



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

**Room 103-104
100 South Brainard Avenue
La Grange, Illinois 60525
Monday, March 4, 2024 - 6:30 PM**

AGENDA

**PLEASE NOTE CLOSED SESSION WILL BEGIN AT 5:00PM and
OPEN SESSION WILL BEGIN AT 6:30PM**

I. CALL TO ORDER

II. CLOSED SESSION

The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1)

Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened or a reasonably potential danger to the safety of employees, students, staff, the public, or public property, 5 ILCS 120/2(c)(8)

III. OPEN SESSION AND PLEDGE

IV. PUBLIC PARTICIPATION

V. HUMAN RESOURCES

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| A. 2024-2025 Staffing/Sectioning Overview | 3 |
| B. Capstone Courses and Courses with Enrollments Under 18 (First Reading) | 5 |
| C. Math-Science Division Restructuring Proposal | 11 |
| D. Intervention Room Proposal | 15 |

VI. FINANCE

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| A. Review of Bids Received Related to Summer 2024 Facilities Projects | 18 |
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VII. OTHER

- | | |
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| A. Discussion Re: Willow Springs Property | |
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VIII. PUBLIC PARTICIPATION

IX. CLOSED SESSION

The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1)

Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened or a reasonably potential danger to the safety of employees, students, staff, the public, or public property, 5 ILCS 120/2(c)(8)

X. ADJOURNMENT

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

LYONS TOWNSHIP HIGH SCHOOL



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EDWARD M. PIOTROWSKI
Director of Human Resources

TO: LTHS Board of Education
FROM: Edward M. Piotrowski, Director of Human Resources
DATE: March 4, 2024
RE: 2024-2025 Staffing/Sectioning Process

BACKGROUND:

Each year, the Administration brings course sectioning and staffing information to the Board of Education for review and approval in March. This process begins with student course selection in January and concludes with the Central Leadership Team working with the Associate Principals and Division Chairs to make recommendations for the number of sections that will be offered in the following school year. This recommendation is then utilized to inform staffing decisions related to assigning available sections to LTHS certified staff members.

This past week, the Central Leadership Team met to review course sectioning numbers and is recommending to the Board an overall instructional increase of 1.3 FTE, or full-time equivalents. This sectioning represents course selections for the 3,781 students that are currently registered in Infinite Campus with requests for the 2024-2025 school year. In comparison, we currently have 3,703 students registered with courses for the 2023-2024 school year.

In addition to the increase in students with requests, a large factor in the overall FTE increase is the continued expansion of both the Multilingual Department and co-teaching offerings in our Special Education Department. As we discussed last year, we anticipate the need to increase the number of bilingual certified staff to serve as co-teachers in many of the Multilingual Department courses. The number of additional ML co-teachers that will be needed are not reflected in the overall FTE increase. This year, we are anticipating approximately two additional ML co-teachers, but the final amount needed will be determined based on the scheduling and placement of ML courses in the school day. Last year, we informed the Board of a potential need to hire six ML co-teachers, but based on course scheduling and student need, we determined that only four positions were needed.

At the March 4 Committee of the Whole Meeting, the Board will review an overview of the staffing and sectioning process, as well as recommendations for Capstone Courses and for courses that have an anticipated enrollment of under 18 per section. This information is needed to finalize the total number of course sections in each department, which will allow the Administration to determine what impact there might be on certified staffing for the 2024-2025 school year. Staffing recommendations will then be made to the Board of Education at the March 18 meeting.

We will continue to work with the Associate Principals and Division Chairs to determine if there are any changes to the course sectioning recommendations, and provide any necessary updates to the Board of Education.

Finally, the Board has historically approved 0.4 FTE for the Administration to allocate on a discretionary basis should there be a need for additional sections of a course due to shifting enrollments. This past year, we utilized 0.3 FTE of the allotment. Should there be a need for more than the 0.4 FTE allotment, we would return to the Board with a recommendation for additional FTE.

RECOMMENDATION:

This is for informational purposes only. No approval is needed at this time.

