

SCHOOL DISTRICT NO. 103
BOARD OF EDUCATION MEETING
June 23, 2026
6:00 PM

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

A G E N D A

- I. **Call to Order**
- II. **Pledge of Allegiance**
- III. **Roll Call**
- IV. **Reading of Communications**
- V. **Year-to-Date Financials** **3**
- VI. **Superintendent's Report**
- VII. **Closed Session**
The Board will go into Closed Executive Session to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees pursuant to Section 2(c)(1) of the Open Meetings Act, 5 ILCS 120/2(c)(1); and, student disciplinary matters, pursuant to Section 2(c)(9) of the Open Meetings Act, 5 ILCS 120/2(c)(9).
- VIII. **Return to Open Session**
- IX. **Public Comment**
- X. **Consent Agenda**
 - A. Authorize Payment of Monthly Bills for June 2026
 - 1. Board Bills June 2026 7
 - 2. Activity Accounts June 2026 75
 - B. Approval of Minutes
 - 1. Regular Minutes of May 26, 2026 81
 - C. Resolution No. 06.23.26 Authorizing and Approving Employment Actions 89
 - D. Reading of Second Policies
 - 1. Policy 2:140E - Exhibit - Guidance for Board Member Communications, Including Email Use 91
 - 2. Policy 2:200 - Types of Board of Education Meetings 95
 - 3. Policy 2:220 - Board of Education Meeting Procedure 99
 - 4. Policy 2:250 - Access to District Public Records
 - 5. Policy 2:260 - Uniform Grievance Procedure 103

6. Policy 4:165 - Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors	109
7. Policy 5:30 - Hiring Process and Criteria	111
8. Policy 5:50 - Drug-and-Alcohol-Free Workplace, E-Cigarette, Tobacco, and Cannabis Prohibition	115
9. Policy 5:250 - Leaves of Absence	119
10. Policy 5:330 - Sick Days, Vacation, Holidays, and Leaves	124
11. Policy 6:65 - Student Social and Emotional Development	129
12. Policy 6:100 - Using Animals in the Educational Program	131
13. Policy 6:145 - Migrant Students	132
14. Policy 6:170 - Title I Programs	134
15. Policy 6:180 - Extended Instructional Programs	136
16. Policy 7:20 - Harassment of Students Prohibited	137
17. Policy 7:50 - School Admissions and Student Transfers To and From Non-District Schools	141
18. Policy 7:100 - Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students	144
19. Policy 7:185 - Teen Dating Violence Prohibited	147
20. Policy 7:220 - Bus Conduct	149
21. Policy 7:230 - Misconduct by Students with Disabilities	151
22. Policy 7:240 - Conduct Code for Participants in Extracurricular Activities	153
23. Policy 7:260 - Exemption from Physical Education	155
24. Policy 7:280 - Communicable and Chronic Infectious Disease	157
25. Policy 7:300 - Extracurricular Athletics	158
26. Policy 8:90 - Parent Organizations and Booster Clubs	160
XI. <u>Action Items</u>	
A. Approval of Removal and Replacement of Robinson School Playground	162
B. Approval for Chiller Replacement at Costello School	172
C. Approval of Installation of Chiller for Costello School	178
D. Approval of Memorandum of Understanding with JP Architects for a District-Wide Ten Year Health Life Safety Survey	181
E. Approval of Building and Grounds Director	
F. Approval of Updated Lease Agreement Between Lyons School District 103 and LADSE for SY2026-27	183
G. Approval of Appointment of Administrative Assignments	188
H. Approval of Hazardous Crossing Resolution for SY2026-27	189
I. Approval of Board of Education School Board Meeting Calendar for 2026-2027	190
J. Approval of Consolidated District Plan for SY2026-27	191
K. Approval of Standard Reunification Method Memorandum of Understanding with The "I Love U Guys" Foundation	244
L. Approval of Student Discipline Decision (Student Docket #06-23-26-1)	
XII. <u>Adjournment</u>	

Lyons School District 103

Operating Statement For the Period 05/01/2026 through 05/31/2026

Fiscal Year: 2025-2026

	05/01/2026 - 05/31/2026	Year To Date
By Fund		
Fund 10 Revenues		
10 Ad Valorem (+)	\$0.00	\$20,682,313.21
10 Payments in Lieu of Taxes (+)	\$662,823.38	\$946,205.67
10 Earnings on Investments (+)	\$193,768.24	\$644,994.44
10 Food Service (+)	\$0.00	\$4,633.98
10 Other Local Revenues (+)	\$0.00	\$1,737.78
10 Revenue from State Sources (+)	(\$46,044.36)	\$10,164,064.93
10 Revenue from Federal Sources (+)	\$212,177.55	\$2,706,848.05
Sub-total : Fund 10 Revenues	\$1,022,724.81	\$35,150,798.06
Fund 20 Revenues		
20 Ad Valorem (+)	\$0.00	\$2,813,326.38
20 Other Local Revenues (+)	\$0.00	\$68,130.00
20 Revenues from State Sources (+)	\$50,000.00	\$1,050,000.00
Sub-total : Fund 20 Revenues	\$50,000.00	\$3,931,456.38
Fund 30 Revenues		
30 Ad Valorem Taxes (+)	\$0.00	\$992,185.78
30 Earnings on Investments (+)	\$3,226.27	\$21,243.46
Sub-total : Fund 30 Revenues	\$3,226.27	\$1,013,429.24
Fund 40 Revenues		
40 Ad Valorem Taxes (+)	\$0.00	\$145,460.78
40 Earnings on Investments (+)	\$800.74	\$11,676.08
40 Revenue from State Sources (+)	\$17,566.00	\$1,051,903.76
Sub-total : Fund 40 Revenues	\$18,366.74	\$1,209,040.62
Fund 50 Revenues		
50 Ad Valorem Taxes (+)	\$0.00	\$242,235.61
50 Payments in Lieu of Taxes (+)	\$0.00	\$240,000.00
Sub-total : Fund 50 Revenues	\$0.00	\$482,235.61
Fund 51 Revenues		
51 Ad Valorem Taxes (+)	\$0.00	\$242,348.71
51 Earnings on Investments (+)	\$18,774.42	\$71,179.93
Sub-total : Fund 51 Revenues	\$18,774.42	\$313,528.64
Fund 60 Revenues		
60 Payments in Lieu of Taxes (+)	\$0.00	\$2,000,000.00
60 Revenue from State Sources (+)	\$1,138,716.00	\$1,138,716.00
Sub-total : Fund 60 Revenues	\$1,138,716.00	\$3,138,716.00
Fund 70 Revenues		
70 Ad Valorem Taxes (+)	\$0.00	\$169,874.84
70 Earnings on Investments (+)	\$22,865.56	\$82,108.75

Operating Statement

Lyons School District 103

Operating Statement For the Period 05/01/2026 through 05/31/2026

Fiscal Year: 2025-2026

	05/01/2026 - 05/31/2026	Year To Date
Sub-total : Fund 70 Revenues	\$22,865.56	\$251,983.59
Fund 80 Revenues		
80 Ad Valorem Taxes (+)	\$0.00	\$387,976.60
80 Earnings on Investments (+)	\$0.00	\$160.83
Sub-total : Fund 80 Revenues	\$0.00	\$388,137.43
Fund 90 Revenues		
90 Ad Valorem Taxes (+)	\$0.00	\$25,000.27
90 Earnings on Investments (+)	\$19,033.77	\$69,371.51
Sub-total : Fund 90 Revenues	\$19,033.77	\$94,371.78
Total : By Fund	\$2,293,707.57	\$45,973,697.35
Expenses		
Fund 10 Expenses		
10 Instruction PreK-12 (-)	\$1,290,278.44	\$11,086,482.63
10 Instruction Special Education (-)	\$406,438.93	\$4,654,448.74
10 Instruction Interscholastic (-)	\$65,647.62	\$570,894.21
10 Instruction Summer School (-)	\$0.00	\$27,442.89
10 Instruction Bilingual (-)	\$151,506.67	\$1,529,406.20
10 Instruction Private Tuition (-)	\$115,301.63	\$942,417.36
10 Support Services-Pupils (-)	\$194,565.37	\$1,614,334.56
10 Support Services Instructional Staff (-)	\$195,187.12	\$1,253,583.09
10 Support Services General Administration (-)	\$265,047.10	\$1,483,739.50
10 Support Services School Administration (-)	\$178,259.67	\$1,746,304.39
10 Support Services Business (-)	\$142,324.15	\$1,642,830.12
10 Support Services Central (-)	\$152,645.91	\$1,389,576.47
10 Community Services (-)	\$35,727.20	\$405,063.52
10 Payments to Other District/Governmental Units (-)	\$4,206,148.74	\$4,777,450.16
Sub-total : Fund 10 Expenses	(\$7,399,078.55)	(\$33,123,973.84)
Fund 20 Expenses		
20 Support Services Business (-)	\$265,922.02	\$3,047,814.77
20 Support Services Central (-)	\$0.00	\$30,232.73
Sub-total : Fund 20 Expenses	(\$265,922.02)	(\$3,078,047.50)
Fund 30 Expenses		
30 Debt Service-Interest Short Term Debt (-)	\$0.00	\$850,000.00
30 Debt Service-Interest on Long Term Debt (-)	\$0.00	\$71,750.00
Sub-total : Fund 30 Expenses	\$0.00	(\$921,750.00)
Fund 40 Expenses		

Operating Statement

Lyons School District 103

Operating Statement For the Period 05/01/2026 through 05/31/2026

Fiscal Year: 2025-2026

	05/01/2026 - 05/31/2026	Year To Date
40 Support Services Business (-)	\$247,969.41	\$2,208,395.44
Sub-total : Fund 40 Expenses	(\$247,969.41)	(\$2,208,395.44)
Fund 50 Expenses		
50 Instruction PreK-12 (-)	\$755.71	\$3,856.13
50 Instruction Special Education (-)	\$6,772.28	\$63,739.45
50 Instruction Interscholastic (-)	\$261.70	\$1,057.26
50 Instruction Summer School (-)	\$0.00	\$271.64
50 Instruction Bilingual (-)	\$0.00	\$10.92
50 Support Services-Pupils (-)	\$1,981.12	\$17,866.52
50 Support Services Instructional Staff (-)	\$114.26	\$949.33
50 Support Services General Administration (-)	\$1,042.12	\$14,904.94
50 Support Services School Administration (-)	\$2,629.53	\$23,637.23
50 Support Services Business (-)	\$18,414.14	\$152,276.55
50 Support Services Central (-)	\$1,784.02	\$18,417.67
50 Community Services (-)	\$1,980.30	\$21,809.75
Sub-total : Fund 50 Expenses	(\$35,735.18)	(\$318,797.39)
Fund 51 Expenses		
51 Instruction PreK-12 (-)	\$12,009.75	\$102,938.57
51 Instruction Special Education (-)	\$9,443.69	\$91,632.72
51 Instruction Interscholastic (-)	\$946.88	\$7,914.44
51 Instruction Summer School (-)	\$0.00	\$609.35
51 Instruction Bilingual (-)	\$1,480.94	\$14,532.95
51 Support Services-Pupils (-)	\$3,617.77	\$33,473.76
51 Support Services Instructional Staff (-)	\$1,896.53	\$9,845.33
51 Support Services General Administration (-)	\$1,617.72	\$21,301.54
51 Support Services School Administration (-)	\$3,867.65	\$36,491.03
51 Support Services Business (-)	\$18,567.08	\$152,649.76
51 Support Services Central (-)	\$1,250.78	\$13,301.70
51 Community Services (-)	\$2,111.30	\$23,308.15
Sub-total : Fund 51 Expenses	(\$56,810.09)	(\$507,999.30)
Fund 60 Expenses		
60 Support Services Business (-)	\$0.00	\$3,038,075.20
Sub-total : Fund 60 Expenses	\$0.00	(\$3,038,075.20)
Fund 80 Expenses		
80 Support Services General Administration (-)	\$8,000.00	\$421,452.20
Sub-total : Fund 80 Expenses	(\$8,000.00)	(\$421,452.20)

Operating Statement

Lyons School District 103

Operating Statement For the Period 05/01/2026 through 05/31/2026

Fiscal Year: 2025-2026

	05/01/2026 - 05/31/2026	Year To Date
Total : Expenses	(\$8,013,515.25)	(\$43,618,490.87)
Net Change	(\$5,719,807.68)	\$2,355,206.48
End of Report		

LYONS SCHOOL DISTRICT 103 VOUCHER

Voucher No: 1264

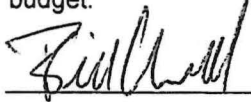
Voucher Date: 06/08/2026

Prepared By:

Printed: 06/17/2026 11:31:43 AM

LYONS SCHOOL DISTRICT 103 is hereby authorized to draw warrants against LYONS SCHOOL DISTRICT 103 funds for the sum of \$28,204.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



LYONS SCHOOL DISTRICT 103

Fund	Amount
80 TORT	\$28,204.00
	\$28,204.00

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1264

06/08/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
ILLINOIS DEPT OF EMPLOYMENT SECURIT	802415					
Check Group:						
Statement Period 1.1.26 - 3.31.26		1 0		0805396 5726 5/7/2026	80.5.2363.3800.000.0000	\$28,204.00

Check #: 0

PO/InvoiceTotal:	\$28,204.00
Vendor Total:	\$28,204.00
Grand Total:	\$28,204.00

End of Report

LYONS SCHOOL DISTRICT 103 VOUCHER

Voucher No: 1278

Voucher Date: 06/23/2026

Prepared By:

Printed: 06/18/2026 10:44:31 AM

LYONS SCHOOL DISTRICT 103 is hereby authorized to draw warrants against LYONS SCHOOL DISTRICT 103 funds for the sum of \$1,756,895.79 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

LYONS SCHOOL DISTRICT 103

Fund		Amount
10	EDUCATION	\$1,340,105.97
20	OPERATIONS & MAINTENANCE	\$137,619.96
40	TRANSPORTATION	\$271,169.86
80	TORT	\$8,000.00
		\$1,756,895.79

lyons103.org

Yolanda Solis <solisy@lyons103.org>

AP District 103 Voucher - 6.23.26

2 messages

Yolanda Solis <solisy@lyons103.org>
To: William Channell <channellw@lyons103.org>

Thu, Jun 18, 2026 at 10:59 AM

Bill,
Do you approve the attached Voucher.

--
Yolanda Solis
Accounts Payable
Lyons Elementary School District 103
4100 Joliet Avenue, Lyons, IL. 60534
708-783-4100 ext. 1001
e-mail: *solisy@lyons103.org*

 **6.23.26 Lyons School District Voucher.pdf**
279K

William Channell <channellw@lyons103.org>
To: Yolanda Solis <solisy@lyons103.org>
Cc: Mihaela Miller <mmiller@lyonstto.net>

Thu, Jun 18, 2026 at 11:37 AM

Good morning Yolanda,

I approve this voucher.
[Quoted text hidden]

--
Bill Channell
Business Manager
Lyons Elementary School District 103
4100 Joliet Avenue, Lyons, IL. 60534
708-783-4100 ext. 1007
e-mail: *channellw@lyons103.org*

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Academy for Urban School Leadership						
Check Group:						
AUSL Residency Fee (June 2026 - June 2027 for 5 Residents Enrolled)		1 0		SS1005270 5/22/2026	10.5.2642.4100.000.3998	\$60,000.00
AUSL Residency Fee (June 2026 - June 2027 for 5 Residents Enrolled)		1 0		SS1005270 5/22/2026	10.5.1110.1173.000.3998	\$120,000.00
Check #: 0						
PO/InvoiceTotal:						\$180,000.00
Vendor Total:						\$180,000.00
Alonzo, Kimberley A						
Check Group:						
KA Reimbursement		1 0		KA 51926 5/19/2026	10.5.1110.4100.600.0000	\$144.22
Check #: 0						
PO/InvoiceTotal:						\$144.22
Vendor Total:						\$144.22
AMAZON CAPITAL SERVICES	845305					
Check Group:						
Credit for Invoice 1Y6C-CW6V-VDTJ		1 0		137K-HKLY-3P3 W 11/1/2025	10.5.1110.4100.600.0000	(\$16.12)
Credit for Invoice 14PL-RFCX-RYQR		1 0		14NC-YT1C-1CJ9 11/1/2025	10.5.2320.3900.000.0000	(\$0.43)
Credit for Invoice 13T3-NYNX-P1DW		1 0		16JJ-DJNR-MYF M 3/1/2026	10.5.1111.4100.100.0000	(\$1.04)
Credit for Invoice 11CT-L63C-Y7RJ		1 0		16TH-CXYK-GLJ R 2/1/2026	10.5.1110.4100.600.0000	(\$1.64)
Credit for Invoice 14PL-RFCX-RYQR		1 0		16YH-Q9KW-1CV Y 11/1/2025	10.5.2320.3900.000.0000	(\$0.08)

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Credit for Invoice 139W-JYGF-31C6		1	0	17K4-713P-7CQM 2/11/2025	10.5.2560.4100.500.0000	(\$124.42)
Credit for Invoice 1V37-9D7T-RVNH		1	0	17LW-7Y6Q-XMG G 12/1/2025	10.5.1110.4100.100.0000	(\$9.98)
Credit for Invoice 14PL-RFCX-RYQR		1	0	19T9-NY3K-3M69 11/1/2025	10.5.2320.3900.000.0000	(\$0.86)
Credit for Invoice 14PL-RFCX-RYQR		1	0	19X9-Y7TN-47TG 11/1/2025	10.5.2320.3900.000.0000	(\$6.04)
Credit for Invoice 1XQQ-6KVJ-GPWT		1	0	1C1N-HCTG-HRT V 1/1/2025	10.5.1110.4100.500.0000	(\$24.80)
Credit for Invoice 1MQJ-XQRT-GRWD		1	0	1FG4-D17C-XN7 V 1/26/2025	10.5.1110.4100.500.0000	(\$23.99)
Credit for Invoice 13T3-NYNX-P1DW		1	0	1FRD-C7M4-NX1 P 3/1/2026	10.5.1111.4100.100.0000	(\$2.79)
Credit for Invoice 1KDR-433V-G1RR		1	0	1GG1-Y9WY-H7Q K 10/1/2024	10.5.1274.4100.000.3705	(\$196.01)
Credit for Invoice 1HVP-WDCG-DYNH		1	0	1GWQ-46K9-7MT 3 12/1/2024	10.5.1275.4100.000.3705	(\$13.99)
Credit for Invoice 14PL-RFCX-RYQR		1	0	1HFV-PCFP-1PR X 11/1/2025	10.5.2320.3900.000.0000	(\$1.82)
Credit for Invoice 1YP1-3MHJ-K43K		1	0	1HNX-C9JR-PKJ9 11/8/2024	10.5.1275.4100.000.3705	(\$118.99)
Credit for Invoice 13T3-NYNX-P1DW		1	0	1J3R-1Y74-WG17 3/1/2026	10.5.1111.4100.100.0000	(\$2.79)
Credit for Invoice 1KXV-MW93-6KRY		1	0	1JXV-L69H-HHX N 12/1/2024	10.5.1110.4100.100.0000	(\$11.34)

