; therefore, school rules governing student conduct apply to buses (and other such district vehicles, i.e., vans, cars, etc.) used in daily transportation, field trips, or sporting events. The bus route number on the face of the ID card must match the route number of the vehicle being boarded. Students are not permitted to ride a bus other than the one assigned. As agents of LTHS, bus drivers have authority to enforce school's discipline policies.
 6. Academic Dishonesty
 - a. Cheating is an attempt through fraud or collusion to gain unfair advantage for a student which undermines learning, the primary focus of our school. Cheating always involves the loss of academic integrity and inhibits the student's opportunity to learn. Therefore, any student involved in cheating will be subject to corrective action.
 - b. Plagiarism is the act of taking, in part or in whole, someone else's original ideas without appropriately crediting the source and presenting them as one's own. The ideas may be presented in written, visual, auditory, computational, electronic, or other forms. Plagiarism, like other kinds of cheating, sacrifices academic integrity. Students who plagiarize will be subject to not only corrective action, but also possible legal consequences.
 - c. Due Process: All divisions will follow the Disciplinary Procedures Relating to Cheating and Plagiarism in the Student Handbook. At any stage of this process (First, Second, or Third Offense), the student may also be disciplined for other misconduct (i.e. impersonation, theft, etc.) which includes suspension and/or recommendation for expulsion at the discretion of the administration. If, during the process of setting up a conference to remediate the behavior, a teacher finds another instance of plagiarism prior to the completion of the steps outlined in the policy, the student will be subject to the consequence of the

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next offense as well.

- i. **First Offense:** On the first offense, the teacher contacts both the student and parent, and completes a behavioral referral in Infinite Campus. The Assistant Principal then meets with the student (and parent when appropriate) in regards to the incident. At the conference, successive attempts at remediation will be outlined if the student continues to violate the school's policy. The student will be required to participate in a restorative intervention that includes a statement, reflection questions, and academic monitoring with the Assistant Principal. In addition, he/she will serve a one-hour detention before/after school to complete the original or alternative assignment provided by the teacher to demonstrate learning of the material. The student will receive a "M" as a placeholder until the assignment is completed. If the assignment is not completed within the timeline outlined in the teacher's syllabus, the grade will be converted to the lowest grade given in the course.
- ii. **Second Offense:** On the second offense, the teacher contacts both the student and parent, and completes a behavioral referral in Infinite Campus. A conference is held with the Assistant Principal, student, and the parent. The student will be required to participate in a restorative intervention that includes a statement, reflection questions, and academic monitoring with the Assistant Principal. In addition, he/she will serve a four-hour Saturday detention to complete the original or alternative assignment provided by the teacher to demonstrate learning of the material. The student will receive a "M" as a placeholder until the assignment is completed. If the assignment is not completed within the timeline outlined in the teacher's syllabus, the grade will be converted to the lowest grade given in the course.
- iii. **Third or Subsequent Offense:** On the third or any subsequent offense, the teacher contacts both the student and parent, and completes a behavioral referral in Infinite Campus. A conference will be held with the student, parent, and Assistant Principal. The student will be required to participate in a restorative intervention that includes a statement, reflection questions, and academic monitoring with the Assistant Principal. In addition, he/she will serve a one day of in school suspension to complete the original or alternative assignment

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provided by the teacher to demonstrate learning of the material. The student will receive a “M” as a placeholder until the assignment is completed. If the assignment is not completed within the timeline outlined in the teacher’s syllabus, the grade will be converted to the lowest grade given in the course.

EXAMPLES – Cheating and plagiarism can be observed or detected through, but not limited to, the following behaviors:

- i. copying homework (whether you give it to, or receive it from someone else)
- ii. looking on another students’ test or quiz
- iii. letting another student look on your test or quiz
- iv. using other methods of getting or giving answers on a test or quiz (including accessing the internet or other electronic devices)
- v. working with others on any assignment that was meant to be done by individuals or had not been explicitly assigned by the teacher as a collaborative assignment
- vi. taking papers in part or in whole from the Internet, other publications, or other students
- vii. taking information from another source that is not properly attributed
- viii. taking any part of a test to use or to give to another student
- ix. taking material from the teacher without permission

Note: The teacher may use computer software to determine the extent of plagiarism on any assignment.

7. Derogatory language, symbols or activities intended to offend or harass. They may include but are not limited to racial and ethnic slurs/expressions.
8. Deceiving/not cooperating with school personnel or staff.
9. Displays of affection
10. Drugs and Alcohol (Controlled Substance Policy) - Possession, delivery, solicitation, use or sale and being under the influence of alcoholic beverages, behavior-affecting drugs, controlled substances, “look-alike” drugs, intoxicating compounds, synthetic marijuana, medical marijuana or drug paraphernalia, including vaporizers, on school property, while attending, or in route to school or school sponsored activities are strictly prohibited. Violations are cumulative during a student’s enrollment at Lyons Township. Local police will be advised of the incident.

- a. Definitions: Possession is defined as having on one’s person or

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having control, e.g., having alcohol or drugs in school locker, in vehicle or in another place to which the individual has access. Behavior-affecting drugs are defined as controlled substances and substances legally obtained, e.g., glue, but improperly used to alter a person's mood, perceptions, or behavior.

Controlled substances are defined as illegal and legal drugs used in a manner different from what was prescribed by a doctor. Sale or distribution is defined as a student selling, distributing or in possession of substance (alcoholic beverages, behavior-affecting drugs, controlled-substances or "look-alike" drugs) in amounts other than for personal use, will be suspended out-of-school immediately and recommended for expulsion.

- b. Breathalyzers/Health Assessment Screening – If a student is suspected of being under the influence, he or she may be asked to breathe into the breathalyzer and/or participate in a health assessment screening. If the breathalyzer indicates that a student has been drinking alcohol, parents will be contacted and the student may be turned over to the local police. The school's drug and alcohol policy will be enforced. Should a student refuse to take a breathalyzer or participate in a health assessment screening, the school administration will also call the parent to inform them and may turn the student over to the police. Students who refuse to take the breathalyzer and/or participate in the health assessment screening, will be assumed to be under the influence and receive consequences accordingly.
 - i. First offense other than sale or distribution
 - a) Parent notified; student suspended
 - b) Student will be referred to the local police agency.
 - c) At the discretion of the administration, and at parents' expense, the student may be recommended for an assessment and participate, in a district approved Alternative to Suspension program. If student successfully completes the assessment and recommended program, the out-of-school suspension shall be reduced. Parents and student must notify LTHS within 48 hours of enrollment in a district approved Alternative to Suspension program. Failure to complete this program will result in a reinstatement of the original suspension.
 - ii. Second offense other than sale or distribution
 - a) Parent notified, student suspended
 - b) Student will be referred to the local police agency.
 - c) Expulsion may be recommended; such proceedings may be abated, at the discretion of the administration, if student enrolls and participates in approved treatment program at