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EDWARD M. PIOTROWSKI
Director of Human Resources

TO: Brian P. Waterman, Superintendent
Board of Education

FROM: Ed Piotrowski, Director of Human Resources

RE: Capstone Courses and Courses with Enrollments Under 18

DATE: March 4, 2024

BACKGROUND

Each year, students select course requests for the following school year. These requests are tallied and course totals are determined to help guide the process of determining which courses will be offered as well as how many sections will be created.

This sectioning process is reviewed by the Central Leadership Team and shared with Associate Principals and Division Chairs for the purpose of building the academic master schedule for the following school year.

Capstone Courses:

Special consideration is placed on courses that have been identified as Capstone Courses in the Academic Program Guide. A capstone course is a final course within a well-defined, multi-year course sequence within a department. Capstone courses are reviewed by the Central Leadership Team and the Board of Education each spring, with special consideration given with regard to enrollment. If possible, and given appropriate enrollment, the District will recommend that a capstone course is run during the school year to allow for students to complete the full course sequence.

A list of capstone courses has been included for Board review.

Courses with Enrollments Under 18:

During the sectioning process, all efforts are made to run course sections with approximately 18 students. There are situations, however, where some courses are being recommended to run with fewer than 18 students per section.

Supported classes (English Learners, Interdisciplinary Workshop, and courses within the Special Education Division) are recommended to run with fewer than 18 students based on best practice and School Code class size limits. As these guidelines apply to multiple courses within these areas, these courses are not included in the list of courses with enrollments under 18.

In addition to supported classes, courses with enrollments under 18 fall into three general categories:

- Courses with healthy enrollments and multiple sections being offered. By nature of dividing the total number of course requests by the number of sections, we may find that certain courses have an average class size of under 18;
- Capstone/Specialty courses are given special consideration when determining which courses will be offered the following year. Capstone courses have been described above. Specialty courses may include courses that are not the end of a well-defined sequence, but one where the course provides a unique opportunity for students. In these situations, and given appropriate enrollment, the District will recommend that the course is offered;
- Courses with a value and connection to subsequent courses in a course sequence are given special consideration. While capstone courses are the culminating course in a sequence, it is important to give special consideration to courses within the sequence itself. If a course within the sequence is not running, for instance, students may not have the opportunity to continue the sequence and eventually reach the capstone course.

A list of courses with enrollment under 18 has been included for Board review.

RECOMMENDATION

We recommend the Board approve the capstone courses and courses with enrollment under 18 as specified in the included materials.

Capstone Summary, March 2024

	2024-2025			23-24	22-23	21-22
	Feb.	#	Avg	Feb.	Feb.	Feb.
	Reg.	Sects.	Size	Reg.	Reg.	Reg.
APPLIED TECHNOLOGY						
Adv Engineering Design	34	2	17.0	23	18	34
Arch Eng Design I & II	51	2	25.5	63	79	63
Private Pilot Operations	32	2	16.0	23	22	29
FAMILY AND CONSUMER SCIENCES						
Advanced Culinary Arts	283	13	21.8	290	234	143
Chefs	28	1	28.0	19	21	12
Early Childhood Ed Internship	11	1	11.0	18	17	19
Teaching Internship-Elementary I & II	18	1	18.0	17	12	9
ART						
Ceramics Advanced	45 (+22 studio)	4	16.8	39 (+6 studio)	37 (+3 studio)	24 (+5 studio)
Drawing & Paint Adv	26 (+12 AP)	2	19.0	23 (+6 AP)	21 (+14 AP)	24 (+ 17 AP)
Studio Art Accel (all w/ other classes)	27			14	12	4
Studio Art AP (all w/ other classes)	25			18	18	22
MUSIC						
Concert Choir	4			8	9	17
Sinfonietta	33			31	22	37
Symphonic Band	22			25	25	34
Symphonic Orchestra	30			33	48	40
Treble Choir	20			20	14	19
Varsity Choir	21			24	32	24
Wind Ensemble	60			65	69	56
WORLD LANGUAGES						
French IV LIV	38	2	19.0	33	56	48
French IVH ACP LV	64	3	21.3	38		
French V LIV	13	0	-	5	23	25
French Language AP	8	1	8.0	18	16	12
German Lang & Culture AP	8 (+13 Germ Lang. Accel)	1	21.0	8	13	19
German Language Accel	13	0	-	Offered alt year	25	Offered alt year