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Credit for Invoice 11CT-L63C-Y7RJ		1	0	1K73-KXFC-97PD 2/1/2026	10.5.1110.4100.600.0000	(\$0.59)
Credit for Invoice 11CT-L63C-Y7RJ		1	0	1K73-KXFC-97Q9 2/1/2026	10.5.1110.4100.600.0000	(\$1.27)
Credit for Invoice 11CT-L63C-Y7RJ		1	0	1K73-KXFC-997D 2/1/2026	10.5.1110.4100.600.0000	(\$0.56)
Credit for Invoice 6PN-9NRW-PQ47		1	0	1K9Q-YPQK-R1Q T 6/1/2025	10.5.2642.4100.000.0000	(\$1.97)
Credit for Invoice 1R7L-TCK6-M77N		1	0	1KC9-CN31-DY7 Q 4/15/2025	10.5.1110.4100.300.0000	(\$20.33)
Credit for Invoice 1LJR-N4TG-XXC6		1	0	1KF7-3V4J-3FV1 3/1/2025	10.5.1110.4100.600.0000	(\$2.75)
Credit for Invoice 1NCF-C6YJ-RTTL		1	0	1KRT-XP11-VQ6 Y 7/1/2025	10.5.2642.4100.000.0000	(\$0.13)
Credit for Invoice 1NCF-C6YJ-RTTL		1	0	1LC7-4XGY-TWW Q 7/1/2025	10.5.2642.4100.000.0000	(\$1.23)
Credit for Invoice 1NCF-C6YJ-RTTL		1	0	1LC7-4XGY-TXV R 7/1/2025	10.5.2642.4100.000.0000	(\$1.22)
Credit for Invoice 14H9-J3LM-F1GT		1	0	1LF4-D9JJ-7PWR 2/11/2025	10.5.2560.4100.500.0000	(\$115.43)
Credit for Invoice 14PL-RFCX-RYQR		1	0	1LMC-49MF-3DG Y 11/1/2025	10.5.2320.3900.000.0000	(\$0.59)
Credit for Invoice 1KXV-MW93-6KRY		1	0	1NJY-7D1T-HN3L 12/1/2024	10.5.1110.4100.100.0000	(\$11.13)
Credit for Invoice 19YV-1QND-1YCC		1	0	1NVN-34XJ-1K7Q 10/1/2025	10.5.1205.4100.300.0000	(\$18.99)
Credit for Invoice 14PL-RFCX-RYQR		1	0	1P6C-VKYD-1HP M 11/1/2025	10.5.2320.3900.000.0000	(\$7.22)

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Credit for Invoice 13Q4-FM64-PH9N		1	0	1PW7-WY4L-64Y N 11/4/2024	10.5.2642.4100.000.0000	(\$16.95)
Credit for Invoice 11CT-L63C-Y7RJ		1	0	1QJT-Q1QM-9CN 6 2/1/2026	10.5.1110.4100.600.0000	(\$0.72)
Credit for Invoice 139W-JYGF-31C6		1	0	1RJ7-XKWT-6NJ H 2/11/2025	10.5.2560.4100.500.0000	(\$103.34)
Credit for Invoice 1XK4-3VX1-DCYG		1	0	1RMQ-FJJ3-G4R W 12/1/2024	10.5.1274.4100.000.3705	(\$72.16)
Credit for Invoice 1NCF-C6YJ-RTTL		1	0	1RNK-4QF6-QX9 1 7/1/2025	10.5.2642.4100.000.0000	(\$1.22)
Credit for Invoice 1MJQ-CN7Y-LWHL		1	0	1TV7-LHWQ-MKX Q 5/1/2025	10.5.1110.4100.100.0000	(\$6.99)
Credit for Invoice 1XHQ-DVPW-FM1N		1	0	1V3C-9XWJ-M6W 6 12/11/2024	10.5.1110.4100.500.0000	(\$27.99)
Credit for Invoice 1NCF-C6YJ-RTTL		1	0	1VCF-NP6V-N73 R 7/1/2025	10.5.2642.4100.000.0000	(\$1.22)
Credit for Invoice 1V11-99DJ-KWQ6		1	0	1VJN-KJ3H-FGQ 6 10/1/2025	10.5.1275.4100.000.3705	(\$173.29)
Credit for Invoice 1KXV-MW93-6KRY		1	0	1WD9-G1TD-H7R 6 12/1/2024	10.5.1110.4100.100.0000	(\$2.22)
Credit for Invoice 13T3-NYNX-P1DW		1	0	1WYW-Y9K9-NJJ 9 3/1/2026	10.5.1111.4100.100.0000	(\$0.04)
Credit for Invoice 14PL-RFCX-RYQR		1	0	1XHG-C9LX-3WY 9 11/1/2025	10.5.2320.3900.000.0000	(\$2.49)

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Credit for Invoice 11Y3-Y3R1-7FW1		1	0	1XHQ-DVPW-GM FW 12/1/2024	10.5.1110.4100.300.0000	(\$12.70)
Credit for Invoice 1LJR-N4TG-XXC6		1	0	1YHY-13XW-3FX 7 3/1/2025	10.5.1110.4100.600.0000	(\$2.75)
Credit for Invoice 11CT-L63C-Y7RJ		1	0	1YMV-NVLV-7F6 1 2/1/2026	10.5.1110.4100.600.0000	(\$2.21)
Credit for unapplied		1	0	V476081 11/3/2025	10.5.1110.4100.600.0000	(\$277.20)
Credit for unapplied		1	0	V905864 3/2/2026	10.5.1120.4100.500.0000	(\$149.00)
Credit for unapplied		1	0	V905864 3/2/2026	10.5.1111.4130.500.0000	(\$129.95)
Check #: 0						
PO/InvoiceTotal:						(\$1,722.98)
Check Group:						
Byxhuc Custom Guitar Picks 60 Pack for Acoustic Guitars, Environmental ABS Thin Medium Heavy Personalized Guitar Picks, Gifts for Men Son Boyfriend Husband on Birthday Anniversary Christmas		3	260558	19FM-KMKL-XGL Y 6/1/2026	10.5.2642.4100.000.3998	\$119.98
Check #: 0						
PO/InvoiceTotal:						\$119.98
Check Group:						
Schylling NeeDoh Nice Ice Baby - Sensory Squeeze Toy - Super Solid Squish - 1.25" Wide - Color May Vary (Pack of 1)		1	260574	1NJD-Y6Q6-4LJ W 6/1/2026	10.5.1120.4100.500.0000	\$9.50
Check #: 0						
PO/InvoiceTotal:						\$9.50
Check Group:						

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Prang (Formerly SunWorks) Construction Paper, 10 Assorted Colors, 12" x 18", 100 Sheets		1	260589	1LYC-GVM1-CM9 Y 6/1/2026	10.5.1120.4100.500.0000	\$15.48
Check #: 0						
PO/InvoiceTotal:						\$15.48
Check Group:						
Yamaha 61-Key Portable Keyboard for Beginners with Learning Tools, Music Rest and Power Adapter PSRE283		5	260598	1RTT-DNTM-VK4 3 6/1/2026	10.5.1110.4100.300.0012	\$799.95
Check #: 0						
PO/InvoiceTotal:						\$799.95
Check Group:						
Rypet Dog Food Scoop Set of 4 - Plastic Measuring Cups for Dog, Cat and Bird Food (Random Color)		1	260607	16LN-3MJG-64R D 6/1/2026	10.5.1110.4110.400.0000	\$13.22
Snyder's of Hanover Pretzel Snaps, 46 Oz Canister		4	260607	16LN-3MJG-64R D 6/1/2026	10.5.1110.4110.400.0000	\$39.56
Igloo 5 Gallon Portable Sports Cooler Water Beverage Dispenser with Flat Seat Lid, Insulated Beverage Dispenser, Grey/Black		1	260607	16LN-3MJG-64R D 6/1/2026	10.5.1110.4110.400.0000	\$39.99
Rice Chex Gluten Free Breakfast Cereal, Homemade Chex Mix Ingredient, Family Size, 18 oz		6	260607	16LN-3MJG-64R D 6/1/2026	10.5.1110.4110.400.0000	\$29.82
Elecrainbow 72 Pack Rocket Party Decorations, Rocket Keychain Guest Return Gift Include 24 Rocket Keychains 24 Thank You Kraft Tags 24 White Organza Bags for Baby Shower, Birthday, Wedding		10	260607	16LN-3MJG-64R D 6/1/2026	10.5.1110.4110.400.0000	\$130.60
Goldfish Cheddar Cheese Crackers, 27.3 Oz Carton		2	260607	16LN-3MJG-64R D 6/1/2026	10.5.1110.4110.400.0000	\$17.52
Goldfish Cheddar Cheese Crackers, 27.3 Oz Carton		1	260607	16LN-3MJG-64R D 6/1/2026	10.5.1110.4110.400.0000	\$7.45

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Mix & Match Sno-Cone Syrup with Pumps-Loads Of Flavors! (Two Gallons)		1	260607	16LN-3MJG-64R D 6/1/2026	10.5.1110.4110.400.0000	\$47.90
M&M's Milk Chocolate Bulk Candy in Resealable and Recyclable Jars, Party Size Assorted Chocolate Candies, Movie Night Snacks, Candy Buffet, 25.5 Ounces Each (Pack of 2)		4	260607	16LN-3MJG-64R D 6/1/2026	10.5.1110.4110.400.0000	\$95.92
Heavy-Duty Cast Aluminum Kitchen Scoop - Rust-Proof, Ergonomic S-Handle Ice Cube Endurance Scoopfor Ice, Candy, Popcorn, Coffee Beans, Flour & Pet Food - Commercial-Grade Durable Design (L?24oz?)		2	260607	16LN-3MJG-64R D 6/1/2026	10.5.1110.4110.400.0000	\$15.18
Concession Essentials Paper Snow Cone Cups, 6 oz, Wax Coated, Leakproof Water Cups for Shaved Ice, Water Cooler Dispenser, 100 Count		3	260607	16LN-3MJG-64R D 6/1/2026	10.5.1110.4110.400.0000	\$27.57
Check #: 0						
PO/InvoiceTotal:						\$464.73
Check Group:						
Sunshine Yoga Voyage Yoga Mat, 6 Pack, 72" x 24" Professional Studio and Gym Bulk Yoga Mats, 5mm Thick, Durable, Anti-Tear, Non Slip Fitness and Exercise Mats, Dark Blue		1	260608	1R3K-HJRY-7W9 C 6/1/2026	10.5.1120.4100.500.0000	\$90.24
Check #: 0						
PO/InvoiceTotal:						\$90.24
Check Group:						
Mathematics Tasks for the Thinking Classroom, Grades K-5 (Corwin Mathematics Series)		1	260609	1R39-NQPG-TQ3 T 6/1/2026	10.5.1110.4100.100.0000	\$35.16
ILLINOIS TEST PREP IAR Practice Test Book Mathematics Grade 5: Preparation for the Illinois Assessment of Readiness Mathematics Tests		1	260609	1R39-NQPG-TQ3 T 6/1/2026	10.5.1110.4100.100.0000	\$21.37

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
ILLINOIS TEST PREP Reading Skills Workbook Daily IAR Practice Grade 5: Preparation for the Illinois Assessment of Readiness ELA/Literacy Tests		1	260609	1R39-NQPG-TQ3 T 6/1/2026	10.5.1110.4100.100.0000	\$21.48
ILLINOIS TEST PREP Writing Skills Workbook IAR Guided Practice Grade 5: Preparation for the Illinois Assessment of Readiness ELA/Literacy Tests		1	260609	1R39-NQPG-TQ3 T 6/1/2026	10.5.1110.4100.100.0000	\$19.32
GBC Ultima 65 Thermal Roll Laminator, 27" Maximum Width, 10 Minute Warm-Up, School Lamination, Gray (1710740)		1	260609	1R39-NQPG-TQ3 T 6/1/2026	10.5.1110.4100.100.0000	\$2,102.00
TruLam - 2 Rolls Standard Gloss 3 Mil 25 in. x 250 ft. x 1 in. Core Laminating Film		4	260609	1R39-NQPG-TQ3 T 6/1/2026	10.5.1110.4100.100.0000	\$329.64
Samsung 50-Inch Class Crystal UHD U8000F 4K Smart TV (2025 Model) Endless Free Content, Crystal Processor 4K, MetalStream Design, Knox Security, Alexa Built-in		1	260609	1R39-NQPG-TQ3 T 6/1/2026	10.5.1110.4100.100.0000	\$247.99
Check #: 0						
PO/InvoiceTotal:						\$2,776.96
Check Group:						
Amazon Basics Twin Pocket File Folders with Fasteners, Letter Size, Business Card Slot, Assorted Colors, 25-Pack		3	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$29.67
Amazon Basics Weighted Desktop Tape Dispenser with Non-Skid Base, Desk Accessory, 3-Pack		2	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$23.64
BIC PENS Bulk Pack of 240 Ink Pens, Round Stic Xtra Life Ballpoint, Medium point 1.0 mm, 120 Black & 120 Blue Combo Pack in Bulk		1	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$34.45
Clear ID Holder for Lanyard - ID Card Holder Waterproof (Inches, 2.25 x 3.5 Vertical 100Pack)		1	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$14.12

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Vanhench 36" x 2400" (200') White Wrapping Paper Roll for Flower Bouquet Birthday Gifts, White Easel Painting Drawing Paper, Bulletin Board/Chart/Poster Paper, Kids Art Supplies		1	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$41.98
SMART&CASUAL 24" x 2,520" (210') Red Kraft Craft Paper Roll for Gift Wrapping Bulletin Board Bouquet Flower Kids Art Packing Parcel Table Covering 80GSM 55LB (Red, 24" x 210')		1	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$27.99
SMART&CASUAL 36" x 2,520" (210') Lemon Yellow Kraft Craft Paper Roll for Gift Wrapping Bulletin Board Bouquet Flower Kids Art Packing Parcel Table Covering 80GSM 55LB (Lemon Yellow, 36" x 210')		1	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$44.99
SMART&CASUAL 36" x 2,520" (210') Blue Kraft Craft Paper Roll for Gift Wrapping Bulletin Board Bouquet Flower Kids Art Packing Parcel Table Covering 80GSM 55LB (Blue, 36" x 210')		1	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$44.99
EXPO Dry Erase Markers, Low Odor Ink, Chisel Tip, 40 Count - Whiteboard, Calendar, Organization, Essential Supplies for Office, School, Classroom, Teachers		4	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$113.96
Elmer's Disappearing Purple School Glue Sticks, Washable, 7 Grams, 60 Count - Back to School Supplies, Classroom Pack, #1 Teacher Brand		1	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$19.94
EXPO Whiteboard Cleaning Spray, Non-Toxic Dry Erase Board Cleaner, 8 Oz Bottles, 12-Pack		1	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$33.76
Prang (Formerly SunWorks) Construction Paper, Hot Pink, 12" x 18", 100 Sheets		5	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$37.80
Prang (Formerly SunWorks) Construction Paper, Bright Green, 12" x 18", 100 Sheets		5	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$43.85
BIC Wite-Out Quick Dry Correction Fluid, 20 mL, White, Goes On Easy With A Reduced Dry Time, 3-Count Pack		5	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$37.75

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Safco Write Way Dry Erase Board Rectangle Sign, Rectangular Dual-Sided and Magnetic for Indoor and Outdoor Use, 65" in Height, Black		2	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$152.98
Prang (Formerly SunWorks) Construction Paper, Yellow, 12" x 18", 100 Sheets		5	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$69.60
Post-it Super Sticky Easel Pad, 25 x 30 Inches, 30 Sheets/Pad, 6 Pads, Large White Premium Self Stick Flip Chart Paper, Super Sticking Power (559VAD6PK)		1	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$77.69
Prang (Formerly SunWorks) Construction Paper, Violet, 12" x 18", 100 Sheets		5	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$54.95
Prang (Formerly SunWorks) Construction Paper, White, 12" x 18", 100 Sheets		5	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$34.90
Prang (Formerly SunWorks) Construction Paper, Blue, 12" x 18", 100 Sheets		5	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$55.00
Prang (Formerly SunWorks) Construction Paper, Orange, 12" x 18", 100 Sheets		5	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$44.40
Prang (Formerly SunWorks) Construction Paper, Black, 12" x 18", 100 Sheets		5	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$74.90
Prang (Formerly SunWorks) Construction Paper, Red, 12" x 18", 100 Sheets		5	260610	1697-Y1YJ-MR3 W 6/1/2026	10.5.1110.4100.200.0000	\$44.75
Check #: 0						
PO/InvoiceTotal:						\$1,158.06
Check Group:						
BAGSMART 15.6 Inch Laptop Case Sleeve Compatible with MacBook Pro 16 Inch, 15.6 Inch HP, Dell, Acer Aspire, Asus Notebook, Lightweight Laptop Bag for Women with Shoulder Strap, Pocket, Handle, Pink		1	260613	14NC-4LNW-W3N G 6/1/2026	10.5.2510.4100.000.0000	\$26.48
Check #: 0						

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						PO/InvoiceTotal: \$26.48
Letaya Metal Garage Storage Cabinets with Lock-72 Tall Tool Organizer Steel Lockers, 5 Adjustable Layers Shelves for Home,Office,Warehouse,Garage,(Black-72")		1	260615	1JJ1-FHW3-KNV F 6/1/2026	10.5.1110.4100.600.0000	\$179.98
Cholemy 72 Packs Pocket Folders with Prongs Heavy Duty Plastic Folder with Business Card Slot 3 Prong Fasteners for School Office (Bright)		1	260615	1JJ1-FHW3-KNV F 6/1/2026	10.5.1110.4100.600.0000	\$59.99
24 Pack Slow Rising Stress Cube , Dough Stress Balls Soft Fidget Squishy Toys for Anxiety Relief, Pull Stretch Classroom Prize Party Favors Toys for Kids		1	260615	1JJ1-FHW3-KNV F 6/1/2026	10.5.1110.4100.600.0000	\$23.99
Check #: 0						PO/InvoiceTotal: \$263.96
Check Group:						
Faytark 44 Pcs 17 oz Plastic Water Bottles Bulk and Drawstring Backpack Set Leakproof Portable Drink Water Bottles with Handle Strap for Home Office Sports Gym Travel Cycling		14	260617	1W4V-T4C7-1KH H 6/1/2026	10.5.1110.4100.000.3999	\$584.92
Check #: 0						PO/InvoiceTotal: \$584.92
Check Group:						
Essex Wares - 6 Pack, Sky Blue, Water-Resistant Dry Erase Pocket Document Protectors, 10" Wide x 13.5" Tall - Dry Erase Clear Plastic Sleeves - Reusable & Easy Erase Plastic Invoice Holders		1	260618	1GM3-PG94-TGF J 6/1/2026	10.5.1110.4100.000.3999	\$6.99
Essex Wares - 6 Pack, Magenta, Durable Water-Resistant Dry Erase Pocket Document Protectors, 10" Wide x 13.5" Tall - Dry Erase Clear Plastic Sleeves - Reusable & Easy Erase Plastic Invoice Holders		1	260618	1GM3-PG94-TGF J 6/1/2026	10.5.1110.4100.000.3999	\$6.99

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
4 x 6 Inch 200Pcs Small Plastic Bags, 2 Mil Small Zip Bag, Transparent Jewelry Bags Reclosable, Clear Mini Baggies, Resealable Lock Poly Bag for Pill, Beads, Screws, Packaging		1	260618	1GM3-PG94-TGF J 6/1/2026	10.5.1110.4100.000.3999	\$6.99
PATIKIL White Oil Pastels, 48Pcs Soft Oil Crayons Pastels Stick Vibrant and Creamy Art Supplies Bulk for Artists Beginners Art Painting Drawing Blending Graffiti Gallery		1	260618	1GM3-PG94-TGF J 6/1/2026	10.5.1110.4100.000.3999	\$15.99
PATIKIL 12 Pcs Tempera Cakes, 2.3"x0.7" Washable Tempera Paint Cakes Blocks Bulk Large Art Supplies Watercolor for Artists Art Painting Drawing DIY Crafting, Dark Yellow		1	260618	1GM3-PG94-TGF J 6/1/2026	10.5.1110.4100.000.3999	\$19.47
PATIKIL 12 Pcs Tempera Cakes, 2.3"x0.7" Washable Tempera Paint Cakes Blocks Bulk Large Art Supplies Watercolor for Artists Art Painting Drawing DIY Crafting, Red		1	260618	1GM3-PG94-TGF J 6/1/2026	10.5.1110.4100.000.3999	\$19.98
PATIKIL 12 Pcs Tempera Cakes, 2.3"x0.7" Washable Tempera Paint Cakes Blocks Bulk Large Art Supplies Watercolor for Artists Art Painting Drawing DIY Crafting, Orange		1	260618	1GM3-PG94-TGF J 6/1/2026	10.5.1110.4100.000.3999	\$18.79
PATIKIL 12 Pcs Tempera Cakes, 2.3"x0.7" Washable Tempera Paint Cakes Blocks Bulk Large Art Supplies Watercolor for Artists Art Painting Drawing DIY Crafting, Green		1	260618	1GM3-PG94-TGF J 6/1/2026	10.5.1110.4100.000.3999	\$19.98
Crayola Model Magic White, 4?Pack (8 oz Each), Air?Dry Modeling Material for Kids, Soft Sculpting & Craft Clay Alternative, Reusable Art Material, Ages 3		1	260618	1GM3-PG94-TGF J 6/1/2026	10.5.1110.4100.000.3999	\$22.00
Amazon Basics Purple Washable School Glue Sticks for Classroom Supplies and Craft Projects, Dries Clear, 0.24-oz Stick, 60-Pack		1	260618	1GM3-PG94-TGF J 6/1/2026	10.5.1110.4100.000.3999	\$11.05
Amazon Basics Sheet Protectors for 3 Ring Binder, Non-Glare, Top Loading, Letter Size 8.5 x 11 in, Document Organizer, Pre-Punched Holes, Clear, 500-Pack		1	260618	1GM3-PG94-TGF J 6/1/2026	10.5.1110.4100.000.3999	\$19.63