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- parent expense.
 - iii. Sale or distribution - Students selling, distributing or possessing any substance in an amount other than for personal use;
 - a) Parent notified.
 - b) Suspension out-of-school
 - c) Student will be referred to the local police agency.
 - d) Expulsion recommended
- 11. Electronic Media Policy Violation (see Student Expectations)
- 12. Extortion
- 13. Failure to follow schedule
- 14. Failure to report to an LTHS employee a known act of misconduct which violates any policy or procedure of the School District that has been committed or threatened by another student
- 15. Failure to report to detention or follow detention/ISS rules
- 16. Forgery/Impersonation - Students are expected to turn in all documents with authentic information and signatures on them. Any student falsifying a signature or information on a document or knowingly turning in a document with false information or signatures is guilty of forgery. A list, although not inclusive, of possible documents where forgery may occur are: Field Trip cards, Credit/No Credit form, Hall Passes, Athletic Physical forms, Medical Notes, Outside Guest Dance forms, Pre-Approved Absence forms, Parent Permission forms, Level Change forms, Add/Drop forms. Impersonation includes representing a parent when in contact with the school (attendance and otherwise). Consequences vary from loss of participation to suspension from school.
- 17. Fundraising or Solicitation - Selling or purchasing of any kind for non-school organizations is prohibited by law and by the Board of Education. Handbills are not to be distributed unless approved by the Building Administration.
- 18. Gambling
- 19. Gang/non-sanctioned organizations – “Gang” is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student’s conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, tattoos, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or nonverbal gestures, or handshakes showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang activity, including, but not limited to, soliciting others for membership in any gangs; or (3) request any person to pay protection or otherwise intimidate, harass or threaten any person;

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- (4) commit any other illegal act or other violation of district policies; (5) or incite other students to act with physical violence upon another person.
20. Gross disrespect to students or staff
 21. Hazing - Any act directed against a student for the purpose of being initiated into, affiliated with, holding office in, or maintaining membership in any organization, club or athletic team, or participation in any initiation ritual is strictly prohibited.
 22. ID Policy Violation-See page 25
 23. Inappropriate behavior
 24. Injurious behavior to persons or property - For example throwing snowballs, skateboarding, etc.
 25. Inciting mob action
 26. Insubordination/Failure to follow directions: Every student is expected to immediately comply with any reasonable request given by a member of the school staff, including the School Resource Officer, or by any adult selected to assist a staff member. Failure to comply will be treated as insubordination. A parent or student has the right to appeal the order before consequences for insubordination are levied. Such appeal should be made with the Assistant Principal.
 27. Intent to do bodily harm
 28. Intimidation and retaliation
 29. Off-campus without permission - Upon arrival, students are required to remain on campus until departure. Once a student departs campus, the school is no longer responsible for providing transportation via bus.
 30. Physical Confrontation - Use of physical means to resolve disputes will not be tolerated. Use of physical force will be subject to discipline unless the student who used physical force did so in reasonable self-defense.
 31. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.

LTHS will provide information to the victim to facilitate filing appropriate criminal charges. The Superintendent is authorized to follow the provisions of the School Code of Illinois to create administrative regulations which include guideline procedures to establish and maintain a reciprocal reporting system between the

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District and local law enforcement agencies regarding criminal offenses committed by students.

32. Pornography - Possession, distribution, and/or the attempt to obtain pornography is prohibited. Any student found in violation of this policy shall be subject to disciplinary action.
33. Possession of stolen property
34. Profanity/Inappropriate language
35. Refusal to identify self to district personnel /failure to carry school identification
36. Sexual Harassment and Teen Dating Violence (see Safe School Environment)
37. Violence and Harassment (see Safe School Environment)
38. Tardy to class (see Attendance)
39. Theft
40. Tobacco and Vape Policy - It is against school policy to be in possession of or use any tobacco products (cigarettes, e-cigarettes/vape pens, loose tobacco, chewing tobacco, non-THC containing liquids including CBD oils or edibles, and vape paraphernalia) or paraphernalia (lighters, matches, and rolling papers), regardless of the age of the student, on school grounds, on property adjacent to the school, or at any school function. Tobacco products and paraphernalia will be confiscated from students and not returned to them. In addition, the village ordinances for Western Springs and LaGrange requiring a fine for minors, under the age of 18, who are seen smoking, or who have tobacco in their possession, will be strictly enforced.
41. Vandalism, damage to, or on school property – in addition to disciplinary consequences students will be required to make restitution for repair and/or replacement costs, including labor and materials. Student may be referred to the local police agency.
42. Verbal Confrontation
43. Weapons Policy

B. DISCIPLINARY CONSEQUENCES

When violations of school rules and regulations occur, it is the responsibility of involved teachers and administrators to work with the student, his or her parents and other support personnel to help the student correct his or her behavior. All disciplinary actions shall be directed toward protecting the welfare of the school community.

When determining the response for a specific violation of discipline, school personnel will consider the nature of the act, the student's previous school history, the student's previous disciplinary record, his or her age and maturation, the impact on the educational objectives for the students, any mitigating circumstances, and the effect of his or her actions on the welfare

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of the school community. Disciplinary responses are governed by Board Policies 7:190—*Student Behavior*, 7:200—*Suspension Procedures*, and 7:210—*Expulsion Procedures* and may include but are not limited to the following:

1. Conference with student and/or parent may be required. District personnel, e.g., Teachers, Counselors and Assistant Principals, may participate in the conference at the discretion of the Administration.
2. School sponsored community service, when available.
3. Bus suspension
4. Detention may be assigned before school, during lunch time, after school or Saturday. Detentions may be assigned from 25 minutes – four hours.
5. Loss of student privileges - not to exceed one year. Loss of privileges may include:
 - a. Co-curricular sports
 - b. Co-curricular activities
 - c. Special events (athletic competitions, performance and/or dance)
 - d. Behind-the-wheel instruction
 - e. Parking permits Study Hall restrictions
 - f. Access to technology
 - g. Electronic devices
 - h. Bus Service
 - i. Field trip participation
 - j. Participation in commencement ceremony
6. In-School Suspension (ISS) - assigned compulsory school attendance when school is in session. Students may be assigned In-School Suspension for infractions of school rules or while waiting for the finalizing of expulsion procedures in accordance with Board Policy 7:200—*Suspension Procedures*. Students are required to take schoolwork to the In-School Suspension Room and follow the governing rules, including no use of electronic media. Full credit will be received for completed work. Failure to follow the In-School Suspension rules may result in an Out-of-School Suspension.
7. A behavior/attendance contract may be created to address specific problematic behaviors, to include consequences if the contract is violated.
8. Removal from class - students who refuse to cooperate with classroom teachers by disrupting other students may be temporarily removed from that classroom for other students' welfare.
9. Out-of-School Suspension (OSS) - exclusion from school for up to 10 school days by a Principal, Associate Principal, or Assistant Principal for an act of misconduct pursuant to Board Policy 7:210—*Expulsion Procedures*.
 - a. Suspended students may not participate in extra-curricular