Capstone Summary, March 2024

	2024-2025			23-24	22-23	21-22
	Feb.	#	Avg	Feb.	Feb.	Feb.
	Reg.	Sects.	Size	Reg.	Reg.	Reg.
German Communication (Accel & Prep)	Offered alt year			25	Offered alt year	38
Italian AP	19	1	28.0	6	7	9
Italian IV Accel	9			17	11	21
Latin Poetry Accel	Offered alt year			40	Offered alt year	41
Latin Prose Accel	38	2	19.0	Offered alt year	38	Offered alt year
Spanish IV LIV	283	11	25.7	357	309	298
Spanish V LIV	71	3	23.7	63	117	103
Spanish Language AP	24	1	24.0	33	25	42
ENGLISH						
Journalism: Newspaper Production	23	1	23.0	22	25	26
English IV Prep	990	38 (semester)	26.0	421	436	511
English IV Honors (Dual Credit, semester)	279	12	23.3	166	147	139
English IV AP (annual)	222	10	22.2	277	387	386
MATHEMATICS						
Trig/PreCalculus (Accel)	242	10	24.2	305	337	339
Calculus AB AP	183	8	22.9	169	162	186
Calculus BC AP	90	4	22.5	125	128	122
SCIENCE						
Astronomy (Accel - annual course)	42	2	21.0	69	65	58
Environmental Science AP	147	7	21.0	165	134	119
Biology AP	105	5	21.0	89	70	82
Chemistry AP	31	2	15.5	52	36	33
Human Anatomy and Physiology	106	5	21.2	103	157	135
Organic Chemistry	67	3	22.3	53	44	54
Physics C AP	59	3	19.7	75	51	49
PHYSICAL EDUCATION/HEALTH						
Dance Arts	39	2	19.5	36	36	61
Applied Personal Fitness	46	2	23.0	32	89	129
TCD (All Enrollments)	46			46	44	26

Under 18 Enrollment Report, March 2024

Dept	Course Number	Course Title	Requests
Applied Tech	AT3361/2	Private Pilot Operations LV	32
Applied Tech	AT5311/2	Auto Service & Diag LIV	13
Applied Tech	AT5851/2	Furn/Cab Making II LIV	16
Applied Tech	AT8531/2	Advanced Eng Design LIV	34
Art	AR7106	Adaptive Art Leader LIII	11
Art	AR8011/2	Art History AP LV	10
Business	BU4226/7	Comptr Apps (MOS) LIII	13
Business	BU4831/2	PC Repair & Maint (A+) LIII	15
FCS	FC5281/2	Fash/Inter Design LIV	33
FCS	FC6551/2	EC Education Internship LIV	11
FCS	FC7102	Adaptive Culinary Leaders LIII	13
FCS	FC5756/7	Child Development 2 LIV	35
Language Arts	LA5511/2	Stage Tech LIII	23
Language Arts	LA9151/2	WLTl Radio & Podcast LIII	15
Language Arts	LA9116/7	Intro to Radio/TV LIII	33
Math	MA9852	Calculus 3 LV	33
Math	MA9951	Linear Algebra LV	34
Music	MU5211/2	Symphony Orchestra LIV	30
Music	MU5411/2	Concert Choir LIV	4
Music	MU5911/2	Adv Vocal Techniques LIII	6
Music	MU6941/2	Senior Madrigals	13
Music	MU6111/2	Jazz Ensemble LIV	7
Music	MU4216/7	Fr Chor/Voc Tech	3
Music	MU4316/7	Fresh Boys Chorus LIII	5
Music	MU4416/7	Fresh Girls Chorus LIII	9
Physical Welfare	PE8516/7	PE Modified 9-12 LIII	2
Science	SN5611/2	Chemistry Prep	32
Science	SN8211/2	Chemistry AP LV	31
Science	SN8116/7	AP Physics I LV	15