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
GUSTO [1000 Count] 4.5 Inch Wooden Multi-Purpose Popsicle Sticks for Crafts, Ice, Ice Cream, Waxing, and Tongue Depressor Wood Sticks (Formerly Comfy Package)		1	260618	1GM3-PG94-TGF J 6/1/2026	10.5.1110.4100.000.3999	\$9.69
Aigybobo 200 Count Washable Markers Bulk, 8 Assorted Colors, Broad Line Conical Tip Coloring Marker for Kids, Markers Bulk Pack for Classroom, School Art Supplies & Back to School Supplies		1	260618	1GM3-PG94-TGF J 6/1/2026	10.5.1110.4100.000.3999	\$31.99
Janlaugh 24 Pcs Washable Markers Bulk Broad Line Markers Coloring Conical Tip Large pens for Kids art projects, Teachers, Students, Toddlers, Party Favors, Classrooms, Donations(Black)		1	260618	1GM3-PG94-TGF J 6/1/2026	10.5.1110.4100.000.3999	\$13.99
Janlaugh 24 Pcs Washable Markers Bulk Broad Line Markers Coloring Conical Tip Large pens for Kids art projects, Teachers, Students, Toddlers, Party Favors, Classrooms, Donations(Blue)		1	260618	1GM3-PG94-TGF J 6/1/2026	10.5.1110.4100.000.3999	\$9.99
Janlaugh 24 Pcs Washable Markers Bulk Broad Line Markers Coloring Conical Tip Large pens for art projects, Teachers, Party Favors, Donations(Red)		1	260618	1GM3-PG94-TGF J 6/1/2026	10.5.1110.4100.000.3999	\$9.99
Janlaugh 24 Pcs Washable Markers Bulk Broad Line Markers Coloring Conical Tip Large pens for Kids art projects, Teachers, Students, Toddlers, Party Favors, Classrooms, Donations(Yellow)		1	260618	1GM3-PG94-TGF J 6/1/2026	10.5.1110.4100.000.3999	\$9.99
Check #: 0						
PO/InvoiceTotal:						\$253.50
Check Group:						
Mont Marte Boxwood Mini Clay Modeling Tools 10 Piece. Set of Double Ended Pieces Providing 20 Tools. Suitable for Cutting, Carving and Smoothing		2	260621	1WW4-RG3D-W9 FD 6/1/2026	10.5.1110.4100.000.3999	\$17.98

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Shuttle Art Acrylic Paint, 15 Colors Acrylic Paint Large Bottle Set, 473ml/16oz Each, Rich Pigments, High Viscosity, Bulk for Artists, Beginners and Kids on Rocks Crafts Canvas Wood		1	260621	1WW4-RG3D-W9 FD 6/1/2026	10.5.1110.4100.000.3999	\$45.98
ZRLEI Small Paint Brushes Bulk, 110 Pcs Flat Tip Round Acrylic Paint Brushes for Kids Classroom Acrylic Watercolor Canvas Face Painting Touch Up		1	260621	1WW4-RG3D-W9 FD 6/1/2026	10.5.1110.4100.000.3999	\$8.99
Mat Board Center, 100 Pack 11x14 White Backing Matte Boards, 4-ply Thickness Backer Boards for Frames, Photos, Prints, Arts and More		1	260621	1WW4-RG3D-W9 FD 6/1/2026	10.5.1110.4100.000.3999	\$74.49
DAS Air-Hardening Modeling Clay, 2.2 Lb. Block, White Color (387500)		12	260621	1WW4-RG3D-W9 FD 6/1/2026	10.5.1110.4100.000.3999	\$146.91
Aleene's Clear Gel Tacky Glue for Crafts, Nontoxic, Applies and Dries Clear, 4 fl oz 3 Pack		1	260621	1WW4-RG3D-W9 FD 6/1/2026	10.5.1110.4100.000.3999	\$11.99
Check #: 0						
PO/InvoiceTotal:						\$306.34
Check Group:						
Lucy Engraving Personalized Retirement Crystal Awards, Custom Glass Trophy, Leaving Gifts for Employee, 6" Engraved Appreciation Plaques		1	260622	13R1-F7J9-L164 6/1/2026	10.5.2642.4100.000.3998	\$41.99
Check #: 0						
PO/InvoiceTotal:						\$41.99
Check Group:						
MaxPrint Pre-inked Custom Text Stamp XX-Large Size - Up to 8 Lines of Text		1	260623	1X3X-6P3X-PCV V 6/1/2026	10.5.2642.4100.000.0000	\$35.60
Check #: 0						
PO/InvoiceTotal:						\$35.60
Check Group:						

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Harney and Sons Hot Cinnamon Spice, a Spicy Black Tea with Cinnamon, Orange Flavors & Sweet Clove - 50 Teabags		3	260624	1RTT-DNTM-W6Y L 6/1/2026	10.5.2320.4100.000.0000	\$32.52
24x36 SwiftGlimpse 2026-2027 Academic Wall Calendar Dry Erase Erasable, Large, Wet & Dry Erase Laminated, Yearly School Planner, JULY 2026 to JUNE 2027 ONLY, NAVY		2	260624	1RTT-DNTM-W6Y L 6/1/2026	10.5.2320.4100.000.0000	\$50.20
Check #: 0						
PO/InvoiceTotal:						\$82.72
Check Group:						
Astrobrights Color Paper, 24 lb Bond Weight, 11 x 17, Solar Yellow, 500/Ream		1	260626	16V3-KLJ7-KWJN 6/1/2026	10.5.2210.4100.000.4302	\$24.57
Color Swell Bulk Crayon Packs - 36 Boxes of 24 Vibrant Colored Durable Bulk Crayons of Teacher Quality for Classroom and Home		4	260626	16V3-KLJ7-KWJN 6/1/2026	10.5.2210.4100.000.4302	\$133.68
Better Office Products Two Pocket Portfolio Folders, 50-Pack, Orange, Letter Size Paper Folders, 50 Pieces, Orange		6	260626	16V3-KLJ7-KWJN 6/1/2026	10.5.2210.4100.000.4302	\$113.88
Check #: 0						
PO/InvoiceTotal:						\$272.13
Check Group:						
TSD STORY 15 PCS Black Bulk Aprons for Women Men Unisex Adult with 2 Pockets, Chef Kitchen Server Grill Restaurant Cooking Baking Painting Bib Apron (Black-24 x28)		1	260627	174J-H7X9-MWG D 6/1/2026	10.5.2210.4100.000.4302	\$28.99
CuteyCo Crafty Sand Pack - 10 Colors: 11 lbs of Vibrant Craft Sand & Play Sand		1	260627	174J-H7X9-MWG D 6/1/2026	10.5.2210.4100.000.4302	\$35.14
Amazon Saver, Distilled White Vinegar, Great for Cooking and Cleaning, 16 Fl Oz		8	260627	174J-H7X9-MWG D 6/1/2026	10.5.2210.4100.000.4302	\$7.04

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
SBYURE 6 Pack Plastic Funnel, 4.6 Inch Multi-Purpose Clear Plastic Funnel with Long Reaching Spout for Science Lab Bottle Filling Liquid, Water Bottle, Easy and Smooth Transfer		1	260627	174J-H7X9-MWG D 6/1/2026	10.5.2210.4100.000.4302	\$16.99
Barbasol Original Thick and Rich Shaving Cream, 7 Ounce, Pack of 6		1	260627	174J-H7X9-MWG D 6/1/2026	10.5.2210.4100.000.4302	\$30.52
POSATE Plastic Spoons, White, Heavy weight, 100 Count		1	260627	174J-H7X9-MWG D 6/1/2026	10.5.2210.4100.000.4302	\$9.97
Amazon Basics Cotton Balls for Skincare, Makeup Removal, Cotton, Hypoallergenic, 200 Count (Previously Solimo)		1	260627	174J-H7X9-MWG D 6/1/2026	10.5.2210.4100.000.4302	\$1.98
Amazon Basics Dish Soap, Fresh Scent, 50 fl oz, Pack of 1, Packaging May Vary		1	260627	174J-H7X9-MWG D 6/1/2026	10.5.2210.4100.000.4302	\$6.25
10 Pack Plastic Art Trays: 8 Color Sensory Trays for Kids Crafts & DIY Projects		6	260627	174J-H7X9-MWG D 6/1/2026	10.5.2210.4100.000.4302	\$77.94
Amazon Grocery, Baking Soda for Baking and Freshening, 16 Oz		3	260627	174J-H7X9-MWG D 6/1/2026	10.5.2210.4100.000.4302	\$2.85
McCormick Assorted Food Colors & Egg Dye, 1.5 fl oz		6	260627	174J-H7X9-MWG D 6/1/2026	10.5.2210.4100.000.4302	\$27.54
moveland 25PCS 3ML Plastic Dropper Pipettes, Disposable Eye Dropping Pipettes for Essential Oils, Home Use, Science Class, Lab Experiments, DIY Art		1	260627	174J-H7X9-MWG D 6/1/2026	10.5.2210.4100.000.4302	\$3.98
Amazon Basics Basket Coffee Filters for 8-12 Cup Coffee Makers, White, 200 Count, Packaging May Vary		1	260627	174J-H7X9-MWG D 6/1/2026	10.5.2210.4100.000.4302	\$2.21
YISZM 5lbs Aquarium Gravel, 1/4" Fish Tank Gravel Natural River Rocks Succulent Cactus Pea Gravel for Plants, Pebbles for Gardening, Flower Pots, Vase Fillers, Indoor Water Fountains, Landscaping		2	260627	174J-H7X9-MWG D 6/1/2026	10.5.2210.4100.000.4302	\$29.10

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Amazon Basics Disposable Clear Plastic Cups for Cold Drinks, BPA-Free, Easy to Hold, 16oz, 50 Count		4	260627	174J-H7X9-MWG D 6/1/2026	10.5.2210.4100.000.4302	\$18.72
Tatuo 6 Pcs 8 oz 250ml Polypropylene Reagent Bottle Plastic Sample Bottles with Screw Caps Transparent PP Sample Containers with Lid for Liquids, Laboratory, Storage at Home (Clear)		1	260627	174J-H7X9-MWG D 6/1/2026	10.5.2210.4100.000.4302	\$14.99
Garneck 5 Pcs 1/4 Cup Measuring Cup Plastic Measuring Spoons with Long Handle 1/4 Cup Coffee Scoop Red Measuring Cups for Coffee Tea Baking Home Kitchen Tools		5	260627	174J-H7X9-MWG D 6/1/2026	10.5.2210.4100.000.4302	\$49.95
Check #: 0						
PO/InvoiceTotal:						\$364.16
Vendor Total:						\$5,943.72
AMSTERDAM PRINTING & LITHO						
Check Group:						
Custom academic planner spiral		100	260614	8057779 5/6/2026	10.5.1111.4100.600.0000	\$422.00
Setup charge		1	260614	8057779 5/6/2026	10.5.1111.4100.600.0000	\$19.95
S&H		1	260614	8057779 5/6/2026	10.5.1111.4100.600.0000	\$35.76
Check #: 0						
PO/InvoiceTotal:						\$477.71
Vendor Total:						\$477.71
Baker Tilly US, LLP						
Check Group:						
District's Fiscal Year 2026 Financial and Single Audit		1	0	BT3669649 5/26/2026	10.5.2310.3170.000.0000	\$2,100.00
Check #: 0						
PO/InvoiceTotal:						\$2,100.00

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Vendor Total:						\$2,100.00
BHFX, LLC						
Check Group:						
Archival Scan Project		1 0		521013 6/4/2026	20.5.2533.5200.000.0000	\$8,574.00
Check #: 0						
PO/InvoiceTotal:						\$8,574.00
Vendor Total:						\$8,574.00
BLUE CROSS BLUE SHIELD OF IL						
Check Group:						
Period 5.1.26 - 5.31.26		1 0		210866600338 5/31/2026	10.2.0481.0000.000.9944	\$581,630.82
Check #: 0						
PO/InvoiceTotal:						\$581,630.82
Vendor Total:						\$581,630.82
BMO HARRIS COMMERCIAL CARD	845187					
Check Group:						
Statement dated 6.5.26		1 0		1793 6526 6/5/2026	10.5.2642.3900.000.0000	\$296.65
Statement dated 6.5.26		1 0		1793 6526 6/5/2026	10.5.2320.3900.000.0000	\$850.00
Statement dated 6.5.26		1 0		1793 6526 6/5/2026	10.5.2320.4100.000.0000	\$140.60
Statement dated 6.5.26		1 0		1793 6526 6/5/2026	10.5.2320.4100.000.0000	\$124.95
Statement dated 6.5.26		1 0		1793 6526 6/5/2026	10.5.1110.4100.000.0000	\$960.77
Statement dated 6.5.26		1 0		1793 6526 6/5/2026	10.5.2320.3900.000.0000	\$1,354.01

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Statement dated 6.5.26		1	0	1793 6526 6/5/2026	10.5.2210.4100.000.4301	\$223.38
Statement dated 6.5.26		1	0	1793 6526 6/5/2026	10.5.3000.4000.000.4909	\$47.62
Statement dated 6.5.26		1	0	1793 6526 6/5/2026	10.5.2210.3100.000.4909	\$155.00
Statement dated 6.5.26		1	0	1793 6526 6/5/2026	10.5.2320.4100.000.0000	\$178.40
Statement dated 6.5.26		1	0	1793 6526 6/5/2026	10.5.3000.4000.000.4909	\$46.44
Statement dated 6.5.26		1	0	1793 6526 6/5/2026	10.5.3000.4000.000.4909	\$227.14
Statement dated 6.5.26		1	0	1793 6526 6/5/2026	10.5.2320.4100.000.0000	\$173.57
Statement dated 6.5.26		1	0	1793 6526 6/5/2026	10.5.3000.4000.000.4909	\$46.44
Statement dated 6.5.26		1	0	1793 6526 6/5/2026	10.5.3000.4000.000.4909	\$83.88
Statement dated 6.5.26		1	0	1793 6526 6/5/2026	10.5.2320.4100.000.0000	\$73.06
Statement dated 6.5.26		1	0	1793 6526 6/5/2026	10.5.1110.4100.000.3999	\$92.62
Statement dated 6.5.26		1	0	1793 6526 6/5/2026	10.5.2310.6400.000.0000	\$10,959.20
Statement dated 6.5.26		1	0	1793 6526 6/5/2026	10.5.1110.4100.000.3999	\$375.35

Check #: 0

PO/InvoiceTotal: \$16,409.08

Vendor Total: \$16,409.08

BOB & JOHN'S MOBIL

800027

Check Group:

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
May 2026 Services		1 0		0131595 5/28/2026	20.5.2540.4640.000.0000	\$126.70
June 2026 Services		1 0		0131598 6/1/2026	20.5.2540.4640.000.0000	\$95.26
June 2026 Services		1 0		0131601 6/3/2026	20.5.2540.4640.000.0000	\$273.70
Check #: 0						
PO/InvoiceTotal:						\$495.66
Vendor Total:						\$495.66
BRITTEN SCHOOL	802831					
Check Group:						
CD - May 2026 Tuition		1 0		16924 5/29/2026	10.5.1912.6700.300.0000	\$6,026.20
Pre-Billing ESY 6.22.26 - 8.7.26		1 0		16952 6/22/2026	10.5.1912.6700.300.0000	\$9,641.92
Check #: 0						
PO/InvoiceTotal:						\$15,668.12
Vendor Total:						\$15,668.12
Buckley, Kaitlyn						
Check Group:						
KB D184 - Standards-Based Assessment		1 0		KB D184 5/18/2026	10.5.1110.2300.600.0000	\$600.00
KB D187 - Differentiated Instruction		1 0		KB D187 4/20/2026	10.5.1110.2300.600.0000	\$900.00
KB D629 - The Reflective Practitioner		1 0		KB D629 4/20/2026	10.5.1110.2300.600.0000	\$900.00
KB D630 - Designing Curriculum and Instructions 1		1 0		KB D630 4/20/2026	10.5.1110.2300.600.0000	\$900.00
Check #: 0						
PO/InvoiceTotal:						\$3,300.00

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Vendor Total:						\$3,300.00
CASE LOTS INC	803042					
Check Group:						
GWMS - Supplies		1 0		30932 5/12/2026	20.5.2540.4100.500.0000	\$2,546.30
Robinson - Supplies		1 0		30946 5/12/2026	20.5.2540.4100.400.0000	\$665.90
Home - Supplies		1 0		31142 5/22/2026	20.5.2540.4100.200.0000	\$1,212.60
Costello - Supplies		1 0		31382 6/4/2026	20.5.2540.4100.600.0000	\$2,382.35
Check #: 0						
PO/InvoiceTotal:						\$6,807.15
Vendor Total:						\$6,807.15
Channell, William						
Check Group:						
WC LEBM 586C - Intern in School Business Management		1 0		WC LEBM 586C 5/7/2026	10.5.1110.2300.000.0000	\$600.00
Check #: 0						
PO/InvoiceTotal:						\$600.00
Vendor Total:						\$600.00
CIT	845554					
Check Group:						
Docuware May 2026		1 0		49241789 5/31/2026	10.5.2520.3900.000.0000	\$4,153.89
Check #: 0						
PO/InvoiceTotal:						\$4,153.89
Vendor Total:						\$4,153.89
CITY SOCIAL MARKETING SOLUTIONS	845405					
Check Group:						

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
June 2026 - Media and Communication Services		1 0		1479 6/1/2026	10.5.2663.3900.000.0000	\$7,500.00
				Check #: 0		
					PO/InvoiceTotal:	\$7,500.00
					Vendor Total:	\$7,500.00
COMCAST CABLE						
Check Group:						
GWMS (6.1.26 - 6.30.26)		1 0		6742 52226 5/22/2026	20.5.2540.3440.500.0000	\$302.03
				Check #: 0		
					PO/InvoiceTotal:	\$302.03
					Vendor Total:	\$302.03
CORRECT ELECTRIC SERVICES	803408					
Check Group:						
Edison - Troubleshoot Fire Alarm		1 0		26169 5/21/2026	20.5.2546.3230.100.0000	\$2,115.13
				Check #: 0		
					PO/InvoiceTotal:	\$2,115.13
					Vendor Total:	\$2,115.13
CORRECT MONITORING SERVICES	844312					
Check Group:						
Monitoring of Fire Alarm Systems (7.1.26 - 9.30.26)		1 0		M12165-26-3 6/1/2026	20.5.2540.3230.000.0000	\$750.00
				Check #: 0		
					PO/InvoiceTotal:	\$750.00
					Vendor Total:	\$750.00
DEMCO INC	844203					
Check Group:						
Superfold Book Jacket Cover 16" x 200' Roll 2-Mil Film		1 260603		7810810 5/20/2026	10.5.1110.4100.200.0000	\$69.69