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- activities or after school events (either home or away). If the suspension occurs on and or includes a Friday, this rule applies to the weekend also. These activities include all athletic practices and events, dances, plays, musicals, concerts, club meetings, and all other school sponsored activity. A suspension officially ends upon the student's first day of return to school.
- b. Suspended students may not be on grounds of either campus. FAILURE TO COMPLY is considered trespassing and may result in ARREST AND/OR EXPULSION.
 - c. Students returning from long-term suspensions (greater than 3 days) will be required to complete a meeting with the assistant principal or designee.
10. Probation - return of a student on a trial basis according to prearranged terms and conditions.
 11. Expulsion - formal action of Board of Education for school exclusion for up to two calendar years, occurring after a due process hearing at which time student may be represented by his/her attorney.
 12. Police referral when deemed necessary

C. TEACHER INITIATED CONFERENCE/DETENTION

(See Board Policy 7:190—*Student Behavior*)

1. Mandatory attendance when given 24-hour notices.
2. Priority over activities, athletics, and/or employment.
3. Failure to attend will be considered as insubordination.

D. BEHAVIORAL INTERVENTION POLICY FOR STUDENTS WITH DISABILITIES

(See Board Policy 7:230—*Misconduct by Students with Disabilities*)

The use of positive behavioral interventions with students with disabilities will be given the highest priority in District #204. When behavioral interventions are used, they will be used in consideration of the student's physical freedom and social interaction and be administered in a manner that respects human dignity and ensures a student's right to placement in the least restrictive environment. The most effective and humane manner of reducing an undesirable behavior is by developing, strengthening, or generalizing desirable behaviors to compete with and displace the unwanted behavior. Behavior leading to repeated use of a more restrictive intervention, suspension, or a pattern of behavior which interferes significantly with the student's learning may result in the development or revision of a written behavior intervention plan. The development or revision of a behavior intervention plan will be accompanied by careful planning and monitoring of the intervention procedures and systematic evaluation of outcomes. Students will be informed annually of the existence of the policy in the District Student Handbook.

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X. STUDENT DRESS

Lyons Township High School strives to create an atmosphere where all students, staff and members of our community feel safe and respected, and where diversity is welcomed and celebrated. (see Board Policy 7:160—*Student Appearance*)

A. STUDENT DRESS

We believe that:

1. Students have the right to make clothing and accessory selections so that they feel comfortable and confident at school.
2. Students have the responsibility to make clothing and accessory selections that are appropriate for the educational environment. Clothing choices should not disrupt the educational process, interfere with the maintenance of a positive teaching and learning climate, or compromise reasonable standards of health, safety, and decency.
3. Hats and headgear: Students may wear scarves and other items that honor and celebrate their cultural identity. Students should not wear hats and will be asked to lower hoodies if their use obscures their face.
4. Apparel that promotes or advertises weapons, drugs, alcohol, tobacco products, or other inappropriate activities is not permitted.
5. Items and or behaviors determined to be symbolic of gang membership are prohibited.
6. Tattoos or piercings, if determined to be inappropriate or a material disruption, will require clothing or other coverage.
7. Shoes must be worn at all times.

Students who are not in compliance with the school dress code will be sent to the Assistant Principal’s Office for a conference and provided three alternative options to comply with the school dress code expectations.

1. Students will be asked to put on their own alternative clothing, if already available at school.
2. Students will be provided with a school clothing option for the day.
3. If necessary, students’ parents/guardians may be called during the school day to bring alternative clothing for the student to wear.

If a student refuses to comply with one of the three alternative options provided, they will be subject to administrative removal from class until they select one of the appropriate options or for the remainder of the day. Students with multiple dress code violations may be subject to further disciplinary interventions.

B. STUDENT ID CARDS

Students at all times during the school day and at all school activities must carry a student ID card. A student ID card must be presented when requested by any staff member at any time, including when

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students board school buses, check out materials from the Library or Discovery Center, attend school events, and take standardized tests. Students not in possession of a student ID card may be denied admission to buses, computer labs or school activities, and will receive consequences for not being in possession of proper identification.

C. FREEDOM OF EXPRESSION

1. The School Board reaffirms the right guaranteed in the U.S. Constitution.
2. The school reserves the right to maintain a safe and orderly learning environment.
3. Expressions must be in accordance with established board policies and administrative procedures, including but not limited to, Board Policies 7:20—*Harassment of Students*; 7:160—*Student Appearance*; 7:180—*Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185—*Teen Dating Violence Prohibited*; 7:190—*Student Behavior*; 7:315—*Restrictions on Publications*.
4. Board policies and procedures available from building Principal or at School Board office.

XI. APPEALS PROCESS

LTHS encourages communication and supports rights of individuals to express academic or disciplinary concerns appropriately without interfering with the education process. Most issues are easily resolved if begun directly with person involved.

- A. Student/parent concerns start with individual staff member. (Counselor may mediate at request of any of above.)
- B. If unresolved, next contact is division chair, athletic director, or activities director.
- C. If still unresolved, next contact is the appropriate Administrator (Assistant Principal or Associate Principal).
- D. If still unresolved, appeal to the building Principal.

APPEALS PROCESS

AREAS	FIRST LEVEL	SECOND LEVEL	THIRD LEVEL	FOURTH LEVEL
Attendance	Staff Member	Assistant Principal	Associate Principal	Principal
Cheating and/or Plagiarism	Teacher	Assistant Principal	Associate Principal	
Co-Curricular	Coach Sponsor	Athletic Director Activities Director	Principal	

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Use the **SPEAK UP LINE**: Call – (708) 588-7326 or E-mail: speakuonline@lths.net

Curriculum/ Instruction	Teacher	Division Chair	Assistant Principal or Associate Principal	Director of Curriculum Instruction
Discipline note: Any disciplinary appeal must be made within ten (10) calendar days of the infraction.	Staff	Assistant Principal	Associate Principal (1-9 day suspension)	10 day suspension (Principal) Expulsion (Superintendent/ School Board)
*Discrimination/ Harassment	Assistant Principal	Associate Principal Division Chair	Principal Dir. of Human Resources	
Fee Waiver	Assistant Principal	Principal		
Grades	Teacher	Division Chair	Principal	
Level Change	Teacher	Division Chair		
Medical PE Waiver	Nurse	Division Chair for Physical Welfare		Principal
PE Waiver	Division Chair for Physical Welfare	Principal		
Scheduling	Counselor	Associate Principal		
Special Education	Teacher	Special Education Division Chair	Due process as prescribed by law	
Transportation	SC Associate Principal			

*student-student; student-staff, staff-student

XII. STUDENT SERVICES

Goal--to promote healthy intellectual, emotional, physical development among all students. Student Services are proactive and designed to facilitate developmental activities (see Board Policy 7:250—*Student Support Services*). They are organized and implemented by certified student services personnel. They are supported by teachers, administrators, parents, and students.