Under 18 Enrollment Report, March 2024

Dept	Course Number	Course Title	Requests
World Language	WL7821/2 & 7821/2	American Sign Language II LIII/LIV	10
World Language	WL8231/2	Spanish IIIH ACP LV	12
World Language	WL6126/7 WL7226/7	Italian II Prep LIII/Italian II Accel LIV	35
World Language	WL5126/7 WL7126/7	Latin II Prep LIII/Latin II Accel LIV	16

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EDWARD M. PIOTROWSKI
Director of Human Resources

TO: Dr. Brian Waterman, Superintendent
LTHS Board of Education

FROM: Ed Piotrowski, Director of Human Resources
Scott Eggerding, Director of Curriculum and Instruction

DATE: March 4, 2024

RE: Divisional Restructuring (Math/Science Division)

BACKGROUND:

The Math/Science Division has traditionally been the largest division (by number of staff) at Lyons Township High School, with an average of approximately 30 certified staff members in each department for many years. While there are several reasons why the two departments were initially combined, there have been a number of changes to the District's approach to teaching and learning, as well as changes to state and national standards and assessments that make revisiting this combination essential.

We are recommending that the Math/Science Division be separated into a Math Division and a Science Division, each with its own chair. As we currently have two Assistant Division Chairs, each new division would receive one, equalizing the overall administrative FTE in each division.

This recommendation is focused on three main areas: division size and balancing, LTHS Strategic Plan Goal One and certified professional appraisal, as provided below. A summary table of the current and proposed structure can be found following the summaries.

Division Size and Balancing:

The Math/Science Division is currently our largest division with 1.8 administrators (1.0 FTE Division Chair, 0.8 FTE Assistant Division Chairs) for 63.5 certified FTE. This is approximately 50% higher than the average divisional certified FTE and approximately 30% higher than the average FTE to Administrator ratio as a whole.

A separation into a Math Division and a Science Division will bring these metrics slightly under the average for both math and science.

The separation will create new divisions that are much more in line with divisional averages, and also allow the chairs to focus on supporting students and staff through the curriculum review, professional development and certified staff appraisal processes.

Strategic Plan Goal One:

Goal One of the LTHS Strategic Plan focuses on student growth and achievement, with strategies related to curriculum, engaging and equitable learning experiences and consistency in assessment.

During the curriculum review process within Math/Science throughout the last two years, it has become apparent that the current structure of the divisional leadership makes day-to-day curriculum implementation and support difficult. Both math and science have a different set of complex and nationally aligned standards that are unlike those for other departments, with the exception of English. A separation of this division into a Math Division and a Science Division will allow both division chairs to focus the appropriate amount of time and effort into curriculum reviews and make positive growth in each area where we have had difficulty in the past given that the chair was from one area or the other. This will also be supported by allowing the Division Chair to work entirely with staff in their subject area on school improvement days, Institute Days, and any other staff development time.

This separation would have an impact in the area of assessment, as well. Math and Science test scores are a part of the District rating on the Illinois School Report Card. We have seen incremental growth in math performance and for the first time, student performance on the Illinois Science Assessment has been included on the school rating. A separation of the Math/Science Division will allow us to continue to focus on improving student performance on these assessments.

Additionally, we believe a separation would allow the District to realize additional growth in terms of student performance subsequent to the COVID-19 pandemic. Research has predicted that the recovery of math skills in particular will take additional time to recover. As with curriculum implementation and support, having a dedicated chair for each area will provide the focus necessary to address the unique needs of students and staff in their respective subject areas.

Certified Professional Appraisal Oversight:

As part of Strategic Plan Goal Three, the LTHS Professional Appraisal Oversight Committee has met regularly throughout the school year with the goal of revising and updating our current certified professional appraisal system. One main focus of this work has been to improve the type and quality of feedback that our administrators are providing to the certified staff they evaluate.