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Reddi Corner Clear Polypropylene		1	260603	7810810 5/20/2026	10.5.1110.4100.200.0000	\$14.34
				Check #: 0		
					PO/InvoiceTotal:	\$84.03
					Vendor Total:	\$84.03
DESPLAINES VALLEY NEWS	844060					
Check Group:						
Public Notice - Request for Proposal (RFP)		1 0		26-166 5/28/2026	10.5.2310.3500.000.0000	\$132.94
				Check #: 0		
					PO/InvoiceTotal:	\$132.94
					Vendor Total:	\$132.94
Dr. Carmen I. Ayala, LLC						
Check Group:						
Professional Services Re: The Professional English Learner Services and Program Design Consultation Contract dated 3.20.25		1 0		26-4221 6/8/2026	10.5.2210.3140.000.4932	\$23,125.00
				Check #: 0		
					PO/InvoiceTotal:	\$23,125.00
					Vendor Total:	\$23,125.00
Early Childhood Consulting						
Check Group:						
May 2026 - Infant Mental Health Consultation w Team; and Reflective Supervision		1 0		0531026 5/29/2026	10.5.2300.3100.000.3706	\$350.00
				Check #: 0		
					PO/InvoiceTotal:	\$350.00
					Vendor Total:	\$350.00
EI US, LLC	845259					
Check Group:						

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
TJ - Hospital Tutoring		1	0	INV320817 5/15/2026	10.5.1912.6700.500.0000	\$320.00
EM - Hospital Tutoring		1	0	INV322765 5/22/2026	10.5.1912.6700.500.0000	\$320.00
TJ - Hospital Tutoring		1	0	INV322766 5/22/2026	10.5.1912.6700.500.0000	\$320.00
EM - Hospital Tutoring		1	0	INV324849 5/31/2026	10.5.1912.6700.500.0000	\$320.00
TJ - Hospital Tutoring		1	0	INV324850 5/31/2026	10.5.1912.6700.500.0000	\$256.00
Check #: 0						
PO/InvoiceTotal:						\$1,536.00
Vendor Total:						\$1,536.00
Engie Resources	845837					
Check Group:						
Lincoln (4.22.26 - 5.21.26)		1	0	11129388 5/26/2026	20.5.2540.4660.300.0000	\$1,815.82
Costello (4.22.26 - 5.21.26)		1	0	11129391 5/26/2026	20.5.2540.4660.600.0000	\$2,755.52
Edison (4.23.26 - 5.22.26)		1	0	11133746 5/27/2026	20.5.2540.4660.100.0000	\$1,543.91
Home (4.23.26 - 5.22.26)		1	0	11135500 5/28/2026	20.5.2540.4660.200.0000	\$3,176.47
Robinson (4.30.26 - 6.1.26)		1	0	11156864 6/4/2026	20.5.2540.4660.400.0000	\$1,692.78
GWMS (4.30.26 - 6.1.26)		1	0	11158407 6/5/2026	20.5.2540.4660.500.0000	\$7,213.27
Check #: 0						
PO/InvoiceTotal:						\$18,197.77
Vendor Total:						\$18,197.77

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Estrada, Stephanie						
Check Group:						
SE CIL 508-0 - Methods and Material for Teaching Dual Languages		1 0		SE CIL 508-0 4/15/2026	10.5.1912.6700.400.0000	\$900.00
Check #: 0						
PO/InvoiceTotal:						\$900.00
Vendor Total:						\$900.00
Everway						
845829						
Check Group:						
Read & Write License 5/26/26-5/25/27		2398	260628	00284409N 5/27/2026	10.5.2220.4000.000.4400	\$5,436.51
Check #: 0						
PO/InvoiceTotal:						\$5,436.51
Vendor Total:						\$5,436.51
FIRST STUDENT HODGKINS						
844058						
Check Group:						
May 2026 Services (5.1.26 - 5.31.26)		1 0		12132684 5/31/2026	40.5.2550.3310.000.3500	\$81,169.88
GWMS - Band		1 0		641731 12/16/2025	40.5.2550.3320.500.0000	\$326.72
GWMS - Science classes		1 0		686917 4/23/2026	40.5.2550.3320.500.0000	\$487.64
GWMS - Student Services		1 0		717915 5/11/2026	40.5.2550.3320.500.0000	\$243.82
GWMS - Science Club		1 0		719539 5/12/2026	40.5.2550.3320.500.0000	\$383.13
GWMS - Great America		1 0		719549 5/12/2026	40.5.2550.3320.500.0000	\$1,285.60
GWMS - Performance		1 0		719553 5/12/2026	40.5.2550.3320.500.0000	\$552.28

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Alternative Transportation Services (5.1.26 - 5.29.26)		1 0		FA26-00005191 6/11/2026	40.5.2550.3310.000.3500	\$32,906.50
				Check #: 0		
					PO/InvoiceTotal:	\$117,355.57
					Vendor Total:	\$117,355.57
Flahive, Julie A						
Check Group:						
JF Mileage Reimbursement		1 0		JF 52726 5/27/2026	10.5.2330.3320.000.0000	\$230.97
				Check #: 0		
					PO/InvoiceTotal:	\$230.97
					Vendor Total:	\$230.97
FLEXIBLE BENEFITS SERVICE CORPORATI	845292					
Check Group:						
FSA (5.1.26 - 5.31.26)		1 0		942886827343 6/5/2026	10.5.1110.2940.000.0000	\$4.65
				Check #: 0		
					PO/InvoiceTotal:	\$4.65
					Vendor Total:	\$4.65
Flood Bros. Disposal Co.						
Check Group:						
June 2026 Services - Lincoln		1 0		8960070 6/4/2026	20.5.2540.3210.300.0000	\$400.00
June 2026 Services - Edison		1 0		8960071 6/4/2026	20.5.2540.3210.100.0000	\$460.00
June 2026 Services - Costello		1 0		8960072 6/4/2026	20.5.2540.3210.600.0000	\$460.00
June 2026 Services - Home		1 0		8960073 6/4/2026	20.5.2540.3210.200.0000	\$460.00

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
June 2026 Services - Robinson		1 0		8960074 6/4/2026	20.5.2540.3210.400.0000	\$400.00
June 2026 Services - GWMS		1 0		8960075 6/4/2026	20.5.2540.3210.500.0000	\$860.00
				Check #: 0		
					PO/InvoiceTotal:	\$3,040.00
					Vendor Total:	\$3,040.00
FULLMER LOCKSMITH SERVICE, INC	810812					
Check Group:						
Shop - Key Mark "A" Keys		1 0		N49808 6/9/2026	20.5.2540.3230.000.0000	\$240.00
				Check #: 0		
					PO/InvoiceTotal:	\$240.00
					Vendor Total:	\$240.00
G & O THERMAL SUPPLY COMPANY	844464					
Check Group:						
Costello - Repairs		1 0		5112028-00 5/22/2026	20.5.2540.3230.600.0000	\$123.45
Robinson - Repairs		1 0		5112038-00 5/28/2026	20.5.2540.3230.400.0000	\$169.18
Home - Repairs		1 0		5112055-00 5/28/2026	20.5.2540.3230.200.0000	\$148.50
				Check #: 0		
					PO/InvoiceTotal:	\$441.13
					Vendor Total:	\$441.13
Garcia, Courtney E						
Check Group:						
CG EDUC41466 - Effective Strategies for Emergent and Early Writers		1 0		CG EDUC41466 6/2/2026	10.5.1110.2300.600.0000	\$300.00

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
CG EDUC41501 - Anti-Bullying Strategies for Primary Grades		1 0		CG EDUC41501 6/2/2026	10.5.1110.2300.600.0000	\$300.00
CG EDUC41570 - Best Practices for a Successful Primary Classroom		1 0		CG EDUC41570 6/2/2026	10.5.1110.2300.600.0000	\$300.00
Check #: 0						
PO/InvoiceTotal:						\$900.00
Vendor Total:						\$900.00
Garza, Araceli						
Check Group:						
AG EDU-6205 - Foundation of Language and Reading Theory		1 0		AG EDU-6205 3/17/2026	10.5.1120.2300.500.0000	\$900.00
Check #: 0						
PO/InvoiceTotal:						\$900.00
Vendor Total:						\$900.00
GIANT STEPS						
844473						
Check Group:						
HH - May 2026 Tuition		1 0		103L-0526E 5/28/2026	10.5.1912.6700.400.0000	\$7,892.03
ED - May 2026 Tuition		1 0		103L-0526E 5/28/2026	10.5.1912.6700.500.0000	\$7,892.03
VN - May 2026 Tuition		1 0		103L-0526E 5/28/2026	10.5.1912.6700.400.0000	\$7,892.03
HH - Breakfast/Lunch for May 2026		1 0		103L-0526EF 5/31/2026	10.5.1912.6700.400.0000	\$123.50
Check #: 0						
PO/InvoiceTotal:						\$23,799.59
Vendor Total:						\$23,799.59
Gill, Donna M						
Check Group:						

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
DG Mileage Reimbursement		1	0	DG 52926 5/29/2026	10.5.2330.3320.000.0000	\$170.38
				Check #: 0		
					PO/InvoiceTotal:	\$170.38
					Vendor Total:	\$170.38
GLOBAL WATER TECHNOLOGY						
Check Group:						
Monthly Billing for Water Treatment and Service - June 2026		1	0	193433 6/5/2026	20.5.2540.3230.000.0000	\$382.48
				Check #: 0		
					PO/InvoiceTotal:	\$382.48
					Vendor Total:	\$382.48
GMF CONTRACTORS EQUIPMENT	800188					
Check Group:						
GWMS		1	0	66763 6/5/2026	20.5.2540.3230.500.0000	\$49.00
				Check #: 0		
					PO/InvoiceTotal:	\$49.00
					Vendor Total:	\$49.00
Godfrey, Nicole M						
Check Group:						
NG CMP 8980 - Grad Capstone Project		1	0	NG CMP 8980 5/15/2026	10.5.1120.2300.500.0000	\$1,800.00
				Check #: 0		
					PO/InvoiceTotal:	\$1,800.00
					Vendor Total:	\$1,800.00
GRAND PRAIRIE TRANSIT	844057					
Check Group:						

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
May 2026 Transportation		1	0	RTINV1007236 5/31/2026	40.5.2550.3310.000.3500	\$152,788.29
				Check #: 0		
					PO/InvoiceTotal:	\$152,788.29
					Vendor Total:	\$152,788.29
GreatAmerica Financial Services Cor	845718					
Check Group:						
Period Covered 7.1.26 - 7.31.26		1	0	42152627 6/2/2026	10.5.2663.3230.000.0000	\$12,442.15
				Check #: 0		
					PO/InvoiceTotal:	\$12,442.15
					Vendor Total:	\$12,442.15
GUARDIAN						
Check Group:						
Period 6.1.26 - 6.30.26		1	0	469383 51526 5/15/2026	10.5.1110.2210.000.0000	\$15,696.87
				Check #: 0		
					PO/InvoiceTotal:	\$15,696.87
					Vendor Total:	\$15,696.87
GUARDIAN -ALTERNATE FUNDED						
Check Group:						
5.1.26 - 5.31.26		1	0	00469383 6226 6/2/2026	10.2.0481.0000.000.9946	\$19,037.72
				Check #: 0		
					PO/InvoiceTotal:	\$19,037.72
					Vendor Total:	\$19,037.72
HARLEM PLUMBING SUPPLY	844352					
Check Group:						
GWMS - Repairs		1	0	108268 5/21/2026	20.5.2540.3230.500.0000	\$14.62

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 0						
PO/InvoiceTotal:						\$14.62
Vendor Total:						\$14.62
HAYES MECHANICAL LLC	844199					
Check Group:						
GWMS - Repairs		1 0		70261 5/21/2026	20.5.2540.3230.500.0000	\$2,464.50
Robinson - Repairs		1 0		70267 5/21/2026	20.5.2540.3230.400.0000	\$3,705.00
GWMS - Repairs		1 0		70908 6/11/2026	20.5.2540.3230.500.0000	\$6,258.00
Robinson - Repairs		1 0		70914 6/11/2026	20.5.2540.3230.400.0000	\$1,565.25
Check #: 0						
PO/InvoiceTotal:						\$13,992.75
Vendor Total:						\$13,992.75
ILLCO						
Check Group:						
Robinson - Repairs		1 0		2670195 5/20/2026	20.5.2540.3230.400.0000	\$5,309.96
GWMS - Repairs		1 0		2670196 5/20/2026	20.5.2540.3230.500.0000	\$6,969.28
Home - Repairs		1 0		2670197 5/20/2026	20.5.2540.3230.200.0000	\$3,563.52
GWMS - Repairs		1 0		2671052 6/1/2026	20.5.2540.3230.500.0000	\$28.26
Home - Repairs		1 0		2671160 6/2/2026	20.5.2540.3230.200.0000	\$202.70
Edison - Repairs		1 0		2671281 6/3/2026	20.5.2540.3230.100.0000	\$3,029.86

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 0						
PO/InvoiceTotal:						\$19,103.58
Vendor Total:						\$19,103.58
ILLINOIS PRINCIPAL ASSOCIATION	800090					
Check Group:						
Professional Development		1	260631	510171 6/4/2026	10.5.2320.3900.000.0000	\$2,325.00
Check #: 0						
PO/InvoiceTotal:						\$2,325.00
Check Group:						
Membership Dues		1	260634	510146 6/4/2026	10.5.2320.3900.000.0000	\$400.00
Membership Dues		1	260634	510147 6/4/2026	10.5.2320.3900.000.0000	\$400.00
Membership Dues		1	260634	510149 6/4/2026	10.5.2320.3900.000.0000	\$400.00
Membership Dues		1	260634	510150 6/4/2026	10.5.2320.3900.000.0000	\$400.00
Membership Dues		1	260634	510152 6/4/2026	10.5.2320.3900.000.0000	\$400.00
Membership Dues		1	260634	510154 6/4/2026	10.5.2320.3900.000.0000	\$400.00
Check #: 0						
PO/InvoiceTotal:						\$2,400.00
Vendor Total:						\$4,725.00
Infobip Inc.						
Check Group:						
5.1.26 - 5.31.26		1	0	96947 6/1/2026	20.5.2540.3440.600.0000	\$94.31

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
5.1.26 - 5.31.26		1	0	96947 6/1/2026	20.5.2540.3440.200.0000	\$94.31
5.1.26 - 5.31.26		1	0	96947 6/1/2026	20.5.2540.3440.100.0000	\$362.25
5.1.26 - 5.31.26		1	0	96947 6/1/2026	20.5.2540.3440.500.0000	\$94.31
5.1.26 - 5.31.26		1	0	96947 6/1/2026	20.5.2540.3440.000.0000	\$10.97
Check #: 0						
PO/InvoiceTotal:						\$656.15
Vendor Total:						\$656.15
INTERPRENET, LTD	844306					
Check Group:						
IEP Serbian		1	0	181257 5/22/2026	10.5.4120.3040.000.0000	\$283.20
Check #: 0						
PO/InvoiceTotal:						\$283.20
Vendor Total:						\$283.20
ISCORP	803983					
Check Group:						
July 2026 Services (7.1.26 - 7.31.26)		1	0	4202 6/1/2026	10.5.2663.4700.000.0000	\$345.00
Check #: 0						
PO/InvoiceTotal:						\$345.00
Vendor Total:						\$345.00
J&A Transportation, LLC	845757					
Check Group:						
May 2026 and June 2026 Services		1	0	103-0026 6/14/2026	40.5.2550.3310.000.3500	\$770.00
Check #: 0						

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$770.00
						Vendor Total: \$770.00
James, Samantha						
Check Group:						
SJ Mileage Reimbursement		1 0		SJ 52626 5/26/2026	10.5.2330.3320.000.0000	\$462.32
						Check #: 0
						PO/InvoiceTotal: \$462.32
						Vendor Total: \$462.32
JOHNSON CONTROLS FIRE PROTECTION LP						
Check Group:						
Annual Invoice for the service agreement on the Fire Alarm (7.1.25 - 6.30.28)		1 0		25426951 6/1/2026	20.5.2540.3230.000.0000	\$2,575.75
Annual Invoice for the service agreement on the Sprinkler and Fire Alarm (7.1.25 - 6.30.28)		1 0		25426952 6/1/2026	20.5.2540.3230.500.0000	\$8,190.89
Annual Invoice for the service agreement on the Fire Alarm (7.1.25 - 6.30.28)		1 0		25426953 6/1/2026	20.5.2540.3230.300.0000	\$3,812.11
Annual Invoice for the service agreement on the Sprinkler and Fire Alarm (7.1.25 - 6.30.28)		1 0		25426954 6/1/2026	20.5.2540.3230.100.0000	\$4,275.75
Annual Invoice for the service agreement on the Fire Alarm (7.1.25 - 6.30.28)		1 0		25427089 6/1/2026	20.5.2540.3230.400.0000	\$3,812.11
Annual Invoice for the service agreement on the Fire Alarm (7.1.25 - 6.30.28)		1 0		25427090 6/1/2026	20.5.2540.3230.200.0000	\$3,812.11
Annual Invoice for the service agreement on the Fire Alarm (7.1.25 - 6.30.28)		1 0		25427091 6/1/2026	20.5.2540.3230.600.0000	\$6,284.83
						Check #: 0
						PO/InvoiceTotal: \$32,763.55

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
KELLY SERVICES, INC.						
Check Group:						
Costello W.E. 5.17.26	845299	1 0		5616815924 5/21/2026	10.5.1110.3140.600.0000	\$6,696.96
Costello W.E. 5.17.26		1 0		5616815924 5/21/2026	10.5.1110.3140.600.0000	\$402.00
Edision W.E. 5.17.26		1 0		5616815924 5/21/2026	10.5.1110.3140.100.0000	\$5,749.17
Home W.E. 5.17.26		1 0		5616815924 5/21/2026	10.5.1110.3140.200.0000	\$3,268.80
Lincoln W.E. 5.17.26		1 0		5616815924 5/21/2026	10.5.1110.3140.300.0000	\$7,508.53
Robinson W.E. 5.17.26		1 0		5616815924 5/21/2026	10.5.1110.3140.400.0000	\$2,816.30
GWMS W.E. 5.17.26		1 0		5616815924 5/21/2026	10.5.1110.3140.500.0000	\$13,046.83
Costello W.E. 5.24.26		1 0		56168989009 5/28/2026	10.5.1110.3140.600.0000	\$8,691.91
Edision W.E. 5.24.26		1 0		56168989009 5/28/2026	10.5.1110.3140.100.0000	\$3,150.91
Home W.E. 5.24.26		1 0		56168989009 5/28/2026	10.5.1110.3140.200.0000	\$2,375.30
Lincoln W.E. 5.24.26		1 0		56168989009 5/28/2026	10.5.1110.3140.300.0000	\$4,986.71
Robinson W.E. 5.24.26		1 0		56168989009 5/28/2026	10.5.1110.3140.400.0000	\$3,530.90
GWMS W.E. 5.24.26		1 0		56168989009 5/28/2026	10.5.1110.3140.500.0000	\$6,776.04
Vendor Total:						\$32,763.55
Check #:						0
PO/InvoiceTotal:						\$69,000.36

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Key2Ed, Inc.						
Check Group:						
Case Virtual FIEP Training (7.13.26 - 7.14.26)		1 0		7370 6/11/2026	10.5.2210.3100.000.4620	\$2,400.00
Check #: 0						
Vendor Total:						\$69,000.36
PO/InvoiceTotal:						\$2,400.00
Vendor Total:						\$2,400.00
Koundakjian, Jill						
Check Group:						
JK C&T 824 - Problems in Second Language Insruction		1 0		JK C&T 824 5/18/2026	10.5.1110.2300.200.0000	\$900.00
JK C&T 890 - Bridging Theory to Practice:Capstone		1 0		JK C&T 890 5/18/2026	10.5.1110.2300.200.0000	\$600.00
Check #: 0						
PO/InvoiceTotal:						\$1,500.00
Vendor Total:						\$1,500.00
LAKESHORE LEARNING MATERIALS 804841						
Check Group:						
Flex-Space Double-Sided Mobile GTeaching Easel		1 260629		93924138 6/3/2026	10.5.1110.4100.100.0000	\$665.85
Check #: 0						
PO/InvoiceTotal:						\$665.85
Vendor Total:						\$665.85
Latronica, Charline A						
Check Group:						
CL Mileage Reimbursement		1 0		CL 52726 5/27/2026	10.5.2330.3320.000.0000	\$147.38
Check #: 0						
PO/InvoiceTotal:						\$147.38