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Student Services are designed to assist students in making individually appropriate choices for their own well-being.

A. SOCIAL WORKERS

Staff Social workers are: Joan Cushing, Jennifer Fanta, Pam Locke, Salvado Montes, Mary Palacios, Bobbette Pulliam, and Nekeia Wilson

1. Social Workers meet with individual students and groups to develop personal coping skills:
 - a. For increased self-understanding.
 - b. For an improved self-image.
2. Special Education Personnel schedule and conduct special education staffing to:
 - a. Discuss student's special needs.
 - b. Coordinate school's support services and those in community.
 - c. Annual review

B. COLLEGE AND CAREER DEVELOPMENT

All students begin developing future plans with counselors as freshmen and the process continues through the senior year.

1. Cody Dailey, College Coordinator
 - a. Group meetings with students
 - b. Career Speakers, College Night
 - c. College representative visitations
 - d. Transcripts
 - e. Resource information

C. CLASS COUNSELORS

(see Board Policy 6:270—Guidance and Counseling Program)

1. Counselors are assigned to meet and work with students during their four years of high school both individually and in group guidance programs.
2. They serve as liaison among students, staff, and parents.
3. They perform personal, social, career, and college counseling.
4. They provide information to groups and individuals.
5. They assume responsibility to help with student course selections.
6. They interpret standardized testing results.
7. They encourage participation in school activities

Freshman Class (2026) Pat King Jane Bauer Mike Ziroli Kristi Gabriel	Sophomore Class (2025) Lauren Cuchna (A-Fay) Alex Ip (Fe-Le) Kristin Sisto (Li-Rad) TBD (Rah-Z)
Junior Class (2024) Kate Pruski (A-E)	Senior Class (2023) Nicole Ziroli (A-Fu)

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Chris Grosrenaud (F-La) Brooke Spencer (Le-Ri) Gia Garro (Ro-Z)	Katie Kozlowski (Ham-Mia) Leo Torres (Par-To) Anne Strickland (G-Hal, Mol-Paq, Tr-Z)
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D. STUDENT SUPPORT TEAMS (SST)

Student Intervention Teams meet weekly to identify and support students encountering difficulty in school.

1. Each grade level has a team. Each team includes an Assistant Principal, School Social Worker, School Counselors, School Nurse, School Psychologist, and other support personnel.
2. Purpose of the team:
 - a. To identify students with unsatisfactory academic progress
 - b. To identify students with disabilities impacting free and appropriate educational access
 - c. To support, intervene, or offer outside resources for alcohol and substance use, social emotional issues, and mental illness
3. To investigate referrals by parents, faculty, students, or team members.

E. HEALTH SERVICES

Each campus health office is staffed by a full-time certified school nurse and a Paraeducator. This office is responsible for maintaining student health records, providing basic first aid care to students and providing consultation to students and parents regarding health-related issues and concerns.

South Campus: 708-579-6531 Kathleen Weber, RN and Paraeducator
North Campus: 708-579-6363 Julie Loftus, RN and Paraeducator

James Harazin, D.O., school physician, available for consultation on an as needed basis.

1. Care for sick or injured students: If the reason for a Health Office visit does not require emergency care, the student is to report to his/her class and get a pass from the teacher. The student will return the pass from the Health Office to the teacher upon return to the classroom. For student safety, students should not contact parent via text message or personal cell phone. Parents will be contacted as needed after the student has been assessed in the Health Office. Students with a fever of 100°F or greater or vomiting are sent home by the School Nurse after a parent/emergency contact is notified. It is important to note that a student who has been sick with a fever or vomiting must be symptom-free for 24 hours before returning to school. The student may return the same day ONLY if the student is seen by a physician and brings a note to the health office staff.

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2. **Vision/hearing:** Screenings are conducted in the fall by the certified hearing and vision technician on all students with special education needs, transfer students, teacher requests and parent requests (see Board Policy 7:100—*Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*). Vision/hearing screening is only a screening, not a substitute for a professional vision/audiology examination.
3. **Physical examination requirements:** In accordance with Illinois School Code and Board Policy 7:100—*Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*, a physical examination is required for entrance into 9th grade, and when transferring from another high school. The physical must be completed on or after the LTHS previous school year start date. The health history portion of the Illinois physical examination form must be completed and signed by the parent in order for the physical to be valid. Forms are available from the health office or LTHS website. The School District reserves the right to exclude students if not in compliance.
4. **Immunization requirements:** Immunizations must be in compliance with Illinois Department of Public Health policies and Board Policy 7:100—*Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*. The School District reserves the right to exclude students if not in compliance pursuant to Board Policy 7:100.
5. **Dental examinations** are requested, but not yet required, for incoming 9th graders for the 2019-20 school year. Pursuant to the Illinois School Code and Board Policy 7:100—*Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*, 9th graders will be required to have a dental examination. The rule making the process for implementation for this law may take up to 9 months.
6. **Physical education restrictions:** If your student is injured or has any restrictions from physical education please obtain written documentation from the treating physician indicating the reason and duration of the restriction and submit to your student's school nurse. If you have any questions, please contact the health office.
7. Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication (see Board Policy 7:270—*Administering Medicines to Students*).

Need to anonymously report unsafe behavior?

Use the **SPEAK UP LINE**: Call – (708) 588-7326 or E-mail: speakuonline@lths.net

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

A student may possess and/or administer an epinephrine auto-injector, e.g., EpiPen®, medication prescribed for asthma, and/or medical infused cannabis products for immediate use at the student's discretion, provided the student's parent/guardian has completed and signed a "School Medication Authorization Form" and the possession and/or administration complies with Board Policy 7"270—*Administering Medicines to Students*. Tylenol (generic) tablets may be administered if OLR signature or a parent permission form is on file for the student in the health office. Information on medications, including Authorization, can be found on the Health Services page of the LTHS website.

8. Emergency Contact Information: The most current health information and emergency contact information is obtained each year through the Online Registration Process. Parents/guardians are responsible to keep this information up to date by notifying the main office, or by submitting changes via the Infinite Campus Portal self-service utility in the Family Household Information and Family Members sections. Changes to emergency contact information may also be submitted via the Infinite Campus Portal in the student's Demographics section in the Non-Household Contacts area.
9. Care of students with special health care needs: If your child has special health care needs such as, diabetes, seizures, asthma, or life threatening allergies contact the school nurse. Special Health Forms required can be found on the LTHS website under Health Services, Special Health Forms.