Division Chairs are responsible for evaluation of both tenured and non-tenured certified staff members, and their responsibilities include professional growth goal setting, as well as formal and informal observations. We strongly believe that the quality of this feedback will be improved by the separation into two divisions. Both the math and science chair will be able to provide more detailed content area specific feedback that one combined chair would. Additionally, the separation would reduce the certified staff FTE to administrator ratio to approximately 23:1 from the current 35:1. Our current structure creates situations where the chair spends more time on

evaluations than any other task. The reduction in the number of certified staff being evaluated will provide the chair more time to focus on the areas identified in the previous section of this summary.

RECOMMENDATION:

We recommend that the Board approve the administrative restructuring related to the Math/Science Division. This approval will divide the Math/Science Division into the Math Division and the Science Division, and will require the creation of an additional 1.0 FTE for the position of Division Chair.

Department/Division Structure Re-Alignment for 2024-2025 (2023-2024 FTE Totals)

Current Divisional Structure						Re-Aligned Divisional Structure					
Division	Department	DC FTE	ADC FTE	Div FTE	FTE:Admin	Division	Department	DC FTE	ADC FTE	Div FTE	FTE:Admin
Fine Arts	Art	1	0.4	35.6	25.43	Fine Arts	Art	1	0.4	35.6	25.43
	Music						Music				
	World Languages						World Languages				
Global Studies	Applied Technology	1	0.8	49.3	27.39	Global Studies	Applied Technology	1	0.8	49.3	27.39
	Business Education						Business Education				
	FCS						FCS				
	Social Studies						Social Studies				
Language Arts	Language Arts	1	0.4	44.4	31.71	Language Arts	Language Arts	1	0.4	44.4	31.71
Math/Science	Math	1	0.8	63.5	35.28	Mathematics	Math	1	0.4	31.2	22.29
	Science						Driver Education				
Physical Welfare	Physical Education	1	0.4	27.6	19.71	Physical Welfare	Physical Education	1	0.4	27.6	19.71
Special Education	Special Education	1	0.4	40.6	29.00	Science	Science	1	0.4	32.3	23.07
Student Services	Student Services	1	0.4	31.2	22.29	Special Education	Special Education	1	0.4	40.6	29.00
						Student Services	Student Services	1	0.4	31.2	22.29
	Totals	7	3.6	292.2		Totals		8	3.6	292.2	
	<i>Averages (FTE and FTE:Admin)</i>			<i>41.7</i>	<i>27.26</i>	<i>Averages (FTE and FTE:Admin)</i>			<i>36.5</i>	<i>25.11</i>	

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EDWARD M. PIOTROWSKI
Director of Human Resources

To: Board of Education

From: Ed Piotrowski, Director of Human Resources
Dr. Leslie Owens, Director of Student Services
Dr. Jennifer Rowe, Director of Equity and Belonging
Dr. Jennifer Tyrrell, Principal

Date: March 4, 2024

Re: 2024-25 Staffing Request (Restorative Intervention Room)

Introduction

Throughout the last two years, the Building Leadership Team has pursued learning around restorative practices and Intervention Room programming, as a component of the Discipline Improvement Plan approved by the Board of Education in June 2022. This learning was predicated on our team's continued analysis of LT's disciplinary data and the disproportionality that exists among groups of students being suspended, also as a component of the LTHS Discipline Improvement Plan. As a result of this work, we are recommending the implementation of a Restorative Intervention Room at Lyons Township High School beginning in the 2024-25 school year. Ultimately, we believe that we can help students understand the impact their behavior has on themselves and those around them. We believe that this programming will enable us to successfully teach our students to accept responsibility for their actions and will connect them more closely with our school community.

Recommendation

A primary goal of this intervention would be to reduce both exclusionary discipline and the number of students who reoffend. Instead of assigning consequences that remove students from the school environment, a Restorative Intervention Room would provide opportunities for students to take responsibility for their actions and work to repair the harm that has occurred, while also receiving academic support. This type of programming would support the acquisition of skills that reduce risk factors linked with attendance difficulties, inappropriate behaviors, and/or other SEL concerns. It will help students manage behaviors that put them at risk for academic failure. We will leverage this resource to empower our students, better connect them to the LT community, and help them to navigate future conflict - all while keeping them in school.