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Vendor Total:						\$147.38
Lewis Software Associates LLC						
Check Group:						
941-X Amended Return Filing Service		1 0		30418A 6/2/2026	10.5.2510.6400.000.0000	\$12.95
Check #: 0						
PO/InvoiceTotal:						\$12.95
Vendor Total:						\$12.95
Little Friends, Inc. 845580						
Check Group:						
NP - ISBE Tuition May 2026		1 0		167011 5/31/2026	10.5.1912.6700.500.0000	\$5,331.06
Check #: 0						
PO/InvoiceTotal:						\$5,331.06
Vendor Total:						\$5,331.06
Lockbox: Curriculum Associates, LLC.						
Check Group:						
Ellevation Subscription		801 260635		10015651 6/2/2026	10.5.2210.3100.000.4909	\$13,016.25
Term (Yrs)		1 260635		10015651 6/2/2026	10.5.2210.3100.000.4909	\$1,084.69
Check #: 0						
PO/InvoiceTotal:						\$14,100.94
Check Group:						
Professional Learning Webinar (90 minutes) AY 25-26		4 260642		90959929 6/10/2026	10.5.2210.3140.000.4932	\$2,800.00
Check #: 0						
PO/InvoiceTotal:						\$2,800.00
Vendor Total:						\$16,900.94
Lopez, Betsy						

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
BL Mileage Reimbursement		1 0		BL 61226 6/12/2026	10.5.2330.3320.000.0000	\$291.45
				Check #: 0		
					PO/InvoiceTotal:	\$291.45
					Vendor Total:	\$291.45
Love Your Classroom LLC						
Check Group:						
BCBA Consultation		1 0		1683 5/19/2026	10.5.2210.3100.000.4620	\$327.55
				Check #: 0		
					PO/InvoiceTotal:	\$327.55
					Vendor Total:	\$327.55
LYONS POLICE DEPARTMENT	805822					
Check Group:						
SOR Services for June 2026		1 0		LP 61426 6/14/2026	80.5.2365.1000.000.0000	\$8,000.00
				Check #: 0		
					PO/InvoiceTotal:	\$8,000.00
					Vendor Total:	\$8,000.00
Malone, Grace						
Check Group:						
GM DHD 554 - Augmentative Communication Assessment		1 0		GM DHD 554 5/19/2026	10.5.1120.2300.500.0000	\$600.00
				Check #: 0		
					PO/InvoiceTotal:	\$600.00
					Vendor Total:	\$600.00
Matias, Cindy						
Check Group:						

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
CM Mileage Reimbursement		1 0		CM 61226 6/12/2026	10.5.2330.3320.000.0000	\$320.67
Check #: 0						
PO/InvoiceTotal:						\$320.67
Vendor Total:						\$320.67
McNulty, Kaitlin						
Check Group:						
KM EEND-632D - Methods and Materials for Teaching ESL		1 0		KM EEND-632D 3/10/2026	10.5.1110.2300.200.0000	\$848.70
KM EEND633F - Assessment of Bilingual and ESL Students		1 0		KM EEND633F 5/12/2026	10.5.1110.2300.200.0000	\$636.53
KM EEND638B - Supporting Multilingual learners in the Inclusive Classroom		1 0		KM EEND638B 5/4/2026	10.5.1110.2300.200.0000	\$175.28
Check #: 0						
PO/InvoiceTotal:						\$1,660.51
Vendor Total:						\$1,660.51
MENARDS-FRONT END MANAGER	802628					
Check Group:						
Edison - Repairs		1 0		82865 5/19/2026	20.5.2540.4100.100.0000	\$449.00
Admin - Repairs		1 0		82865 5/19/2026	20.5.2540.4100.000.0000	\$52.59
Home - Supplies		1 0		83643 6/1/2026	20.5.2540.4100.200.0000	\$127.03
Shop - Supplies		1 0		83643 6/1/2026	20.5.2540.4100.000.0000	\$110.47
GWMS - Supplies		1 0		83643 6/1/2026	20.5.2540.4100.500.0000	\$22.53

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Edison - Supplies		1 0		83643 6/1/2026	20.5.2540.4100.200.0000	\$29.28
Check #: 0						
PO/InvoiceTotal:						\$790.90
Vendor Total:						\$790.90
Menta Acadamy Midway Southwest						
Check Group:						
JF - May 2026 Tuition		1 0		SESINV-061314 5/29/2026	10.5.1912.6700.500.0000	\$4,480.40
FJ - May 2026 Tuition		1 0		SESINV-061314 5/29/2026	10.5.1912.6700.400.0000	\$4,480.40
ER - May 2026 Tuition		1 0		SESINV-061314 5/29/2026	10.5.1912.6700.500.0000	\$4,480.40
JF - June 2026 Tuition		1 0		SESINV-061766 6/11/2026	10.5.1912.6700.500.0000	\$2,016.18
FJ - June 2026 Tuition		1 0		SESINV-061766 6/11/2026	10.5.1912.6700.400.0000	\$2,016.18
ER - June 2026 Tuition		1 0		SESINV-061766 6/11/2026	10.5.1912.6700.500.0000	\$2,016.18
Check #: 0						
PO/InvoiceTotal:						\$19,489.74
Vendor Total:						\$19,489.74
MENTA ACADEMY HILLSIDE						
Check Group:						
RS - May 2026 Tuition	844518	1 0		SESINV-0612630 5/29/2026	10.5.1912.6700.600.0000	\$3,844.40
RS - June 2026 Tuition		1 0		SESINV-061842 6/11/2026	10.5.1912.6700.600.0000	\$1,729.98
Check #: 0						
PO/InvoiceTotal:						\$5,574.38

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Vendor Total:						\$5,574.38
Metcalfe, Jessica						
Check Group:						
JM TECH5243 - Design of Instructional Media		1 0		JM TECH5243 2/19/2026	10.5.1110.2300.400.0000	\$585.00
Check #: 0						
PO/InvoiceTotal:						\$585.00
Vendor Total:						\$585.00
MINUTEMAN PRESS OF LYONS	804525					
Check Group:						
Business Cards - JT		1 0		49513 3/19/2026	10.5.2642.4100.000.0000	\$71.21
Check #: 0						
PO/InvoiceTotal:						\$71.21
Vendor Total:						\$71.21
NAPERVILLE PSYCHIATRIC VENTURES	844213					
Check Group:						
NR Tutoring Services		1 0		103-20 5/31/2026	10.5.1120.3140.500.0000	\$62.40
Check #: 0						
PO/InvoiceTotal:						\$62.40
Vendor Total:						\$62.40
NICOR GAS						
Check Group:						
Home (4.6.26 - 5.5.26)		1 0		30067700002 5826 5/8/2026	20.5.2540.4650.200.0000	\$1,842.15
Edison (4.6.26 - 5.5.26)		1 0		41174700009 5826 5/8/2026	20.5.2540.4650.100.0000	\$3,991.90

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Lincoln (4.21.26 - 5.20.26)		1	0	41400800003 52626 5/26/2026	20.5.2540.4650.300.0000	\$427.26
Robinson (4.24.26 - 5.26.26)		1	0	46930800001 52726 5/27/2026	20.5.2540.4650.400.0000	\$628.72
BoE (4.21.26 - 5.20.26)		1	0	72030800006 52126 5/21/2026	20.5.2540.4650.000.0000	\$311.88
Costello (4.23.26 - 5.22.26)		1	0	74981782589 52626 5/26/2026	20.5.2540.4650.600.0000	\$272.74
GWMS (4.23.26 - 5.22.26)		1	0	82030800005 52626 5/26/2026	20.5.2540.4650.500.0000	\$1,941.29
Annex (4.23.26 - 5.22.26)		1	0	92030800004 52626 5/26/2026	20.5.2540.4650.000.0000	\$132.64
Check #: 0						
PO/InvoiceTotal:						\$9,548.58
Vendor Total:						\$9,548.58
NORTHERN ILLINOIS UNIVERSITY						
Check Group:						
In Person Coaching provided by MTSS Network at NIU		1	0	MTS000169 6/11/2026	10.5.2210.4100.000.4302	\$4,029.00
Check #: 0						
PO/InvoiceTotal:						\$4,029.00
Vendor Total:						\$4,029.00
ODELSON & STERK, LTD.						
Check Group:						
May 2026 Services	844061	1	0	1301 6/17/2026	10.5.2310.3180.000.0000	\$19,968.75
Check #: 0						

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$19,968.75
						Vendor Total: \$19,968.75
Open Kitchens						
Check Group:						
Lincoln - May 2026 Billing		1 0		52026 6/1/2026	10.5.2560.3150.300.0000	\$12,056.32
Robinson - May 2026 Billing		1 0		52026 6/1/2026	10.5.2560.3150.400.0000	\$11,940.01
Costello - May 2026 Billing		1 0		52026 6/1/2026	10.5.2560.3150.600.0000	\$9,392.05
Edison - May 2026 Billing		1 0		52026 6/1/2026	10.5.2560.3150.100.0000	\$12,570.34
GWMS - May 2026 Billing		1 0		52026 6/1/2026	10.5.2560.3150.500.0000	\$30,025.09
Home - May 2026 Billing		1 0		52026 6/1/2026	10.5.2560.3150.200.0000	\$10,998.87
Check #: 0						
						PO/InvoiceTotal: \$86,982.68
						Vendor Total: \$86,982.68
Pajeau, Kerri L						
Check Group:						
JP EDUC 714X - Teaching the Short Story-Principles &		1 0		JP EDUC 714X 4/27/2026	10.5.1120.2300.500.0000	\$420.00
Check #: 0						
						PO/InvoiceTotal: \$420.00
						Vendor Total: \$420.00
PARAGON PROFESSIONAL SERVICES, LLC	844242					
Check Group:						
Switch BAS from Winter to Summer mode		1 0		I-260122 5/22/2026	20.5.2540.3230.000.0000	\$1,800.00

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 0						
PO/InvoiceTotal:						\$1,800.00
Vendor Total:						\$1,800.00
PITNEY BOWES GLOBAL FINANCIAL SERVI						
Check Group:						
Billing Period 4.9.26 - 7.8.26		1 0		3107898616 5/20/2026	10.5.2310.3400.000.0000	\$452.61
Check #: 0						
PO/InvoiceTotal:						\$452.61
Vendor Total:						\$452.61
Polich, Robin						
Check Group:						
RP ELIL5983 - Internship Experience for Educational Leadership		1 0		RP ELIL5983 2/19/2026	10.5.1110.2300.100.0000	\$690.00
Check #: 0						
PO/InvoiceTotal:						\$690.00
Vendor Total:						\$690.00
ProCare Therapy	845488					
Check Group:						
W.E. 5.15.26		1 0		21459259 5/17/2026	10.5.1110.3140.400.0000	\$3,254.40
W.E. 5.22.26		1 0		21464763 5/24/2026	10.5.1110.3140.400.0000	\$2,655.90
W.E. 5.29.26		1 0		21471021 5/31/2026	10.5.1110.3140.400.0000	\$2,790.90
Check #: 0						
PO/InvoiceTotal:						\$8,701.20
Vendor Total:						\$8,701.20
Professional Pest Control, Inc.	845696					

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
Edison - May 2026 Billing		1 0		19851 5/27/2026	20.5.2540.3230.100.0000	\$80.00
Admin - May 2026 Billing		1 0		19851 5/27/2026	20.5.2540.3230.000.0000	\$60.00
Costello - May 2026 Billing		1 0		19851 5/27/2026	20.5.2540.3230.600.0000	\$80.00
GWMS - May 2026 Billing		1 0		19851 5/27/2026	20.5.2540.3230.500.0000	\$95.00
Home - May 2026 Billing		1 0		19851 5/27/2026	20.5.2540.3230.200.0000	\$75.00
Lincoln- May 2026 Billing		1 0		19851 5/27/2026	20.5.2540.3230.300.0000	\$90.00
Robinson - May 2026 Billing		1 0		19851 5/27/2026	20.5.2540.3230.400.0000	\$80.00
					Check #: 0	
					PO/InvoiceTotal:	\$560.00
					Vendor Total:	\$560.00
QUALITY NETWORK SOLUTIONS, INC	845272					
Check Group:						
Desktop/Help Support/Wired and Wireless Management/Firewall and Consultation Management/ and Cybersecurity		1 0		95268 6/1/2026	10.5.2663.3100.000.0000	\$28,161.51
VOIP Phone Line Charge		1 0		95269 6/1/2026	20.5.2663.3100.000.0000	\$619.00
Outsourced Laptop Repairs		1 0		95424 6/8/2026	10.5.2663.3240.000.0000	\$362.25
					Check #: 0	
					PO/InvoiceTotal:	\$29,142.76
					Vendor Total:	\$29,142.76

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Quinn, Erin						
Check Group:						
EQ OL5270 - Making Magic with Google Sheets and Forms		1 0		EQ OL5270 4/6/2026	10.5.1120.2300.500.0000	\$489.00
EQ OL5539 - Exploring the Multidimensional Complexities of War		1 0		EQ OL5539 4/6/2026	10.5.1120.2300.500.0000	\$399.00
EQ OL5589 - New Teaching Approaches for the U.S. Civil Rights Movement		1 0		EQ OL5589 4/6/2026	10.5.1120.2300.500.0000	\$440.10
EQ OL5849 - Raise the Bar: Positive Interventions for Students who Challenge Us		1 0		EQ OL5849 4/6/2026	10.5.1120.2300.500.0000	\$489.00
EQ OL5850 - PBIS 101		1 0		EQ OL5850 4/6/2026	10.5.1120.2300.500.0000	\$399.00
					Check #: 0	
					PO/InvoiceTotal:	\$2,216.10
					Vendor Total:	\$2,216.10
Rayla, Alde						
Check Group:						
AR Mileage Reimbursement		1 0		AR 5126 5/1/2026	10.5.2330.3320.000.0000	\$118.25
AR Mileage Reimbursement		1 0		AR 51426 5/14/2026	10.5.2330.3320.000.0000	\$120.79
AR Mileage Reimbursement		1 0		AR 5726 5/7/2026	10.5.2330.3320.000.0000	\$112.16
AR PHDAL 608 (Sociolinguistics); 601 (Philosophy of Values; 602 (Quantitative Research)		1 0		AR 608 601 602 5/29/2026	10.5.1110.2300.200.0000	\$230.06
					Check #: 0	
					PO/InvoiceTotal:	\$581.26
					Vendor Total:	\$581.26

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Reynosa, Gloria						
Check Group:						
GR CIL505 - Methods and Materials for Teaching English as a Second Lanugage		1 0		GR CIL505 1/19/2026	10.5.1110.2300.100.0000	\$700.00
GR CIL506 - Methods and Materials for Teaching Bilingual Ed		1 0		GR CIL506 1/19/2026	10.5.1110.2300.100.0000	\$700.00
GR CIL510 - Assessment of ESL and Bilingual Education		1 0		GR CIL510 4/2/2026	10.5.1110.2300.100.0000	\$500.00
Check #: 0						
PO/InvoiceTotal:						\$1,900.00
Vendor Total:						\$1,900.00
Rivera, Kristopher						
Check Group:						
KR Mileage Reimbursement		1 0		KR 6126 6/1/2026	10.5.2330.3320.000.0000	\$192.42
KR Mileage Reimbursement		1 0		KR 6126.2 6/1/2026	10.5.2330.3320.000.0000	\$107.30
Check #: 0						
PO/InvoiceTotal:						\$299.72
Vendor Total:						\$299.72
Ruth Poage						
Check Group:						
Meetings (5.18.26 - 6.15.26)		1 0		7 61726 6/17/2026	10.5.2210.3140.000.4932	\$4,125.00
Check #: 0						
PO/InvoiceTotal:						\$4,125.00
Vendor Total:						\$4,125.00
SAM'S CLUB DIRECT						
Check Group:						

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Statement dated 5.20.26		1 0		437979636 52026 5/20/2026	10.5.2210.3140.000.4932	\$134.84
Statement dated 5.20.26		1 0		437979636 52026 5/20/2026	10.5.2510.4100.000.0000	\$38.91
Statement dated 5.20.26		1 0		437979636 52026 5/20/2026	10.5.3000.4100.000.3706	\$106.62
Statement dated 5.20.26		1 0		437979636 52026 5/20/2026	10.5.1274.4100.000.3705	\$265.03
Statement dated 5.20.26		1 0		437979636 52026 5/20/2026	10.5.3000.4000.000.4909	\$26.94
Check #: 0						
PO/InvoiceTotal:						\$572.34
Vendor Total:						\$572.34
Schlutt, Kristine M						
Check Group:						
KS EDUC 41578 - Guiding Emergent and Early Struggling Writer		1 0		KS EDUC 41578 2/23/2026	10.5.1110.2300.600.0000	\$300.00
KS EDUC41570 - Best Practices for a Successful Primary Classroom		1 0		KS EDUC41570 5/30/2026	10.5.1110.2300.600.0000	\$300.00
Check #: 0						
PO/InvoiceTotal:						\$600.00
Vendor Total:						\$600.00
School Business Management Services	845588					
Check Group:						
Billing for January 25 - January 2026		1 0		103-5-26 5/26/2026	10.5.2310.3100.000.0000	\$16,387.50
Check #: 0						
PO/InvoiceTotal:						\$16,387.50
Vendor Total:						\$16,387.50

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
SCHOOL HEALTH CORPORATION	800662					
Check Group:						
PALOS Plastic Pickleball Value Pack		1	260477	CINV000372268 3/23/2026	10.5.1111.4130.600.0000	\$57.62
All Surface Scooters: Set of 6, 12' x 12'		1	260477	CINV000372268 3/23/2026	10.5.1111.4130.600.0000	\$262.31
Sports Health Resistance Tubing: Extra Heavy-Black		4	260477	CINV000372268 3/23/2026	10.5.1111.4130.600.0000	\$11.88
The Zone Golf Clubs: Set of 6, 7 Iron		2	260477	CINV000372268 3/23/2026	10.5.1111.4130.600.0000	\$23.00
Hoop Storage Bags: 36"		1	260477	CINV000372268 3/23/2026	10.5.1111.4130.600.0000	\$7.97
TeamPoles		1	260477	CINV000372268 3/23/2026	10.5.1111.4130.600.0000	\$141.97
The Zone Cannon Launchers, Set/6		1	260477	CINV000373691 3/26/2026	10.5.1111.4130.600.0000	\$159.19
				Check #: 0		
					PO/InvoiceTotal:	\$663.94
					Vendor Total:	\$663.94
SEAL SOUTH, INC						
Check Group:						
DF - May 2026 Tuition		1	0	10907 6/1/2026	10.5.1912.6700.400.0000	\$7,515.04
				Check #: 0		
					PO/InvoiceTotal:	\$7,515.04
					Vendor Total:	\$7,515.04
Searcy Medical Solutions, Inc.						
Check Group:						
AHA BLS Instructor Initial Course I		1	0	8191 5/20/2026	10.5.2130.3100.000.0000	\$300.00

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 0						
PO/InvoiceTotal:						\$300.00
Vendor Total:						\$300.00
SHERWIN WILLIAMS #3451	844223					
Check Group:						
Admin - Paint		1	0	01191199130526 5/28/2026	20.5.2540.4100.000.0000	\$138.15
Admin - Paint		1	0	04484199130626 6/3/2026	20.5.2540.4100.000.0000	\$404.11
Admin - Paint		1	0	26065199270526 5/21/2026	20.5.2540.4100.000.0000	\$92.57
Admin - Paint		1	0	27873199270626 6/3/2026	20.5.2540.4100.000.0000	(\$45.90)
Check #: 0						
PO/InvoiceTotal:						\$588.93
Vendor Total:						\$588.93
SKYWARD	801287					
Check Group:						
CRYSTAL REPORTS MAINTENANCE RENEWAL (7.1.26 - 6.30.27)		1	0	0000244337 7/1/2026	10.5.2663.4700.000.0000	\$149.00
Financial Management Core (SAAS) - Software License; Support Fee - Business Office; and Time Card Import Interface (SAAS) - Software License		1	0	0000245135 7/1/2026	10.5.2663.4700.000.0000	\$22,444.80
Student Management Core (SAAS) Software License (7.1.26 - 6.30.27)		1	0	0000245771 7/1/2026	10.5.2663.4700.000.0000	\$26,733.36
Check #: 0						
PO/InvoiceTotal:						\$49,327.16
Vendor Total:						\$49,327.16

Slosson Educational Publications, Inc.