XIII. OFFICE OF ASSESSMENT AND RESEARCH

- A. Oversees the administration of the following tests at LTHS:
 - PSAT 8/9 (grade 9)
 - PSAT 10 (grade 10)
 - PSAT/NMSQT (grade 11)
 - Illinois Science Assessment (ISA) (Grade 11)
 - State SAT with Essay (grade 11)
 - National SAT on designated dates
 - AP (Advanced Placement) exams (grades 9, 10, 11 & 12)
 - ASVAB (Armed Services Vocational Aptitude Battery) (grades 11 & 12)
- B. Offers test preparation classes (designed to help students prepare for high-level tests):

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Use the **SPEAK UP LINE**: Call – (708) 588-7326 or E-mail: speakuonline@lths.net

1. PSAT/NMSQT Grade 11 prep course
 - a. Offered twice a year
 - i. Summer session
 - ii. Fall session
 - b. Registration
 - i. For summer, register online through Summer Activities
 - ii. For fall, register online through the LTHS web store or through the Office of Assessment & Research (Aug.)
 - c. Class Schedule
 - i. Summer classes will meet virtually for 2 weeks, Monday through Thursday, in the afternoon for 2 to 3-hour sessions
 - ii. Fall classes will meet twice a week for 4 weeks for 2 to 3-hour session
2. SAT Grade 11 prep course
 - a. offered twice a year
 - i. Fall session - September/October/November
 - ii. Winter sessions – January/February/March
 - b. register for class online through the LTHS web store or through the Office of Assessment and Research
 - c. sessions immediately after school or in the evening
3. SAT Readiness course
 - a. Offered once a year to students who have an IEP
 - i. Winter session - February/March/April
 - b. Watch for communication from the Special Education department

Please see the Academic Program Guide (APG) for more detailed information or contact the Office of Assessment and Research (708-579-6762). Students who have an IEP or 504 Plan and desire testing accommodations must apply independently to ACT, Inc. or College Board (SAT, PSAT, and AP tests). These organizations strictly adhere to application deadlines and will notify you of a decision.

2022 - 2023 DATES AND DEADLINES FOR TESTS AT LTHS

NOTE: All test dates are subject to change

Test	<u>Grade Level Taking Test</u>	<u>Date</u>	<u>Registration Deadline</u>
PSAT 8/9	Grade 9	April 12	No registration required
IL Science Assessment (ISA)	Grade 11	March 15	No registration required
PSAT 10	Grade 10	April 12	No registration required
PSAT/NMSQT	Grade 11	October 12	September 9 through LT web store/Revtrak, or Rm. 45 at North Campus.

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Use the **SPEAK UP LINE**: Call – (708) 588-7326 or E-mail: speakupline@lths.net

ACT	Grades 11 & 12	National Test dates: September 10 October 22 December 10 February 11 April 15 June 10 July 15	Register for National (Saturday) ACT exams at: www.actstudent.org Published registration deadlines can be found online at www.act.org . Click on "View All Dates". <i>The ACT Company reserves the right to change their published deadlines for registration.</i>
SAT	Grades 11 & 12	National Test dates: August 27* October 1 November 5* December 3 March 11* May 6* June 3 *offered at LTHS	Register for National (Saturday) SAT exams at: www.collegeboard.org/sat Published registration deadlines can be found online at www.collegereadiness.collegeboard.org , under "Site Topics", click on "Important Dates". <i>The College Board reserves the right to change their published deadlines for registration.</i>
State-sponsored SAT w/Essay	Grade 11	April 12	No registration required
AP	Grades 9-12 students enrolled in AP courses	May 1 - 12	November 7: SEM 1 & FULL YEAR AP Course registration deadline March 7: SEM 2 & LATE fee registration deadline Purchase exams through LTHS web store/Revtrak or Rm. 45 at North Campus
ASVAB	Grades 11 & 12	TBD	Register in the Office of Assessment and Research Rm. 45 or through the Google Form link on the LTHS website.

Please note: All test dates are subject to change.

2022-23 AP EXAM SCHEDULE

Students planning to take two exams that are scheduled on the same day at the same time should contact the Office of Assessment and Research in room 45 NC.

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Use the **SPEAK UP LINE**: Call – (708) 588-7326 or E-mail: speakuonline@lths.net

DATE	EXAM - 7:45 am	EXAM - 12:00 pm
Monday, May 1	U.S. Government and Politics	Chemistry
Tuesday, May 2	Environmental Science	Psychology
Wednesday, May 3	English Literature & Composition	Comparative Government & Politics Computer Science A
Thursday, May 4	Human Geography Macroeconomics	Statistics
Friday, May 5	European History U.S. History 2-D Art & Design, 3-D Art & Design, Drawing	Art History Microeconomics
Monday, May 8	Calculus AB Calculus BC	Computer Science Principles Italian Language & Culture
Tuesday, May 9	English Language & Composition	Physics C: Mechanics Physics C: Electricity & Magnetism
Wednesday, May 10	Spanish Language & Culture	Biology
Thursday, May 11	French Language & Culture	Physics 1
Friday, May 12	German Language & Culture Music Theory	Latin

Backpacks, books of any kind, purses, CELL PHONES, smart watches, water bottles, and food of any kind are prohibited in the Exam Room and during breaks. Students who access (touch) a cell phone or smart watch during the test or during a break will be dismissed from testing, their phone/watch confiscated and will receive no score and no refund.

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XIV. TRANSPORTATION

A. BUS TRANSPORTATION

The District shall provide free transportation for any student who resides: within one and one-half miles from his or her assigned school where walking to school or to a pick-up point or bus stop would constitute a serious hazard due to vehicular traffic or rail crossing, and adequate public transportation is not available. The school may provide transportation for other students residing within one and one-half miles from their assigned school. Write a letter of request at the beginning of the school year to the South Campus Associate Principal, include the student's name, ID #, and their year in school, address and phone number. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building administration.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

Students are expected to follow all school rules while on the bus (*see Board Policy 7:190—Student Behavior; 7:220—Bus Conduct*). Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons pursuant to 7:220—*Bus Conduct*. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus (*see Board Policy 7:200—Suspension Procedures*).

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in a single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses

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headphones.

6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
7. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Walk away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
10. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
11. Never run back to the bus, even if you dropped or forgot something.

Video and audio cameras may be active on busses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding bus transportation issues, contact:
Mr. Greg Gardner, Associate Principal
708-579-6500

B. PERSONAL VEHICLES

Students must register vehicles in Assistant Principals' office when driving to school and parking on school property. Misuse of a vehicle in area of school may result in loss of driving privileges or other disciplinary consequences.

C. PARKING

Parking – There are a limited number of available student parking spaces at each campus. Please consult the Assistant Principals page on the website for current parking information.

XV. IMPORTANT GENERAL INFORMATION

A. ANIMALS ON SCHOOL PROPERTY

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principals in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous

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animal or an unhealthy environment (see Board Policy 6:100—*Using Animals in the Educational Program*).

B. BOOKSTORE

OPEN SCHOOL DAYS (Monday-Friday) at times to be posted in hallway, for the sale of school supplies.

C. LOST AND FOUND

Lost articles should be turned into the main office or Assistant Principals' office. Owners claim articles with ID and proof of ownership. Any property missing or stolen, should be reported by the student to the Security Department. Go to the Assistant Principals' office and ask for a Student Assistant to make a theft report.