Program Proposal Details

- Restorative Intervention Room Program Setup
 - A program that is used as an alternative to exclusionary discipline and is restorative in nature

- Prepares and leading students, staff members, and of members through community building and restorative circles
 - Works collaboratively with grade-level SST members related to the needs and progress of students
 - Manages the ongoing academic and behavioral needs of students through data-driven progress monitoring to determine additional student needs of students on their caseload
 - Coordinates and managing referrals to outside providers, as well as coordinating outside practitioner services within the school (i.e., substance abuse)
 - Prepares students to return to the general population with a focus on restoring relationships and resetting expectations
 - Contacts students proactively in order to prevent escalation of behaviors that have traditionally been assigned exclusionary discipline.
 - Guides small student groups, as identified through data, in improving essential social skills and educational outcomes
 - Assists with building a culture of Restorative Practices, including Restorative Practices training with staff.
 - Facilitates circles (community building and restorative) as well as Restorative Conferences
 - Performs other duties as assigned by the principal, or other administrative staff
- RIR Paraeducator Responsibilities
 - Assists the coordinator with program needs
 - Monitors of Restorative Intervention Room and students
 - Develops rapport with students in the program
 - Informs teachers of participation and work collection/distribution
- RIR Schedule
 - The RIR schedule would be highly structured and would follow the bell schedule of the 8-period school day.
 - The daily schedule would include:
 - Intake Meeting
 - RIR facilitator meets with students and parents/guardians prior to 1st period to overview the goals of the program and expectations
 - Review of the daily schedule and completion of any additional paperwork (e.g., Student Success Plan, etc.)
 - Discussion of parent and student intake form
 - Academic Support
 - Review of grade reports and missing assignments
 - Goal setting for academic support time each day
 - Student communication with teachers on missing work, progress in class

- Teachers are encouraged to stop in and see their student as they're able
 - Facilitator signs off of student generated assignment list after verifying completion of work
 - Determine individual student academic plan based on schedule, performance in classes, and student needs
- Group Activities
 - Time for building rapport with facilitator and among students
 - Discussion regarding their SST team and the supports/resources offered
 - Opportunity for connection with deans, counselors, social workers, etc
 - Restorative circles, as appropriate
- Individual Student Counseling
 - Restorative conversation/reflections - Students working towards owning their role in the incident, considering how to repair harm that has been done, consideration of what they need to move forward
 - Students working on how they'll contribute/lead the reentry meeting
- Reentry Meeting
 - These meetings would be held on the third day for three day placements. The focus would be on accountability, reparation of harm, and goals moving forward.
 - Student-led - Student leads discussion with their support team as to how they'll move forward
- Additional Possibilities within the Daily Schedule
 - Physical Education, In-School Community/School Service Projects, Restorative Circles, Post Secondary Goal Setting and Career Exploration, Peer Conflict Resolution
- Ongoing Support and Followup
 - Once a student has completed programming, the RIR coordinator will continue to track their progress
 - The Restorative Intervention Facilitator will schedule two follow-ups within the two weeks following the completion of their assignment
 - Quarterly check-ins from either the RIR facilitator and/or paraeducator will be initiated and scheduled
 - At the conclusion of a student's RIR Room assignment the grade-level SST will discuss what on-going support is appropriate
 - The RIR facilitator will offer on-going groups based on the needs of students being referred. These might include anger management/impulse control or any other needs.



LYONS TOWNSHIP HIGH SCHOOL District 204

Dr. Brian Waterman, Superintendent

Ph: 708-579-6451 E: BWaterman@LTHS.net

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

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

To: District 204 Board of Education

From: Dr. Brian Waterman, Superintendent
Brian Stachacz, Director of Business Services

Date: February 29, 2024

Re: *Groundwork for a Brighter Future* Phase I Update and Recommended Next Steps

In preparation for the March 4 Committee of the Whole Meeting, you will find below information and updates related to *Groundwork for a Brighter Future*, including the results of the February 22 bid opening, cost projection comparisons, options for the Board to consider, implications on future planning, and a recommendation to consider.