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
KRT-2-1-Larson Complete Kit		1	260625	214693 5/20/2026	10.5.2210.4100.000.4302	\$316.50
Shipping & Handling 10% USPS		1	260625	214693 5/20/2026	10.5.2210.4100.000.4302	\$31.65
Check #: 0						
PO/InvoiceTotal:						\$348.15
Vendor Total:						\$348.15
SOARING EAGLE ACADEMY						
Check Group:						
KM - May 2026 Tuition		1	0	24351 5/31/2026	10.5.1912.6700.400.0000	\$10,431.00
KM - June 2026 Tuition		1	0	24403 6/5/2026	10.5.1912.6700.400.0000	\$2,607.75
Check #: 0						
PO/InvoiceTotal:						\$13,038.75
Vendor Total:						\$13,038.75
Solis, Maria Y						
Check Group:						
YS Mileage Reimbursement		1	0	YS 61226 6/12/2026	10.5.2330.3320.000.0000	\$38.43
Check #: 0						
PO/InvoiceTotal:						\$38.43
Vendor Total:						\$38.43
Specialized Education of Illinois, Inc						
Check Group:						
AH - May 2026 Tuition		1	0	INV252313 6/3/2026	10.5.1912.6700.500.0000	\$6,328.40
Check #: 0						
PO/InvoiceTotal:						\$6,328.40

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Vendor Total:						\$6,328.40
Sunbelt Staffing, LLC	845719					
Check Group:						
W.E. 5.16.26		1 0		21461612 5/17/2026	10.5.2642.3900.000.0000	\$3,900.00
W.E. 5.16.26		1 0		21468701 5/24/2026	10.5.2642.3900.000.0000	\$3,150.00
W.E. 5.23.26		1 0		21468868 5/24/2026	10.5.2642.3900.000.0000	\$2,520.00
W.E. 5.23.26		1 0		21468870 5/24/2026	10.5.2642.3900.000.0000	\$3,540.00
W.E. 5.30.26		1 0		21476899 6/7/2026	10.5.2642.3900.000.0000	\$2,520.00
W.E. 5.30.26		1 0		21476904 6/7/2026	10.5.2642.3900.000.0000	\$3,120.00
Check #: 0						
PO/InvoiceTotal:						\$18,750.00
Vendor Total:						\$18,750.00
T-MOBILE	845341					
Check Group:						
4.21.26 - 5.20.26		1 0		972033599 52126 5/21/2026	20.5.2540.3440.000.0000	\$150.00
Check #: 0						
PO/InvoiceTotal:						\$150.00
Vendor Total:						\$150.00
Terrazas, Janet						
Check Group:						
JT Mileage Reimbursement		1 0		JT 52726 5/27/2026	10.5.2330.3320.000.0000	\$75.40
Check #: 0						

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$75.40
						Vendor Total: \$75.40
THOMSON REUTERS - WEST	845302					
Check Group:						
Online/Software Subscription (5.1.26 - 5.31.26)		1 0		853688804 6/1/2026	10.5.1205.3160.000.0000	\$761.20
						Check #: 0
						PO/InvoiceTotal: \$761.20
						Vendor Total: \$761.20
TREMCO/WEATHERPROOFING TECHNOLOGIES	845179					
Check Group:						
Edison - Leak Repairs		1 0		98553342 5/19/2026	20.5.2540.3230.100.0000	\$2,775.00
Lincoln - Roof Leak Repairs		1 0		98553346 5/19/2026	20.5.2540.3230.300.0000	\$2,775.00
GWMS - Leak Repairs		1 0		98553356 5/19/2026	20.5.2540.3230.500.0000	\$2,775.00
						Check #: 0
						PO/InvoiceTotal: \$8,325.00
						Vendor Total: \$8,325.00
ULINE						
Check Group:						
Lincoln - Supplies - Stationary Pedestal Fan		1 0		207841517 5/8/2026	20.5.2540.4100.400.0000	\$1,640.88
						Check #: 0
						PO/InvoiceTotal: \$1,640.88
						Vendor Total: \$1,640.88
UNITED RENTALS (NORTH AMERICA), INC	845068					
Check Group:						

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Maintenance		1 0		262723670-001 5/27/2026	20.5.2540.3100.000.0000	\$1,142.11
				Check #: 0		
					PO/InvoiceTotal:	\$1,142.11
					Vendor Total:	\$1,142.11
Vander Ploeg, Guadalupe						
Check Group:						
GVP Airfare Reimbursement		1 0		GVP 51826 5/18/2026	10.5.2330.3320.000.0000	\$552.51
GVP Mileage Reimbursement		1 0		GVP 52726 5/27/2026	10.5.2330.3320.000.0000	\$150.80
				Check #: 0		
					PO/InvoiceTotal:	\$703.31
					Vendor Total:	\$703.31
VERIZON WIRELESS						
Check Group:						
Billing Period 4.24.26 - 5.23.26		1 0		6144355403 5/23/2026	20.5.2540.3440.000.0000	\$1,050.97
				Check #: 0		
					PO/InvoiceTotal:	\$1,050.97
					Vendor Total:	\$1,050.97
VILLAGE OF BROOKFIELD	843997					
Check Group:						
Lincoln		1 0		400067-001 6526 6/5/2026	20.5.2540.3700.300.0000	\$798.79
				Check #: 0		
					PO/InvoiceTotal:	\$798.79
					Vendor Total:	\$798.79
VILLAGE OF LYONS	800059					
Check Group:						

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Elevator Inspection Fee (Costello)		1 0		51826 5/18/2026	20.5.2540.3230.600.0000	\$100.00
				Check #: 0		
					PO/InvoiceTotal:	\$100.00
					Vendor Total:	\$100.00
VILLAGE OF LYONS WATER DEPARTMENT	800597					
Check Group:						
Costello 3.16.26 - 5.15.26		1 0		013293-000 531326 5/31/2026	20.5.2540.3700.600.0000	\$1,016.00
				Check #: 0		
					PO/InvoiceTotal:	\$1,016.00
					Vendor Total:	\$1,016.00
VILLAGE OF STICKNEY WATER DEPT	800060					
Check Group:						
Home (5.11.26 - 6.9.26)		1 0		101878 61226 6/12/2026	20.5.2540.3700.200.0000	\$1,111.01
Edison (5.11.26 - 6.9.26)		1 0		101884 61226 6/12/2026	20.5.2540.3700.100.0000	\$452.79
				Check #: 0		
					PO/InvoiceTotal:	\$1,563.80
					Vendor Total:	\$1,563.80
VISTA LEARNING, NFP	845388					
Check Group:						
EvalUWise Add'l Rubric - 2022 Danielson		1 0		VLI26-1223 5/15/2026	10.5.2642.3900.000.0000	\$249.00
				Check #: 0		
					PO/InvoiceTotal:	\$249.00
					Vendor Total:	\$249.00

Welch, Brianna

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
BW LIT5353 - Selecting Texts for Literacy Instruction		1 0		BW LIT5353 4/5/2026	10.5.1110.2300.400.0000	\$705.00
BW LIT5373 - Digital Media for Literacy Instruction		1 0		BW LIT5373 2/18/2026	10.5.1110.2300.400.0000	\$705.00
BW RES5153 - Research Methods		1 0		BW RES5153 5/21/2026	10.5.1110.2300.400.0000	\$480.00
Check #: 0						
PO/InvoiceTotal:						\$1,890.00
Vendor Total:						\$1,890.00
WEST 40 INTERMEDIATE SERVICE CENTER	804568					
Check Group:						
NG - RSSP May 2026 Tuition		1 0		2601340 6/1/2026	10.5.1912.6700.500.0000	\$2,070.00
Check #: 0						
PO/InvoiceTotal:						\$2,070.00
Vendor Total:						\$2,070.00
WEST 40 ISC #2	801527					
Check Group:						
Triad Sessions with Principal Two structured progress meetings		2 260400		2601313 5/29/2026	10.5.2210.3140.000.4932	\$700.00
Final Wrap-Up Reflection and next steps		1 260400		2601313 5/29/2026	10.5.2210.3140.000.4932	\$350.00
Project Management West40 Team Members are initiating, planning, executing, and monitoring the scope of work to ensure deliverables are completed on time and aligned to the client's expectations, and overall communication to/from the client. This includes transportation, supplies, and administrative costs (15% of the total of \$3,500 contract hours).		1.5 260400		2601313 5/29/2026	10.5.2210.3140.000.4932	\$525.00
Check #: 0						

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$1,575.00
						Vendor Total: \$1,575.00
West, Kimberly K						
Check Group:						
KW Reimbursement		1 0		KW 52226 5/22/2026	40.5.2550.3310.000.3500	\$256.00
KW Mileage Reimbursement		1 0		KW 52726 5/27/2026	10.5.2330.3320.000.0000	\$124.70
Check #: 0						PO/InvoiceTotal: \$380.70
						Vendor Total: \$380.70
Woo, Molly K						
Check Group:						
MW OL-5118 - The Keys to a Connected Google Classroom		1 0		MW OL-5118 3/26/2026	10.5.1120.2300.500.0000	\$440.10
MW OL-5122 - Teaching Media Literacy in a Fake News World		1 0		MW OL-5122 3/18/2026	10.5.1120.2300.500.0000	\$440.10
Check #: 0						PO/InvoiceTotal: \$880.20
						Vendor Total: \$880.20
WORLD BOOK, INC						
Check Group:						
Online Advanced Differentiated		1 260524		ARI0015886 4/6/2026	10.5.1250.4100.000.4300	\$2,791.53
Online- Early World of Learning School		1 260524		ARI0015886 4/6/2026	10.5.1250.4100.000.4300	\$469.50
Check #: 0						PO/InvoiceTotal: \$3,261.03
						Vendor Total: \$3,261.03

Lyons School District 103

Voucher Detail Listing

Voucher Batch Number: 1278

06/23/2026

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Zoey Shulman						
Check Group:						
Lunch Duty		1 0		ZS 41626 4/16/2026	10.5.2560.1310.200.0000	\$245.00
Lunch Duty		1 0		ZS 5726 5/7/2026	10.5.2560.1310.200.0000	\$280.00

Check #: 0

PO/InvoiceTotal:	\$525.00
Vendor Total:	\$525.00
Grand Total:	\$1,756,895.79

End of Report

Lyons School District 103

Payroll Journal Totals

Fiscal Year: 2025-2026

Pay Cycle:

Pay Period: Start Date: End Date: Pay Date:

Semi-monthly

210 04/16/2026 04/30/2026 05/15/2026

Item	Amount	Match-Amount	Wage Basis	Payee
Bank Account: 163759 OPERATING 103				
GROSS PAY:	1,098,137.86			
OVERTIME:	2,142.50			
A- Equitable 403b	10,193.90	0.00	208,184.71	OMNI-US
A- Fiduciary Trust Co.NH 403b	75.00	0.00	3,306.69	OMNI-US
A- First Investors/ADM 403b	50.00	0.00	3,979.71	OMNI-US
A- Great American Insurance Group 403b	150.00	0.00	6,383.63	OMNI-US
A- Lincoln Investment Planning 403b	3,275.83	0.00	29,485.53	OMNI-US
A- ROTH Equitable 403b	5,223.00	0.00	86,414.27	OMNI-US
A- ROTH Lincoln Investment 403b	50.00	0.00	2,371.75	OMNI-US
D- Direct Deposit 1	3,770.00	0.00	19,135.52	PAYROLL BANK ACCT
D- Direct Deposit 2	200.00	0.00	4,941.41	PAYROLL BANK ACCT
D- Direct Deposit-Net Pay	725,630.07	0.00	0.00	PAYROLL BANK ACCT
D- Numark Credit Union	4,450.76	0.00	69,694.47	NUMARK CREDIT UNION
G- Chaper 13 T. Hooper Case: 23-02257	175.00	0.00	3,784.06	THOMAS H. HOOPER
G- IL Child Support	792.30	0.00	9,965.51	EXPERT PAY
I- 19 Pay Dental Aides Pre Tax	213.95	409.29	18,115.04	GUARDIAN
I- 19 Pay Dental Teachers/Nurses Pre Tax	50.30	75.92	6,342.88	GUARDIAN
I- 19 Pay Health Aides Pre Tax	1,972.26	7,267.81	17,129.40	BLUE CROSS BLUE SHIELD OF IL
I- 19 Pay Health Teachers/Nurse Pre Tax	767.82	4,031.09	10,195.67	BLUE CROSS BLUE SHIELD OF IL
I- 19 Pay Life Insurance Teachers/Aides	0.00	84.90	40,232.23	GUARDIAN
I- 19 Pay Vision Pre Tax Teacher/Aides	68.02	0.00	19,934.25	GUARDIAN
I- 19 Pay Vol- Accident Dis Teacher/Aide	34.86	0.00	7,733.81	GUARDIAN
I- 22 Pay Dental Support Staff Pre Tax	8.19	391.85	11,371.95	GUARDIAN
I- 22 Pay Health Support Staff Pre Tax	0.00	11,717.02	11,371.95	BLUE CROSS BLUE SHIELD OF IL
I- 22 Pay Life Insurance Support Staff	0.00	12.24	12,885.11	GUARDIAN
I- 22 Pay Vision Pre Tax Support Staff	11.38	0.00	5,158.99	GUARDIAN
I- 22 Pay Vol-Accident Dis Support Staff	6.98	0.00	1,622.53	GUARDIAN
I- 24 Pay Dental Aides Pre Tax	85.79	343.48	14,531.26	GUARDIAN
I- 24 Pay Dental Custodian Pre Tax	413.24	561.64	54,556.28	GUARDIAN
I- 24 Pay Dental District Admin Pre Tax	21.02	875.82	63,524.51	GUARDIAN
I- 24 Pay Dental School Admin Pre Tax	10.51	472.77	33,404.41	GUARDIAN
I- 24 Pay Dental Teachers/Nurse Pre Tax	3,300.97	5,199.71	511,450.06	GUARDIAN
I- 24 Pay Health Aides Pre Tax	1,501.61	6,554.87	14,736.60	BLUE CROSS BLUE SHIELD OF IL
I- 24 Pay Health Custodian Pre Tax	1,945.21	12,668.92	52,488.28	BLUE CROSS BLUE SHIELD OF IL
I- 24 Pay Health District Admin Pre Tax	0.00	20,760.31	66,651.29	BLUE CROSS BLUE SHIELD OF IL
I- 24 Pay Health School Admin Pre Tax	0.00	10,214.48	30,277.63	BLUE CROSS BLUE SHIELD OF IL
I- 24 Pay Health Teachers/Nurse Pre Tax	29,701.10	160,600.00	526,863.77	BLUE CROSS BLUE SHIELD OF IL
I- 24 Pay Life Insurance District Admin	0.00	114.80	66,651.29	GUARDIAN
I- 24 Pay Life Insurance EE/ER Custodian	46.66	46.66	35,930.20	GUARDIAN
I- 24 Pay Life Insurance ER Custodian	0.00	34.09	23,833.04	GUARDIAN
I- 24 Pay Life Insurance School Admin	0.00	84.00	35,237.46	GUARDIAN
I- 24 Pay Life Insurance Teach/Aide/Nurs	0.00	1,626.10	631,739.64	GUARDIAN

Item	Amount	Match-Amount	Wage Basis	Payee
I- 24 Pay Vision Custodian Pre Tax	77.18	0.00	39,529.04	GUARDIAN
I- 24 Pay Vision District Admin Pre Tax	90.08	0.00	59,556.62	GUARDIAN
I- 24 Pay Vision School Admin Pre Tax	50.15	0.00	27,376.55	GUARDIAN
I- 24 Pay Vision Teach/Aides/Nurse	752.31	0.00	375,226.67	GUARDIAN
I- 24 Pay Vol- Accident Dis Custodian	48.66	0.00	20,768.00	GUARDIAN
I- 24 Pay Vol- Accident Dis Dist. Admin	19.20	0.00	14,771.38	GUARDIAN
I- 24 Pay Vol- Accident Dis School Admin	16.66	0.00	8,023.09	GUARDIAN
I- 24 Pay Vol-Accident Dis Teach/Aide/Nu	426.79	0.00	123,975.92	GUARDIAN
I- ER HSA Teachers/Nurse - Correction	0.00	600.00	1,593.45	FIRST AMERICAN BANK
I- Excess Life Insurance Admin	0.00	0.00	217.13	DEPARTMENT OF THE TREASURY
I- Excess Life Insurance Custodian	0.00	0.00	183.80	DEPARTMENT OF THE TREASURY
I- Excess Life Insurance Teachers/Nurses	0.00	0.00	1,307.43	DEPARTMENT OF THE TREASURY
I- Group LTD Insurance - All EE's	0.00	1,748.31	838,414.54	GUARDIAN
I- Vol Critical Illness All EE's	576.34	0.00	153,043.01	GUARDIAN
I- Vol Critical Illness Child(s) All EEs	0.00	0.00	2,475.51	GUARDIAN
I- Vol Critical Illness Spouse All EEs	133.29	0.00	52,872.86	GUARDIAN
I- Vol HSA	7,727.45	0.00	284,074.03	FIRST AMERICAN BANK
I- Vol Life Child(ren)-All EE's	25.37	0.00	93,479.88	GUARDIAN
I- Vol Life Spouse-All EE's	59.63	0.00	89,514.92	GUARDIAN
I- Voluntary DC FSA	590.82	0.00	14,164.73	LYONS SCHOOL D103 FLEX
I- Voluntary HC FSA	699.61	0.00	44,678.56	LYONS SCHOOL D103 FLEX
I- Voluntary LEX HC FSA	124.57	0.00	16,287.63	LYONS SCHOOL D103 FLEX
I- Voluntary Life/ADD-All EE's	878.75	0.00	270,320.68	GUARDIAN
I- Voluntary Transit FSA	14.00	0.00	3,386.20	FIRST AMERICAN BANK
P- IMRF Additional Contribution	1,937.72	0.00	23,767.63	ILLINOIS MUNICIPAL RETIRMENT FUND
P- IMRF BDPD	0.00	1,966.48	15,987.70	ILLINOIS MUNICIPAL RETIRMENT FUND
P- IMRF EE/ER Contribution	8,539.59	14,801.88	189,768.26	ILLINOIS MUNICIPAL RETIRMENT FUND
P- IMRF VAC for BDPD EE Only	563.94	0.00	5,639.36	ILLINOIS MUNICIPAL RETIRMENT FUND
P- THIS BDPD	0.00	1,150.92	73,306.09	TEACHERS HEALTH INSURANCE SECURITY
P- THIS EE/ER	7,335.84	5,460.20	814,991.61	TEACHERS HEALTH INSURANCE SECURITY
P- TRS EE 9.0 BDPD	0.00	6,597.55	73,306.09	TEACHERS RETIREMENT SYSTEM
P- TRS EE/ER	73,349.28	4,727.31	814,991.61	TEACHERS RETIREMENT SYSTEM
P- TRS ER 0.58 BDPD	0.00	425.19	73,306.09	TEACHERS RETIREMENT SYSTEM
P- TRS Fed - Funds	0.00	5,769.89	55,802.27	TEACHERS RETIREMENT SYSTEM
P- TRS Noncontributory	0.00	0.00	3,743.33	TEACHERS RETIREMENT SYSTEM
P- TRS SSP 457	1,357.93	0.00	44,543.02	TEACHERS RETIREMENT SYSTEM
P- TRS SSP 457 Roth	600.00	0.00	9,927.86	TEACHERS RETIREMENT SYSTEM
T- Federal Taxes	89,652.18	0.00	947,463.81	DEPARTMENT OF THE TREASURY
T- FICA Medicare	15,318.52	15,318.52	1,056,448.36	DEPARTMENT OF THE TREASURY
T- FICA Social Security	12,799.98	12,799.98	206,451.81	DEPARTMENT OF THE TREASURY
T- State Taxes IL	46,556.17	0.00	947,463.81	ILLINOIS DEPARTMENT OF REVENUE
U- Custodian COPE	52.00	0.00	42,394.54	SEIU LOCAL 73 - COPE CONTRIBUTIONS
U- Custodian Union Dues	757.37	0.00	59,763.24	SEIU LOCAL 73 - UNION DUES
U- Paraprofessional COPE	25.00	0.00	3,121.20	SEIU LOCAL 73 - COPE CONTRIBUTIONS
U- Paraprofessional Union Dues	590.22	0.00	43,722.35	SEIU LOCAL 73 - UNION DUES
U- Teacher Union Dues	11,265.29	0.00	610,589.12	WEST SUBURBAN TEACHERS UNION LOCAL 571