D. EMERGENCY CLOSING

When bad weather threatens to close LTHS, parents and students can log on to the Lyons Township High School website (lths.net), cancellations.com or emergencyclosings.com for up-to-date school closings or delays. Both websites offer email notification for automatic postings to electronic mailboxes. Automated notifications will also be sent from the school to current email addresses and phone numbers. Parents and students can also tune into the following radio and television stations for closing information:

Radio: WBBM – AM, WGN – AM

Television: WBBM, WMAQ, WLS, WGN, WFLD and CLTV.

E. CAFETERIA PREPAYMENTS

1. All students have a cafeteria prepayment account. To add funds to the account, students may bring cash to the cafeteria or deposits may be made online with credit or debit cards through the Infinite Campus Parent/Student Portal connection with the web store, hosted by Rev-Trak. Login to the Infinite Campus Parent/Student Portal and select “More” and then “Online Payments” from the menu of options. Choose “Make One-Time Payment” or “Sign In to Set up Auto Replenish.” Follow the on screen instructions to complete the transaction.”
2. To view a history of food service transactions, login to the Infinite Campus Parent/Student Portal and select “Food Service” from the menu of options. Choose the time frame and view the transactions, as well as balances, deposits and purchase summaries.
3. YEAR END BALANCES – At year end, funds remaining in a student’s account will roll-over to the following school year. For graduating seniors with accounts over \$10, funds will be transferred to younger siblings or refunded after graduation. Parents requesting a refund for a student leaving the district must send a written request, letter or

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email, to Kathy Moran in the Business Office. No cash refunds will be issued to students through the cafeteria and checks will be mailed to parents in June. Seniors should spend balances of less than \$10 since no refund will be issued for this amount or less

F. VIDEO CAMERAS

Video cameras are installed inside and outside of the buildings for the safety of our students, staff, and visitors. There should be no expectation of privacy in these areas.

G. STUDENT DELIVERIES

Deliveries to students such as gifts (flowers, balloons, etc.) and/or food delivery (DoorDash, GrubHub, UberEats, etc.) are not allowed. Messages from custodial parents in the case of emergency will be permitted.

XVI. VISITORS

Visitors must adhere to Board Policy 8:30—*Visitors to and Conduct on School Property*. Visitors with an appointment, including, but not limited to, parents, alumni and siblings are required to enter through the front door of the building and proceed immediately to the main office or check-in desk. Visitors should present a valid state-issued ID and inform office personnel of their reason for being at school. LT does not allow “drop-in” visitors. LT graduates wishing to visit their former teachers may do so by making an appointment. Shadowing must be pre-approved by the Assistant Principal. Shadowing is defined as a current LT student wishing to bring a guest to school for the purposes of experiencing a day at LT. Requests for a shadow experience must be made at least 72 hours in advance. Consideration for such a request will be reserved for potential guests who live outside of a 50 mile radius from the school. Host students must be in “good standing” as determined by an administrator. The school reserves the right to deny visitors at any time. All volunteers must be screened upon entering the building.

XVII. CO-CURRICULAR AND EXTRACURRICULAR PROGRAMS

A. ATHLETICS

Variety of interscholastic sports and activities offers opportunity to improve athletic abilities and develop desirable, intrinsic qualities derived from competition. Every participating student in athletics or activities **MUST** complete a Student Activities Registration Form (athletes must complete both sides) and **MUST** complete a Student Activities Code of Conduct agreement form.

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Sports			
Boys		Girls	
<i>Fall</i>		<i>Fall</i>	
	Cross Country		Cross Country
	Football		Golf
	Golf		Tennis
	Soccer		Swimming
			Volleyball
<i>Winter</i>	Basketball	<i>Winter</i>	Basketball
	Bowling		Competitive Cheer
	Special Olympics Basketball		Gymnastics
	Swimming		Pom Pons
	Wrestling		Special Olympics Basketball
<i>Spring</i>	Baseball	<i>Spring</i>	Badminton
	Bass Fishing		Bass Fishing
	Gymnastics		
	Lacrosse		Lacrosse
	Special Olympics Track and Field		Soccer
	Tennis		Softball
	Track & Field		Special Olympics Track and Field
	Volleyball		Track and Field
	Water Polo		Water Polo

1. CONFERENCES - LTHS competes under rules and regulations of Silver Division of West Suburban Conference, and IL High School Association.

Members of Silver Division, West Suburban Conference

Downers Grove North	Glenbard West
Hinsdale Central	Lyons Township
Proviso West	Oak Park-River Forest
York Community	

Members of Gold Division, West Suburban Conference

Addison Trail	Downers Grove South
Hinsdale South	Leyden
Morton	Proviso East
Willowbrook	

2. Athletic Study Hall

Need to anonymously report unsafe behavior?

Use the **SPEAK UP LINE**: Call – (708) 588-7326 or E-mail: speakupline@lths.net

- a. Available to junior and senior athletes only (as per Illinois School Code)
- b. During season of their IHSA sport
- c. Substitute study hall for Physical Education class (to allow school study time for time spent practicing)
- d. Quiet study hall ONLY
- e. Abuse of privilege
 - i. Appropriate discipline
 - ii. Immediate return to Physical Education class

B. PERFORMING ACTIVITIES

- 1. Cheerleading--spirit-supporting team for interscholastic sports
- 2. Eurythmics--modern dance performing team
- 3. Pom-Pon--dance rhythm performing team

C. INTRAMURAL ACTIVITIES

Activities offered by Athletic Department:

Archery	Floor Hockey	Rock Climbing
Badminton	Gymnastics	Ultimate Frisbee
Baseball/Softball Hitting	Indoor Soccer	Volleyball

Basketball	Lacrosse	Weight Training/Conditioning
"3" on "3" Basketball	Pool (Billiards)	

Information regarding intramural activities can be found in announcements, the bulletin, or athletic department office.

D. STUDENT ACTIVITIES

Working with other students in school activities encourages a student to become a part of LT either as a member of a club or committee, dramatic production, music ensemble, or interest team. Collaboration with fellow students builds school spirit, friendships, personal achievement, and a feeling of belonging. LTHS has a place for everyone in its wide-ranging activities. Sufficient student interest in other activities may result in other activities being added to the intramural program.