Results of February 22 Bid Opening

On Thursday, February 22, a bid opening was conducted for the South Campus portion of Phase I, with the base bid package including 1) the relocation and remodeling of the music department, and 2) addition of a new cafeteria, commons, serving area, additional elevator, kitchen, loading dock, and courtyard renovation. Alternate bid packages were developed for 1) remodeling of toilet rooms throughout South Campus, 2) ticket booths at Bennett Field, 3) E-Wing unit vents and installation of air conditioning, 4) doors frames and hardware at North Campus and Vaughan Buildings, and 5) lighting upgrades in the SC pool and fieldhouse.

The District received bids from six contractors, and the results of the bid opening, including the base bid and each itemized alternate, are included within this packet.

Cost Projection Comparison

The latest cost projections, related to this portion of Phase I shared with the Board in December, 2023 included the following:

- South Campus - Construction of Cafeteria and Collaboration Spaces (\$11.5-12.5 million)
- South Campus - Relocation and Renovation of Music Area (\$6.0-6.5 million)
- South Campus - Restrooms and Accessibility Upgrades (\$1.65-1.9 million)
- South Campus - Addition of E-wing Air Conditioning (\$750K-1 million)
- South Campus - Renovation to Cafeteria Courtyard (\$300-500K)
- North/South Campus - Interior/Exterior Door Replacement (\$750-875K)
- South Campus - Replacement of Pool and Fieldhouse Lighting (\$630-735K)
- South Campus - Installation of Ticket Booths at Bennett Field (\$90-100K)





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Dr. Brian Waterman, Superintendent

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North Campus 100 S. Brainard Ave., LaGrange, IL 60525
South Campus 4900 S. Willow Springs Ave., Western Springs, IL 60558

Pending the Board's discussion on Monday evening, the difference between the cost projections outlined in December and the results of the bid opening conducted in February, represent an approximate difference of \$6.5-7 million.

Please note that in addition to the Phase I projects outlined above, the second portion of Phase I is projected to include the following:

- North Campus - Classroom Modernization and Installation of Additional Air Conditioning (\$8.5-10 million)
- North Campus - Restrooms and Accessibility Upgrades (\$3.5-4.1 million)
- North Campus - Installation of Turf Field at WestField Athletic Complex (\$3.0-3.5 million)
- South Campus - Installation of Turf Field (\$2.5-3.0 million)
- South Campus - Maintenance on D-Wing Roof (\$1.0-1.2 million)

On Monday evening, Ed Wright (DLA Architects) will be at the meeting to describe the process DLA used to develop the cost projections throughout the planning process, share DLA's analysis regarding the difference in projected costs vs. actual, and discuss the implications of this on cost projections regarding future projects.

Potential Options for the Board to Consider

On Monday evening, it is important for the Board to discuss the results of the bids received, including each of the alternates, cost projections related to the project, and the impact these results could potentially have on the remainder of the Phase I projects, as outlined above.

There are three options for the Board to consider and discuss on Monday evening:

- Option #1
 - Do not consider for approval any of the bids received on February 22, including the alternates;
- Option #2
 - Change the scope of the Base Bid and/or alternate bids, and re-bid any part or all of the bid package;
- Option #3
 - Consider for approval the base bid and/or alternate bids received on February 22.

Implications on Future Planning

As the Board considers the options outlined above, there are implications on planning decisions related to future projects within Phase I. If the Board considers Option #1 or #2, further discussion will be needed regarding what aspects of the South Campus Phase I project should be prioritized. If the Board considers





LYONS TOWNSHIP HIGH SCHOOL District 204

Dr. Brian Waterman, Superintendent

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

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

Option #3, there will need to be further discussion regarding what aspects of the remaining projects in Phase I should be prioritized. The District would have approximately \$14 million to utilize toward the projects outlined below.