Item	Amount	Match-Amount	Wage Basis	Payee
Deductions Total:	1,077,207.62	315,514.00		
Employee Net:	23,072.74			
Bank Acct Total:	1,415,794.36			

Grand Total: 1,415,794.36

End of Report

Lyons School District 103

Payroll Journal Totals

Fiscal Year: 2025-2026

Pay Cycle: Pay Period: Start Date: End Date: Pay Date:

Semi-monthly 220 05/01/2026 05/15/2026 05/29/2026

Item	Amount	Match-Amount	Wage Basis	Payee
Bank Account: 163759 OPERATING 103				
GROSS PAY:	935,483.95			
OVERTIME:	2,260.73			
A- Equitable 403b	10,193.90	0.00	208,073.49	OMNI-US
A- Fiduciary Trust Co.NH 403b	75.00	0.00	3,306.69	OMNI-US
A- First Investors/ADM 403b	50.00	0.00	3,979.71	OMNI-US
A- Great American Insurance Group 403b	150.00	0.00	6,383.63	OMNI-US
A- Lincoln Investment Planning 403b	3,275.83	0.00	29,485.35	OMNI-US
A- ROTH Equitable 403b	5,223.00	0.00	86,414.27	OMNI-US
A- ROTH Lincoln Investment 403b	50.00	0.00	2,371.75	OMNI-US
D- Direct Deposit 1	3,770.00	0.00	19,135.52	PAYROLL BANK ACCT
D- Direct Deposit 2	200.00	0.00	4,941.41	PAYROLL BANK ACCT
D- Direct Deposit-Net Pay	615,830.24	0.00	0.00	PAYROLL BANK ACCT
D- Numark Credit Union	4,450.76	0.00	69,440.65	NUMARK CREDIT UNION
G- Chaper 13 T. Hooper Case: 23-02257	175.00	0.00	3,784.06	THOMAS H. HOOPER
G- IL Child Support	792.30	0.00	10,072.88	EXPERT PAY
I- 19 Pay Dental Aides Pre Tax	213.95	409.29	18,114.77	GUARDIAN
I- 19 Pay Dental Teachers/Nurses Pre Tax	41.30	15.64	6,342.90	GUARDIAN
I- 19 Pay Health Aides Pre Tax	1,972.26	7,267.81	17,129.09	BLUE CROSS BLUE SHIELD OF IL
I- 19 Pay Health Teachers/Nurse Pre Tax	530.82	2,786.87	10,195.60	BLUE CROSS BLUE SHIELD OF IL
I- 19 Pay Life Insurance Teachers/Aides	0.00	84.90	40,231.89	GUARDIAN
I- 19 Pay Vision Pre Tax Teacher/Aides	58.10	0.00	19,934.11	GUARDIAN
I- 19 Pay Vol- Accident Dis Teacher/Aide	18.70	0.00	7,733.76	GUARDIAN
I- 22 Pay Dental Support Staff Pre Tax	10.80	468.33	12,539.27	GUARDIAN
I- 22 Pay Health Support Staff Pre Tax	0.00	13,761.98	12,539.27	BLUE CROSS BLUE SHIELD OF IL
I- 22 Pay Life Insurance Support Staff	0.00	13.77	14,052.43	GUARDIAN
I- 22 Pay Vision Pre Tax Support Staff	21.04	0.00	6,411.39	GUARDIAN
I- 22 Pay Vol-Accident Dis Support Staff	6.98	0.00	1,622.53	GUARDIAN
I- 24 Pay Dental Aides Pre Tax	85.79	343.48	14,531.26	GUARDIAN
I- 24 Pay Dental Custodian Pre Tax	413.24	561.64	54,504.14	GUARDIAN
I- 24 Pay Dental District Admin Pre Tax	21.02	875.82	63,524.51	GUARDIAN
I- 24 Pay Dental School Admin Pre Tax	10.51	472.77	33,404.41	GUARDIAN
I- 24 Pay Dental Teachers/Nurse Pre Tax	3,300.97	5,199.71	513,429.36	GUARDIAN
I- 24 Pay Health Aides Pre Tax	1,501.61	6,554.87	14,736.64	BLUE CROSS BLUE SHIELD OF IL
I- 24 Pay Health Custodian Pre Tax	1,945.21	12,668.92	52,436.14	BLUE CROSS BLUE SHIELD OF IL
I- 24 Pay Health District Admin Pre Tax	0.00	20,760.31	66,651.29	BLUE CROSS BLUE SHIELD OF IL
I- 24 Pay Health School Admin Pre Tax	0.00	10,214.48	30,277.63	BLUE CROSS BLUE SHIELD OF IL
I- 24 Pay Health Teachers/Nurse Pre Tax	29,701.10	160,600.00	527,927.05	BLUE CROSS BLUE SHIELD OF IL
I- 24 Pay Life Insurance District Admin	0.00	114.80	66,651.29	GUARDIAN
I- 24 Pay Life Insurance EE/ER Custodian	46.66	46.66	35,612.74	GUARDIAN
I- 24 Pay Life Insurance ER Custodian	0.00	34.09	24,098.36	GUARDIAN
I- 24 Pay Life Insurance School Admin	0.00	84.00	35,237.46	GUARDIAN
I- 24 Pay Life Insurance Teach/Aide/Nurs	0.00	1,626.10	633,719.02	GUARDIAN

Item	Amount	Match-Amount	Wage Basis	Payee
I- 24 Pay Vision Custodian Pre Tax	77.18	0.00	39,376.46	GUARDIAN
I- 24 Pay Vision District Admin Pre Tax	90.08	0.00	59,556.62	GUARDIAN
I- 24 Pay Vision School Admin Pre Tax	50.15	0.00	27,376.55	GUARDIAN
I- 24 Pay Vision Teach/Aides/Nurse	752.31	0.00	376,289.99	GUARDIAN
I- 24 Pay Vol- Accident Dis Custodian	48.66	0.00	20,768.00	GUARDIAN
I- 24 Pay Vol- Accident Dis Dist. Admin	19.20	0.00	14,771.38	GUARDIAN
I- 24 Pay Vol- Accident Dis School Admin	16.66	0.00	8,023.09	GUARDIAN
I- 24 Pay Vol-Accident Dis Teach/Aide/Nu	426.79	0.00	124,891.94	GUARDIAN
I- Excess Life Insurance Admin	0.00	0.00	217.13	DEPARTMENT OF THE TREASURY
I- Excess Life Insurance Custodian	0.00	0.00	183.80	DEPARTMENT OF THE TREASURY
I- Excess Life Insurance Teachers/Nurses	0.00	0.00	1,307.43	DEPARTMENT OF THE TREASURY
I- Group LTD Insurance - All EE's	0.00	1,751.64	841,508.76	GUARDIAN
I- Vol Critical Illness All EE's	576.34	0.00	153,220.02	GUARDIAN
I- Vol Critical Illness Child(s) All EEs	0.00	0.00	2,475.51	GUARDIAN
I- Vol Critical Illness Spouse All EEs	133.29	0.00	52,872.80	GUARDIAN
I- Vol HSA	7,687.45	0.00	285,667.41	FIRST AMERICAN BANK
I- Vol Life Child(ren)-All EE's	26.38	0.00	94,272.08	GUARDIAN
I- Vol Life Spouse-All EE's	60.63	0.00	91,830.54	GUARDIAN
I- Voluntary DC FSA	590.82	0.00	14,164.73	LYONS SCHOOL D103 FLEX
I- Voluntary HC FSA	699.61	0.00	44,678.56	LYONS SCHOOL D103 FLEX
I- Voluntary LEX HC FSA	124.57	0.00	16,287.63	LYONS SCHOOL D103 FLEX
I- Voluntary Life/ADD-All EE's	886.28	0.00	272,176.16	GUARDIAN
I- Voluntary Transit FSA	14.00	0.00	3,386.20	FIRST AMERICAN BANK
P- IMRF Additional Contribution	1,898.35	0.00	23,425.43	ILLINOIS MUNICIPAL RETIRMENT FUND
P- IMRF BDPD	0.00	1,966.48	15,987.70	ILLINOIS MUNICIPAL RETIRMENT FUND
P- IMRF EE/ER Contribution	8,272.00	14,338.13	183,822.41	ILLINOIS MUNICIPAL RETIRMENT FUND
P- IMRF VAC for BDPD EE Only	563.94	0.00	5,639.36	ILLINOIS MUNICIPAL RETIRMENT FUND
P- THIS BDPD	0.00	1,150.92	73,306.09	TEACHERS HEALTH INSURANCE SECURITY
P- THIS EE/ER	5,902.07	4,393.13	655,723.49	TEACHERS HEALTH INSURANCE SECURITY
P- TRS EE 9.0 BDPD	0.00	6,597.55	73,306.09	TEACHERS RETIREMENT SYSTEM
P- TRS EE/ER	59,015.13	3,803.25	655,723.49	TEACHERS RETIREMENT SYSTEM
P- TRS ER 0.58 BDPD	0.00	425.19	73,306.09	TEACHERS RETIREMENT SYSTEM
P- TRS Fed - Funds	0.00	2,533.89	24,505.57	TEACHERS RETIREMENT SYSTEM
P- TRS Noncontributory	0.00	0.00	3,988.34	TEACHERS RETIREMENT SYSTEM
P- TRS SSP 457	1,240.66	0.00	40,623.13	TEACHERS RETIREMENT SYSTEM
P- TRS SSP 457 Roth	600.00	0.00	9,927.86	TEACHERS RETIREMENT SYSTEM
T- Federal Taxes	65,661.05	0.00	801,364.56	DEPARTMENT OF THE TREASURY
T- FICA Medicare	12,965.30	12,965.30	894,161.33	DEPARTMENT OF THE TREASURY
T- FICA Social Security	12,629.21	12,629.21	203,696.97	DEPARTMENT OF THE TREASURY
T- State Taxes IL	39,318.16	0.00	801,364.56	ILLINOIS DEPARTMENT OF REVENUE
U- Custodian COPE	52.00	0.00	41,918.28	SEIU LOCAL 73 - COPE CONTRIBUTIONS
U- Custodian Union Dues	711.01	0.00	59,711.10	SEIU LOCAL 73 - UNION DUES
U- Paraprofessional COPE	25.00	0.00	3,121.20	SEIU LOCAL 73 - COPE CONTRIBUTIONS
U- Paraprofessional Union Dues	590.22	0.00	43,722.25	SEIU LOCAL 73 - UNION DUES
U- Teacher Union Dues	11,265.29	0.00	612,568.27	WEST SUBURBAN TEACHERS UNION LOCAL 571
Deductions Total:	917,125.88	307,520.93		

Item	Amount	Match-Amount	Wage Basis	Payee
Employee Net:	20,618.80			
Bank Acct Total:	1,245,265.61			
Grand Total: 1,245,265.61				
End of Report				

GENERAL FUND		Totals for All Accounts			
		Costello Elementary School			
		Account #			
					\$9,598.32
4/23/2026	1452	Wagner Farm (3rd grade field trip)	272		\$9,326.32
5/18/2026	1453	Conlin(reim snacks for 5th gr lock in)	47.41		\$9,278.91
5/29/2026	1454	Migala(reim battle of the books supplies)	75.93		\$9,202.98
6/5/2026		Deposit(Wagner Farm ft money, box tops)		288.7	\$9,491.68

EDISON ACTIVITY ACCOUNT - 2025-2026

May 2026					
Date	Check Number	Transaction	Debit	Credit	Total
		Balance Brought Forward			\$21,874.65
5/22/26	1411	Anderson's Alphabet U (Kdg. Grad.)	731.65		\$21,143.00
5/26/26	1412	Flor Ramirez (Social Committee)	66.40		\$21,076.60
5/26/26	1413	Sarah Kadan (5th Gr Sendoff)	1,576.95		\$19,499.65
June 2026					
Date	Check Number	Transaction	Debit	Credit	Total
		Balance Brought Forward			\$19,499.65
6/2/26	1414	Sarah Kadan (5th Gr Sendoff)	116.60		\$19,383.05
6/4/26		DEPOSIT (PF/Spirit)		1,473.00	\$20,856.05
6/4/26		DEPOSIT (5th Gr Sendoff)		2,340.00	\$23,196.05
6/4/26		DEPOSIT (Student Council)		239.00	\$23,435.05
6/4/26		DEPOSIT (Teachers Fund)		500.00	\$23,935.05
6/4/26		DEPOSIT (Yearbook)		729.00	\$24,664.05
6/4/26		DEPOSIT (Kindergarten Grad)		100.00	\$24,764.05
6/4/26	1415	Brandon Baisden (Teachers' Fund)	29.72		\$24,734.33

HOME ELEMENTARY SCHOOL 2025-26

5/5/2026		Deposit - Kindergarten Farm Field Trip		\$182.00	\$ 5,018.82
5/5/2026	1215	Schaumburg Park District - Kindergarten Farm Field Trip	\$195.00		\$ 4,823.82
5/26/2026		Deposit - 1st grade field trip to DuPage Children's Museum		\$362.00	\$ 5,185.82
5/26/2026	1216	DuPage Children's Museum - 1st grade field trip	\$362.00		\$ 4,823.82
5/27/2026	1217	Hillary Leanos - Reimbursement for 5th grade send off purchases	\$273.64		\$ 4,550.18
5/27/2026	1218	Leidi Guzman - Reimbursement for 5th grade send off purchases	\$392.43		\$ 4,157.75
5/27/2026	1219	Veronica Valarezo - Reimbursement for 5th grade send off purchases	\$335.37		\$ 3,822.38
5/27/2026	1220	Sharmeen Reyes - Reimbursement for 5th grade send off purchases	\$35.40		\$ 3,786.98
5/29/2026	1221	Kenia DeLaCruz - Reimbursement for balloons for 5th grade send off	\$19.78		\$ 3,767.20
6/3/2026		Deposit - District PBIS reimbursement - all school field trip		\$450.00	\$ 4,217.20

			Lincoln Elementary					
1220	1978	5/11/26	Ink Your Wear, Inc. - 5th Gr. Farewell Student T-Shirts for 5.29.26	\$405.45		\$11,256.56	cash 5.13.26	
		5/26/26	Deposit: Kindergarten Field Trip to The Morton Arboretum on 5.20.26		\$641.00	\$11,897.56	deposit 5.26.26	
		5/26/26	Deposit: 3rd Gr. Field Trip to The Morton Arboretum on 5.7.26		\$730.00	\$12,627.56	deposit 5.26.26	
		5/26/26	Deposit: 2nd Gr. Field Trip to Tivoli Theatre on 5.11.26 (AlphaBet Soup Productions)		\$593.00	\$13,220.56	deposit 5.26.26	
		5/26/26	Deposit: 5th Gr. Field Trip to The Forge Lemont Quarries on 5.1.26		\$725.00	\$13,945.56	deposit 5.26.26	
1222	480454234	5/28/26	Helen Hanson- Reimbursement for PBIS 4th Quarter School Wide Pizza Party Celebration	\$276.58		\$13,668.98	cash 5.29.26	
		5/29/26	Balance Forwarded from May 2026 Bank Statement			\$13,668.98		yes
1221	38100866	5/18/26	The Morton Arboretum, Lisle, IL - Payment for Kindergarten Field Trip on 5.20.26	\$801.00		\$12,867.98	not yet cashed	
1223	101	5/29/26	Lucia Garcia - Kindergarten Graduation T-Shirts For All Students	\$470.00		\$12,397.98	not yet cashed	
1224		6/8/26	Emelia Zarenana - Kindergarten Graduation & 5th Gr. Farewell Celebration Decorations	\$136.92		\$12,261.06	not yet cashed	
1225		6/10/26	Emelia Zarenana - PBIS 2nd Quarter Schoolwide Store Items & PBIS 3rd Quarter Schoolwide Student Celebration Items	\$472.69		\$11,788.37	not yet cashed	
1226		6/10/26	Emelia Zarenana - PBIS Positive Messaging for walls & floor, and 3rd Quarter Schoolwide Student Celebration Items	\$359.92		\$11,428.45	not yet cashed	
		6/15/26	Deposit: Kindergarten Graduation T-Shirts For All Students		\$470.00	\$11,898.45		

Date **Check
Number**

Transaction

Debit

Credit

Total

Robinson

MAY-Jun 2026

Balance forward

\$16,400.72

Date

Check

Transaction

Debit

Credit

Total

\$16,400.72

5/22/2026

1358 Maxinflable (Field Day)

\$455.00

\$15,945.72

5/28/2026

1359 Oneida Hernandez (kindergarten graduation snacks)

\$81.15

\$15,864.57

5/29/2026

1360 Maricela Mendoza(Bouquets of flowers)

93.02

\$15,771.55

6/2/2026

1361 Kim Ulloa Deposit maxinflable field day 5/22/2026

\$40.00

\$15,731.55

General fund	Totals for all accounts			
	GWMS			
Date	Check #	Description	Disbursements	Receipts Balance
22-May	2103	Crown Trophy- Graduation rewards	318.71	\$38,500.25
29-May	2104	Paisans- 7B pizza party	276.99	\$38,223.26
22-May	2105	Guitar Center- Ukuleles	93.96	\$38,129.30
22-May	2106	Piasans- Co-ed soccer party	140.91	\$37,988.39
28-May	2107	Cynthia Kessel- Exploratory EOY party	28.34	\$37,960.05
29-May	2108	Marie Morales- Six Flags Reimbursment	65	\$37,895.05
3-Jun	2109	Elizabeth Webster - Science supplies	144	\$37,751.05
5-Jun	Deposit	SC/YB/PBIS/Sports/GWMS/BOC/CC		3070.5 \$40,821.55
9-Jun	2110	Crown Trophy- Soccer Trophy	34.99	\$40,786.56
				\$40,786.56

MINUTES OF THE REGULAR MEETING
OF THE BOARD OF EDUCATION
LYONS ELEMENTARY SCHOOL DISTRICT 103
George Washington Middle School, Cafeteria
8101 Ogden Avenue, Lyons, IL 60534 at 6:00 PM
Tuesday, May 26, 2026

I. Call to Order

The regular meeting of the Board of Education was called to order at 6:00 p.m. by President Jorge Torres.

II. Roll Call

Members Physically Present:	Sara Andreas Olivia Quintero Winifred Rodriguez Jorge Torres
-----------------------------	---

Absent:	Slagjana Aleksikj Nancy Miller Mario Ramirez
---------	--

III. Reading of Communications

Superintendent Rivera reported that five FOIA requests were received in April, 2026 of which three were completed and two are currently being processed.

IV. Year-to-Date Financials

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

V. Superintendent Report

Superintendent Rivera informed the Board that the district applied for an After School Supplemental Grant. He noted that we currently have an After-School WIN Program. He stated that the grant provides \$250,000 annually. Superintendent Rivera further shared that, due to the district's excellent relationship with West 40, the organization reached out to us with a grant opportunity for GWMS and Costello School. He stated the grant will focus on the schools' designations to help elevate their performance levels, and the district has a strong chance of receiving it. Superintendent Rivera concluded by stating that the district has secured \$2.9 million in grants thus far, and if the pending literacy grant is awarded, that total will increase to \$3.65 million.

FY2025 Audit Presentation - Superintendent Rivera introduced Nick Cavaliere from Baker Tilly, who presented the Board with an overview of the FY2025 audit. He informed the Board that the district received a Financial Recognition rating of 4 out of 4 from the state, the highest possible score.