Student Activities & Clubs

A cappella Club	Family, Career and Community Leaders of America (FCCLA)	National Honor Society
Arabic Culture Club	Fishing Club	Peaceable Schools Initiative (PSI)

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Archery Club	French Club	Peer Leadership
Art Club	Future Healthcare Professionals (FHP)	Pep Band
ASL Club	German Club	Photography Club
Astronomy Club	Girls in Engineering, Math and Science (GEMS)	Pinball Club
Athlete Leadership Program	Greek Club	Ping Pong Club
Auto Club	Improvisation Society of Geniuses	Poms
Aviation Club	Interact Club	PRISM
Baccalaureate	Investment Club	Programming Club
Best Buddies	Italian Club	Recycling Club
BIZ Concessions	Jazz Band	Robotics Team
Black & Multi-Culture Club	Jazz Lab Band	Rock Climbing Club
Board Games Club	Jazz Strings	Roundnet Club
Bowling Club	Latin Club/Junior Classical League	SAVE Promise Club
Breakfast with Barbells	Latinos Juntos	Scholastic Bowl
Business Professionals of America (BPA)	Lifeguard Club	Science Olympiad
Catering Club	<i>The Lion</i> Newspaper	Snowball
Chamber Orchestra	Lions Den Student Section	Social Action Project
Cheerleading (Spirit)	LTTV (TV Production Club)	Spanish Club
Chess Team	Marching Band	Speech Team
Class Boards	Math Team	STEM Club
Color Guard/Winter Guard	<i>Menagerie</i> (Literary & Art Magazine)	Steppers
Congressional Debate		Student Athletic Training (Sports Medicine)
The Corral		Student Council

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Creative Writing Group	Minorities in Agriculture,	Sustainability Club
Cyber Defense Club	Natural Resources and Related Sciences (MANRRS Club)	<i>Tabulae</i> Yearbook
D&D Club	Model UN	Theatre Board
East Asian Culture Club	<u>Pilot Clubs</u>	Ultimate Frisbee
eSports Club	Animation Club	WLTl (Radio Production Club)
Eurythmic Dance Company	Battle of the Books	Yoga & Wellness Club
Fashion Club	Cornhole/Bags Club	Zoology Club
	Crypto Club	
	Dodgeball Club	
	FFA (Future Farmers of America)	
	International Aid Club	
	LT Cinema	
	Microfinance Club	
	Modeling & Engineering Club	
	Older Adult Connections	
	Sailing Club	
	Yarn & Thread Club	

Every participating student in activities or athletics must complete a Student Activities Registration Form for each activity, review the Code of Conduct, and complete a Student Activities Code of Conduct agreement form.

Students are also required to comply with Board Policies 6:190—*Extracurricular and Co-Curricular Activities*; 7:240—*Conduct Code for Participants in Extracurricular Activities*; and 7:300—*Extracurricular Athletics*.

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XVIII. CO-CURRICULAR AND EXTRACURRICULAR STUDENT ACTIVITIES CODE OF CONDUCT

Participating in student activities is considered an extension of, but separate from, the regular high school program. While the regular curricular program is a right afforded to each student, participation in the extracurricular program is a privilege and, as such, carries certain expectations beyond those found in the normal classroom situation. The goals of the activities programs are to give students direction in developing healthful living habits, discipline, leadership, teamwork, and respect for rules and regulations. It is to these ends that a student activity code is established for young people taking part in the student activity program. The student must agree to abide by the following expectations for all four years at Lyons Township High School. The consequences listed below for ALCOHOL, STEROIDS, DRUGS, CONTROLLED SUBSTANCES and TOBACCO are cumulative during the student's four-year career. The consequences for other school offenses will be dealt with on an annual basis and do not carry over from one school year to the next.

A. EXPECTATIONS

In addition to the expectations set forth below and in Board Policies 6:190, 7:240, and 7:300, each activity may also establish approved additional expectations.

1. Students should regularly attend school, practice and events. Participants are expected to attend school on the day of the activity.
2. The IHSA requires a student to pass at least 25 credit hours (5 classes) the semester prior to participation and maintain passing grades to 25 credit hours (5 classes) while involved in IHSA activities.
3. Students must travel on school arranged transportation for all events away from Lyons Township High School.
4. Students must be responsible for all equipment and/or clothing issued for activity and the return of such at the end of the activity.
5. Students should attend all Awards Nights.
6. Students should carry the school ID card at all times.
7. Students should submit an annual physical for participation in athletic activities.
8. Students must adhere to Board policy, all rules set forth in the student handbook, and display conduct becoming a District 204 representative, including after school, on days when school is not in session, whether on or off school property, and in public communications posted on social media sites. (School consequences supersede the Student Activities Code of Conduct when the violation carries a stiffer penalty.)

B. ALCOHOL, STEROIDS, AND CONTROLLED SUBSTANCES

Students will not use or attend parties where there is underage drinking of

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alcohol, steroids and/or controlled substances seven days a week, twelve months a year, whether or not school is in session, for all four years at LT.

1. Consequences:

- a. First offense – suspension from all activities for ten percent of the competitive season or two events, whichever is less, with the student expected to participate in all practices and attend all contests during that time. The student must attend a school-approved chemical education program at their own expense. Failure to do so will lead to further suspension.
- b. Second offense – loss of extracurricular opportunities for one year. If the student agrees to an assessment at a school approved program, at the parent’s expense, and follows the program recommendations, he will be suspended for a total of six weeks of the competitive season. The student must participate in all practices and attend all contests during the time they are serving their consequence. This could result in the consequence being served over two seasons.
- c. Third offense – loss of extracurricular opportunities for one calendar year from the date of the infraction, which would include all practices.
- d. Fourth offense – termination of all extracurricular opportunities for the remainder of their high school career.

C. TOBACCO

Students will not use or possess smoking tobacco and/or smokeless tobacco products seven day a week, twelve months a year, whether or not school is in session, for all four years at LT.

1. Consequences:

- a. First offense – suspension from all activities for ten percent of the competitive season or two events, whichever is less, with the student expected to participate in all practices and attend all contests during that time. The student must attend a school-approved chemical education program at their own expense. Failure to do so will lead to further suspension.
- b. Second offense – loss of extracurricular opportunities for one year. If the student agrees to an assessment at a school approved program, at the parent’s expense, and follows the program recommendations, he will be suspended for a total of six weeks of the competitive season. The student must participate in all practices and attend all contests during the time they are serving their consequence. This could result in the consequence being served over two seasons.
- c. Third offense – loss of extracurricular opportunities for one calendar year from the date of the infraction, which would include all practices.
- d. Fourth offense – termination of all extracurricular opportunities for

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the remainder of their high school career.

D. DANCES

Informal and formal dances are held at various times during the school year. These social events are for the enjoyment of the students enrolled at Lyons Township High School. If you would like someone who is not a Lyons Township High School student to accompany you, guest request forms are available online at WWW.LTHS.NET or at the bookstore. Guests must be of high school age and no older than 20 years of age to be allowed to attend. Eligibility for hosting a guest will be available only to students who are in “good standing”. The principal and/or his/her designee will determine what is “good standing”. Guest forms must be turned in to the Assistant Principals’ Office by the Monday before the dance. Guest tickets may be purchased any time after receiving approval. The district reserves the right to refuse admission of any non-LT guest at any time. The presentation of your current school ID card will be required for admission to all dances. Any guest must also present a current school ID or government issued photo I.D. to be permitted into the dance. Dances are held from 7:30 p.m. to 10:30 p.m. The curfew for arrival at dances is 8:30 p.m. No one will be admitted one hour after the start of the dance. Tickets for semi-formal dances must be purchased in advance and presented for admission. Students are encouraged to leave valuable items at home. *How you choose to dance at an LTHS-sponsored event matters. LTHS reserves the right to determine whether a student’s choice of dance style is appropriate for a high school dance. You may be asked to leave if you fail to comply with the expectations and/or directives of LTHS staff.*

Students are reminded that the school’s discipline code applies at all dances.