- North Campus - Classroom Modernization and Installation of Additional Air Conditioning (\$8.5-10 million)
- North Campus - Restrooms and Accessibility Upgrades (\$3.5-4.1 million)
- North Campus - Installation of Turf Field at WestField Athletic Complex (\$3.0-3.5 million)
- South Campus - Installation of Turf Field (\$2.5-3.0 million)
- South Campus - Maintenance on D-Wing Roof (\$1.0-1.2 million)

Recommendation

As a result of the community engagement process in Fall, 2022 and the facilities and mechanical assessment completed from 2019-2021, the District identified five broad objectives for future facilities projects;

- Modernization of existing classrooms to meet 21st century learning needs.
- Development of additional collaborative spaces for students and staff;
- Accessibility and life safety upgrades;
- Improvements and additions to student and community athletic and wellness facilities;
- Upgrades to HVAC systems and further installation of air conditioning for improved temperature control

Throughout this planning process, our goal has been to prioritize projects that serve to accomplish these five broad objectives outlined by our community. The projects identified for the first portion of Phase I help the District make progress toward 1) modernization of existing classrooms (renovation to music facilities), 2) development of additional collaborative spaces (construction of cafeteria and addition flexible spaces), 3) accessibility and life safety upgrades (addition of an elevator and renovations to all restrooms, which will include ADA compliance, and pool/fieldhouse lighting), and 4) upgrades to HVAC system (installation of air conditioning in the SC E-Wing).

With that in mind, our recommendation is that the Board consider accepting the lowest bid package to include the base bid, as well as alternates 1 (Restroom Renovations), 3 (E-wing Air Conditioning), and 5 (Pool/Fieldhouse Lighting). We do not recommend accepting alternates 2 (Ticket Booths at Bennett Field) and 4 (NC door and door hardware). Consideration of this recommendation (base bid plus alternates 1, 3, and 5) would result in Henry Bros. Co. being the lowest qualified bidder with a total bid of \$30,265,000.



South Campus Addition and Remodeling Project for Lyons Township High School District 204

Project # 2023.074
February 22, 2024 at 2:30 pm
BID TAB



Contractor	Bid Bond	ADD 1	ADD 2	ADD 3	Base Bid	Alternate 1	Alternate 2	Alternate 3	Alternate 4	Alternate 5	TOTAL
Executive Construction, Inc.	X	X	X	X	\$28,290,000.00	\$2,475,000.00	\$318,000.00	\$650,100.00	\$570,200.00	\$254,100.00	\$32,557,400.00
F.H. Paschen	X	X	X	X	\$26,900,000.00	\$2,732,000.00	\$265,000.00	\$671,000.00	\$617,000.00	\$311,000.00	\$31,496,000.00
Happ Builders, Inc.	X	X	X	X	\$27,100,000.00	\$2,387,000.00	\$338,000.00	\$624,000.00	\$142,000.00	\$257,000.00	\$30,848,000.00
Henry Bros. Co	X	X	X	X	\$26,995,000.00	\$2,310,000.00	\$310,000.00	\$600,000.00	\$300,000.00	\$360,000.00	\$30,875,000.00
IHC Construction Companies	X	X	X	X	\$29,770,000.00	\$2,900,000.00	\$450,000.00	\$650,000.00	\$260,000.00	\$375,000.00	\$34,405,000.00
R.L. Sehel	-	-	-	-	-	-	-	-	-	-	-
Tyler Lane Construction, Inc.	X	X	X	X	\$26,909,611.00	\$2,657,797.00	\$293,504.00	\$639,382.00	\$294,370.00	\$409,215.00	\$31,203,879.00

Base Bid: The Work shall take place at the South and North Campus. The Work includes, but is not limited to, the relocation and remodeling of the music department, addition of a new cafeteria, commons, serving area, kitchen and loading dock.

Alternate 1: Remodeling of toilet rooms as noted on the drawings and all associated work.

Alternate 2: New ticket booths at Benett Field Stadium and all associated work.

Alternate 3: Replace E-Wing unit vents with new units and all associated work.

Alternate 4: New doors, frames and hardware for North and Vaughan buildings and all associated work.

Alternate 5: Fieldhouse and Pool lighting and all associated work.

Allowance: Include in base bid a \$250,000 (Two Hundred and Fifty Thousand Dollars) contingency allowance to be used for unforeseen conditions and at the discretion of the Owner.