E. BREATHALYZERS

Is it true that there are Breathalyzers at all school events?

Yes, it is true. Underage drinking is illegal. Coming to school under the influence is not only illegal; it violates our student policy, our athletic/activities code, and is not exercising good judgment. If a student is suspected of being under the influence, he or she may be asked to breathe into the Breathalyzer. If the Breathalyzer should show that a student has been drinking alcohol, we will call the parent to inform them and the student may be turned over to the local police. The school’s drug and alcohol policy will be enforced (page 17 of student handbook). Should a student refuse to take a Breathalyzer, the school administration will also call the parent to inform them and may turn the student over to the police. Our policy states that students who refuse to take the Breathalyzer will be assumed to be under the influence and receive consequences accordingly. Again, the school’s drug and alcohol policy will be enforced. Be smart and choose to live a drug-free/alcohol-free lifestyle—help your friends make the right choices, too.

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F. SUSPENSION FROM CO-CURRICULAR AND/OR EXTRACURRICULAR ACTIVITIES

Students will adhere to all school rules and display conduct becoming a District 204 representative, including but not limited to, those identified in 7:240—*Conduct Code for Participants in Extracurricular Activities* and 7:190—*Student Behavior*. This includes after school, on days when school is not in session, whether on or off school property, and in public communications posted on social media sites. Failure to abide by relevant Board policy and/or student conduct expectations as set forth in this Handbook may subject a student to discipline, including but not limited to, the following:

1. Consequences:
 - a. First offense – suspension from all activities for ten percent of the competitive season or two events, whichever is less, with the student expected to participate in all practices and attend all contests during that time
 - b. Second offense – suspension for a total of six weeks of the season which could result in the consequence being served over two seasons. The participant must participate in all practices and attend all contests during the time they are serving the consequence.
 - c. Third offense – loss of extracurricular opportunities for one calendar year from the date of the infraction, which would include all practices.
 - d. Fourth offense – termination of all extracurricular opportunities for the remainder of the high school career.

G. APPEAL PROCESS

The coach/sponsor is charged with the responsibility of enforcing the consequences in the Student Activities Code. The expectation is that, except in unusual cases, the stated consequences will be applied. The consequences may be appealed to the Principal or his designee.

I have read the above information and will abide by the Student Activities Code.

Student Signature:

Date:

Coach/Sponsor Signature:

Date:

Parent/Guardian Signature:

Date:

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XIX. FAMILY SCHOOL COMPACT PARENT'S RIGHT TO KNOW

On December 10, 2015, President Barack Obama signed the Every Student Succeeds Act (ESSA) into law. ESSA replaces the No Child Left Behind Act (NCLB). In accordance with ESSA, school districts who receive Title I funds to support students' academic success are required to notify families they have the right to request, and receive in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

- A. Whether the student's teacher:
- B. has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- C. is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- D. is teaching in the field of discipline of the certification of the teacher.
- E. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information stated above, parents of students in schools that receive funds under this part may request:

- F. (I) Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and
- G. (II) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

As we begin the 2022-2023 school year, all teachers have met state qualifications and licensing criteria and are teaching in a field for which they are certified. Likewise, all paraprofessionals are qualified to participate in the programs to which they have been assigned. Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled. If you have any questions about your child's assignment to a teacher or paraprofessional, please contact Scott Eggerding, Director of Curriculum and Instruction, at seggerding@lths.net.

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FAMILY-SCHOOL COMPACT FOR ACHIEVEMENT: 2022-2023

What is a Family-School Compact?

A Family-School Compact for Achievement is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students get the individual support they need to reach and exceed standards.

Communication about Student Learning

Lyons Township High School is committed to communicating regularly with families about their children's learning. Some of the ways you can expect us to communicate are:

- Fall Open House
- Parent Teacher Conferences
- Infinite Campus for grade book and student information
- Canvas for specific course information
- Individual conferences per parent request

District Goals for Student Achievement:

- To Improve the Academic Achievement of All Students, LT will...
 - Monitor and revise structured supports for students during the school day that assist students in their learning.
 - Ensure that LT's curricular offerings are designed to prepare all students for college and career readiness upon graduation.
 - Review the work of the Equity and Achievement Team and increase access to and enrollment in level IV and V classes for minority and FRL students.
 - Ensure a Guaranteed and Viable Curriculum by developing curriculum maps that align course content to state and national standards and ensure all essential skills and outcomes are measured by formative and summative assessments.

Family Connections In Math

The curriculum is designed to work with students and their families to develop students' mathematical understanding. Some of our key connections with families are to:

- Provide course guides and resources through the course Canvas page.
- Communicate promptly and proactively about your students and what we can do to help them be successful.

Math Students

Lyons Township math students are encouraged to join staff and parents to develop ideas about how they can succeed in school and develop college and career ready skills in mathematics:

- Talk with my family about what I am learning in math.
- Focus on improving understanding of key concepts.

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- Talk with teachers when things are frustrating or unclear.
- Use drop-in centers to get help during lunch study.
- If directed to a math lunch-study room, use the time to get caught up or better understand key concepts.
- Be a partner in the learning process!

Math At Home

Lyons Township High School parents are welcomed to join staff to develop ideas about how families can support students' mathematical understanding. Families may have other ideas to add to the list. Please feel free to share them!

- Have fun with math. Use web resources to explore math at home.
- Try to attend Open House, Parent Teacher conferences, and any additional parent centered nights.
- Check Infinite Campus and Canvas for resources and to be familiar with the course content.
- Contact teachers to discuss any needs.

English

- Infinite Campus: Infinite Campus is a website on the internet through which parents and students can check student information and grades.
- Canvas: Canvas provides links to course assignments, enrichment activities and videos/digital content to help support the curriculum.
- Personal contacts: Teachers and parents will communicate through the school year via phone and email conversations.

English At Home

Parents and families can support students' academic growth in many ways. Here are a few suggestions:

- Have fun with English, reading, and history. Use web or local library resources to explore themes from class at home.
- Encourage reading at home each day.
- Attend Open House and Parent-Teacher conferences.
- Check out the school website.
- Contact teachers to discuss any needs.
- Please help students stay organized at home.

History

History aims to help students understand the complex world in which they live. Students will develop insights into the thoughts and feelings of people within their own culture and other cultures. They will also explore relationships between the past, present and future. Class content will be balanced with developing skills necessary for critical thinking, including: cause and effect, fact and opinion, public speaking, persuasive writing, and summarization.

For a more detailed Parent School Compact, please visit the LTHS website at www.lths.net or contact the Director of Curriculum and Instruction, Scott Eggerding,

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