Mr. Cavaliere noted that the audit concentrated on the National School Lunch Program and Title I programming, with no issues identified in either area. While a few unrecorded revenues were identified, the necessary adjustments have already been made. He explained that these discrepancies stem from the district using a different accounting platform than the Treasurer's Office, but noted the system balances will align and correct themselves in 2026.

VI. Public Comment

Doricarmen Lazu, GWMS Parent, commented on a safety concern and Board policy. She commented that we need prevention and mentioned clear backpacks and metal detectors should be used.

VII. Consent Agenda

Olivia Quintero moved seconded by Sara Andreas to approve the Consent Agenda, as presented.

Upon Roll Call:

Ayes:

Sara Andreas
Olivia Quintero
Winifred Rodriguez
Jorge Torres

Nays:

None

Absent:

Slagjana Aleksikj
Nancy Miller
Mario Ramirez

Motion carried

- A. Authorize Payment of Monthly Bills for May 2026
 - 1. Board Bills May 2026
 - 2. Activity Accounts May 2026
- B. Approval of Minutes
 - 1. Regular Minutes of April 28, 2026
 - 2.

VIII. Board Reports

Board President Torres stated there are policy updates on the agenda for a first reading and to please reach out to the Superintendent should there be any questions on the policies.

IX. Action Items

Approval of Middle School Clerical Staffing Reorganization Proposal

Sara Andreas moved seconded by Olivia Quintero to adopt and approve the Middle School Clerical Staffing Reorganization Proposal and authorize the Superintendent, or his designee, to implement the proposal, honorably dismiss one 10-month Middle School Secretary, and reclassify one 10-month Middle School Secretary position to a 12-month position.

Upon Roll Call:

Ayes:	Sara Andreas Olivia Quintero Winifred Rodriguez Jorge Torres
Nays:	None
Absent:	Slagjana Aleksikj Nancy Miller Mario Ramirez

Motion carried

Approval of Resolution No. 05-26-26-01 Authorizing and Approving Dismissal of 10 Month Middle School Secretary

Olivia Quintero moved seconded by Winifred Rodriguez to approve Resolution No 05-26-26-01 Authorizing and Approving Dismissal of 10 Month Middle School Secretary Maria Lopez.

Upon Roll Call:

Ayes:	Sara Andreas Olivia Quintero Winifred Rodriguez Jorge Torres
Nays:	None

Absent:	Slagjana Aleksikj Nancy Miller Mario Ramirez
---------	--

Motion carried

Approval of 12 Month School Secretary Job Description

Winifred Rodriguez moved seconded by Sara Andreas to approve the 12 Month School Secretary Job Description, as presented.

Upon Roll Call:

Ayes:	Sara Andreas Olivia Quintero Winifred Rodriguez Jorge Torres
-------	---

Nays:	None
-------	------

Absent:	Slagjana Aleksikj Nancy Miller Mario Ramirez
---------	--

Motion carried

Approval of Physical Education Paraprofessional Proposal

Olivia Quintero moved seconded by Winifred Rodriguez to adopt and approve the Physical Education Paraprofessional Proposal, creating the Physical Education Paraprofessional Position and authorize the Superintendent, or his designee, to implement the proposal.

Upon Roll Call:

Ayes:	Sara Andreas Olivia Quintero Winifred Rodriguez Jorge Torres
-------	---

Nays:	None
-------	------

Absent:	Slagjana Aleksikj Nancy Miller Mario Ramirez
---------	--

Motion carried

Approval of Physical Education Paraprofessional Job Description

Sara Andreas moved seconded by Olivia Quintero to approve the Physical Education Paraprofessional Job Description, as presented.

Upon Roll Call:

Ayes:	Sara Andreas Olivia Quintero Winifred Rodriguez Jorge Torres
Nays:	None
Absent:	Slagjana Aleksikj Nancy Miller Mario Ramirez

Motion carried

Approval of Resolution No. 05-26-26-02 Authorizing and Approving Employment Actions

Olivia Quintero moved seconded by Sara Andreas to approve Resolution No 05-26-26-02 Authorizing and Approving the Employment Actions, as presented.

Upon Roll Call:

Ayes:	Sara Andreas Olivia Quintero Winifred Rodriguez Jorge Torres
Nays:	None
Absent:	Slagjana Aleksikj Nancy Miller Mario Ramirez

Motion carried

Approval of Creation of Costello/Edison Schools Assistant Principal Position

Sara Andreas moved seconded by Olivia Quintero to approve the creation of Costello/Edison Schools Assistant Principal Position.

Upon Roll Call:

Ayes:	Sara Andreas Olivia Quintero Winifred Rodriguez Jorge Torres
-------	---

Nays:	None
-------	------

Absent:	Slagjana Aleksikj Nancy Miller Mario Ramirez
---------	--

Motion carried

Approval of Costello/Edison Schools Assistant Principal Employment Agreement

Sara Andreas moved seconded by Olivia Quintero to approve the employment agreement for Laura Bajmakovich to serve as Assistant Principal of Costello/Edison Schools, at the salary and under the terms and conditions as presented in the employment agreement.

Upon Roll Call:

Ayes:	Sara Andreas Olivia Quintero Winifred Rodriguez Jorge Torres
-------	---

Nays:	None
-------	------

Absent:	Slagjana Aleksikj Nancy Miller Mario Ramirez
---------	--

Motion carried

Approval of Resolution Authorizing Interventions in all Proceedings Before the State of Illinois Property Tax Appeal Board

Olivia Quintero moved seconded by Sara Andreas to approve Resolution No. 05.26.26-3 Authorizing Interventions in all Proceedings Before the State of Illinois Tax Appeal Board, as presented.

Upon Roll Call:

Ayes:	Sara Andreas Olivia Quintero Winifred Rodriguez Jorge Torres
Nays:	None
Absent:	Slagjana Aleksikj Nancy Miller Mario Ramirez

Motion carried

Approval of Addendum to 2026-27 Employment Agreement

Olivia Quintero moved seconded by Sara Andreas to approve the Addendum to Christopher Cybulski's 2026-27 Employment Agreement, as presented.

Upon Roll Call:

Ayes:	Sara Andreas Olivia Quintero Winifred Rodriguez Jorge Torres
Nays:	None
Absent:	Slagjana Aleksikj Nancy Miller Mario Ramirez

Motion carried

Approval of Addendum to 2025-36 Employment Agreement

Olivia Quintero moved seconded by Sara Andreas to approve The Addendum to Christopher Cybulski's 2025-26 Employment Agreement, as presented.

Upon Roll Call:

Ayes:	Sara Andreas Olivia Quintero Winifred Rodriguez Jorge Torres
-------	---

Nays: None

Absent: Slagjana Aleksikj
Nancy Miller
Mario Ramirez

Motion carried

X. Adjournment

Olivia Quintero moved seconded by Slagjana Aleksikj to adjourn at 6:13 p.m.

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

Board Secretary

Board President

**LYONS SCHOOL DISTRICT 103 BOARD RESOLUTION NO. 06-23-26-01 AUTHORIZING
AND APPROVING EMPLOYMENT ACTIONS
(New Hires, Salary Increase (Food Service Aide) & Resignations)**

WHEREAS, the Superintendent has submitted to the Board of Education of Lyons School District 103 a list of employment actions; and

WHEREAS, the Board of Education has reviewed the proposed employment actions, as set forth in **Exhibit A** attached hereto,

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education of Lyons School District 103, County of Cook, State of Illinois, as follows:

- 1. The Board hereby approves the employment actions set forth in **Exhibit A**, as submitted by the Superintendent.
- 2. The Superintendent is authorized and directed to take all necessary actions to implement the approved employment actions in accordance with applicable laws, board policies, and employment contracts or collective bargaining agreement.

ADOPTED this 23rd day of June, 2026, by the following roll call vote:

AYES: _____

NAYS: _____

ABSTAIN: _____

ABSENT: _____

BOARD OF EDUCATION OF
LYONS SCHOOL DISTRICT 103,
COOK COUNTY, ILLINOIS

BY: _____
BOARD PRESIDENT

Attest:

BOARD SECRETARY

EXHIBIT A

EMPLOYMENT ACTIONS
Lyons School District 103 Board of Education
June 23, 2026

EMPLOYMENT OF CERTIFIED STAFF PERSONNEL

NAME	SCHOOL	POSITION	DATE	SALARY
Alison Gawron	Edison	Speech-Language Pathologist	06/23/26	\$25,766.60
Kevin Walsh	Costello	PE Teacher	8/10/26	\$54,175.71
Melina Murphy	Lincoln	1st & 2nd Bilingual Teacher	8/10/26	\$60,117.60

EMPLOYMENT OF SUPPORT STAFF PERSONNEL

NAME	SCHOOL	POSITION	DATE	SALARY
Evelyn Arreola Romero	Home	Parent Liaison	8/3/26	\$18.08/hr
Johanna Chagoya	Lincoln	Pre-K Paraprofessional	8/10/26	\$18.73/hr
Marie Morales	Lincoln	Paraprofessional	8/10/26	\$18.73/hr
Gabriela Espino	Lincoln	PE Paraprofessional	8/10/26	\$18.73/hr

APPROVAL OF SALARY INCREASE - FOOD SERVICE AIDE

NAME	SCHOOL	POSITION	SALARY WAGE/INCREASE *	EFFECTIVE DATE
Daicy Hernandez	Lincoln	Food Service Aide	5%	July 1, 2026

APPROVAL OF RESIGNATION

NAME	SCHOOL	POSITION	DATE
Katilyn Buckley	Costello	PE Teacher	06/30/2026
Kelley Christie	Edison	Preschool Teacher	6/30/2026
Brittany Nambo	Edison	Food Service Aide	6/30/2026
Alexander Kennedy	Washington	Custodian	6/26/2026
Susan Aldridge	Robinson	Teacher	6/30/2026

Dated: June 23, 2026

Approved By:

Board Secretary_____
Board President

Document Status: Draft Update - Rewritten

Communications To and From the Board

2:140-E Exhibit - Guidance for Board Member Communications, Including Email Use

The Open Meetings Act (OMA) requires the Board of Education to discuss District business only at a properly noticed Board meeting. [PRESSPlus1](#) 5 ILCS 120/. Other than during a Board meeting, a majority or more of a Board quorum may not engage in contemporaneous interactive communication, whether in person or electronically, to discuss District business. This guidance assumes a Board has seven members and covers issues arising from Board policy 2:140, *Communications To and From the Board*.

Note: *Public records* stored by board members on personal devices (i.e., texts) or personal email accounts pose significant logistical and administrative challenges for public record preservation and certain FOIA requests. It is therefore a best practice for board members to utilize District-issued devices or District-issued email addresses for electronic communications that qualify as public records under the Freedom of Information Act (FOIA) or the Local Records Act (LRA). For that reason, the examples in this guidance focus primarily on board member email use and District-issued devices.

Communications Between or Among Board Members and/or the Superintendent Outside of a Properly Noticed Board Meeting

1. The Superintendent or designee is permitted to email information to Board members. For example, the Superintendent may email Board meeting agendas and supporting information to Board members. When responding to a single Board member's request, the Superintendent should copy all other Board members and include a do not reply all/forward alert to the group, such as: **"BOARD MEMBER ALERT: This email is in response to a request. Do not reply or forward to the group but only to the sender."** Alternatively, the Superintendent may blind carbon copy (bcc) all other board members (preventing them from replying to all) and include a similar alert to the group, such as: **"BOARD MEMBER ALERT: This email is in response to a request. To prevent replies or forwards to the group, all board members are blind carbon copied on this email. Only reply to the sender."**
2. Board members are permitted to discuss any topic other than District business with each other, whether in person or by telephone, email, text, or other electronic means, regardless of the number of members participating in the discussion. For example, they may discuss sports, work, or current events.
3. Board members are permitted to provide information to each other, whether in person or by telephone, email, text, or other electronic means, that relates to District business but is non-deliberative and non-substantive. Examples of this type of communication include scheduling meetings and confirming receipt of information.
4. A Board member is not permitted to discuss District business with more than one other Board member at a time, whether in person or by telephone, email, text, or other electronic means. Stated another way, a Board member may discuss District business in person or by telephone, email, text, or other electronic means with only one other Board member at a time.

5. A Board member should not facilitate interactive communication by discussing District business in a series of visits with, or telephone calls, emails, texts, or other electronic communications to, Board members individually.
6. A Board member should include a do not reply all/forward alert when emailing a message concerning District business to more than one other Board member. The following is an example of such an alert: **“BOARD MEMBER ALERT: This email is not for interactive discussion purposes. The recipient should not reply to it or forward it to any other individual.”**
Alternatively, the board member may bcc the other board members and include a similar alert to the other board members, such as **“BOARD MEMBER ALERT: This email is not for interactive discussion purposes. To prevent replies or forwards to the group, all board members are blind carbon copied on this email. The recipient should not reply to it or forward it to another individual.”**
7. Board members should not forward email received from another Board member.

When Must the Electronic Communications Sent or Received by Individual Board Members Be Disclosed Pursuant to a Freedom of Information Act (FOIA) Request?

An electronic communication must be disclosed if it is a public record as defined by FOIA, unless a specific exemption applies. A *public record* is any recorded information “pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of any public body.” 5 ILCS 140/2, amended by P.A. 104-438. Public records do not include *junk mail*. Junk mail includes unsolicited commercial electronic communications sent to the District that it does not respond to. Id. Email or other electronic communications sent or received by an individual Board member may be, depending on the content and circumstances, subject to disclosure as a public record (unless a FOIA exemption is applicable).

If a Board member uses a District-provided device or email address to discuss public business, the electronic communication is subject to disclosure under FOIA, barring an applicable exemption. If a Board member uses a private device and email address, the communication is subject to FOIA if it satisfies this test:

First, the communication pertains to the transaction of public business, and

Second, the communication was: (1) prepared by a public body, (2) prepared for a public body, (3) used by a public body, (4) received by a public body, (5) possessed by a public body, and/or (6) controlled by a public body.

This test is from the appellate court decision in City of Champaign v. Madigan, 992 N.E.2d 629 (Ill. App. Ct. 2013).

The following examples describe FOIA’s treatment of electronic communications:

1. If an electronic communication does not pertain to public business, it is not a public record and is not subject to a FOIA request.
2. An electronic communication pertaining to public business that is:
 - a. Sent and/or received by an individual Board member using a personal electronic device and personal email address while he or she is at home or work would not be a public record. Individual Board members, alone, cannot conduct school District business. As stated earlier, emails among a majority or more of a Board-quorum violate OMA and, thus, are subject to disclosure during proceedings to enforce OMA.
 - b. Sent and/or received by an individual Board member on a District-issued device or

District-issued email address **will be a public record** and subject to FOIA. The electronic communication is under the control of the District.

- c. Received by an individual Board member on a personal electronic device and then forwarded by the Board member to a District-owned device or server **will be a public record** and subject to FOIA. The electronic communication is under the control of the District.
- d. Received by an individual Board member using a personal electronic device and personal email address, and then forwarded by the Board member to enough members to constitute a majority or more of a Board-quorum **will be a public record** and subject to FOIA. The electronic communication is in the District's possession.
- e. Either sent to or from a Board member's personal electronic device during a Board meeting **will be a public record** and subject to FOIA. The electronic communication is in the District's possession because Board members were functioning collectively as a public body.

The District's Freedom of Information Officer and/or Board Attorney will help determine whether a specific communication must be disclosed pursuant to a FOIA request.

When Must Electronic Communications Be Retained?

Electronic communications that qualify under FOIA as *public records* will need to be stored pursuant to the Local Records Act (LRA), only if it is evidence of the District's organization, function, policies, procedures, or activities or contains informational data appropriate for preservation. 50 ILCS 205/. An example is any email from a Board officer concerning a decision made in his or her capacity as an officer. If a Board member uses his or her personal email, he or she must copy this type of email to the appropriate District office where it will be stored. If made available, Board members should use their email accounts provided by the District, and the District will automatically store the official record messages. The District will delete these official record messages as provided in an applicable, approved **retention schedule**. Of course, email pertaining to public business that is sent or received by a Board Member using a District-issued device or email address will be subject to FOIA, even if the email does not need to be retained under the LRA.

Important: Do not destroy any electronic communication concerning a topic that is being litigated without obtaining the Board Attorney's direction. In federal lawsuits, there is an automatic discovery of virtually all types of electronically created or stored data that might be relevant. Attorneys will generally advise their clients at the beginning of a legal proceeding that they must not destroy any electronic records that might be relevant. This is referred to as a *litigation hold*. For more discussion of a litigation hold, see administrative procedure 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*. In addition, any person who knowingly with the intent to defraud any party destroys, removes, or conceals any public record commits a Class 4 felony. 50 ILCS 205/4.

PRESSPlus Comments

PRESSPlus 1. Rewritten for PRESS Plus in response to the Freedom of Information Act (FOIA), 5 ILCS 140/2, amended by P.A. 104-438, excluding *junk mail* from the definition of *public record*, and for continuous improvement. This exhibit is not a substitute for legal advice. Use it after having a discussion with the board attorney. A redlined version showing the changes made is available at PRESS Online by logging in at www.iasb.com. **Issue 121, March 2026**

Document Status: Draft Update

BOARD OF EDUCATION

2:200 Types of Board of Education Meetings

General

For all meetings of the Board of Education and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein as well as in the Open Meetings Act. This shall include mailing meeting notifications to news media that have officially requested them and to others as approved by the Board. Unless otherwise specified, all meetings are held in the District's main office. Board policy 2:220, *Board of Education Meeting Procedure*, governs meeting quorum requirements.

The Superintendent is designated on behalf of the Board and each Board committee to receive the training on compliance with the Open Meetings Act that is required by Section 1.05(a) of that Act. The Superintendent may identify other employees to receive the training. In addition, each Board member must complete a course of training on the Open Meetings Act as required by Section 1.05(b) or (c) of that Act.

Regular Meetings

The Board announces the time and place for its regular meetings at the beginning of each fiscal year. The Superintendent shall prepare and make available the calendar of regular Board meetings. The regular meeting calendar may be changed with 10 days' notice in accordance with State law.

A meeting agenda shall be posted at the District's main office and the Board's meeting room, or other location where the meeting is to be held, at least 48 hours before the meeting.

Closed Meetings

The Board and Board committees may meet in a closed meeting to consider the following subjects:

1. 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. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. [5 ILCS 120/2\(c\)\(1\)](#).
2. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. [5 ILCS 120/2\(c\)\(2\)](#).
3. The selection of a person to fill a public office, as defined in the Open Meetings Act, including a vacancy in a public office, when the public body is given power to appoint under law or

ordinance, or the discipline, performance or removal of the occupant of a public office, when the public body is given power to remove the occupant under law or ordinance. [5 ILCS 120/2\(c\)\(3\)](#).

4. Evidence or testimony presented in open hearing, or in closed hearing where specifically authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision setting forth its determinative reasoning. [5 ILCS 120/2\(c\)\(4\)](#).
5. Evidence or testimony presented to the Board regarding denial of admission to school events or property pursuant to [105 ILCS 5/24-24](#), provided that the Board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. [5 ILCS 120/2\(c\)\(4.5\)](#).
6. The purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. [5 ILCS 120/2\(c\)\(5\)](#).
7. The setting of a price for sale or lease of property owned by the public body. [5 ILCS 120/2\(c\)\(6\)](#).
8. The sale or purchase of securities, investments, or investment contracts. [5 ILCS 120/2\(c\)\(7\)](#).
9. 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\(c\)\(8\)](#).
10. Student disciplinary cases. [5 ILCS 120/2\(c\)\(9\)](#).
11. The placement of individual students in special education programs and other matters relating to individual students. [5 ILCS 120/2\(c\)\(10\)](#).
12. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. [5 ILCS 120/2\(c\)\(11\)](#).
13. The establishment of reserves or settlement of claims as provided in the Local Governmental and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the public body or any intergovernmental risk management association or self insurance pool of which the public body is a member. [5 ILCS 120/2\(c\)\(12\)](#).
14. Self evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the public body is a member. [5 ILCS 120/2\(c\)\(16\)](#).
15. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. [5 ILCS 120/2\(c\)\(21\)](#).
16. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. [5 ILCS 120/2\(c\)\(29\)](#).

The Board may hold a closed meeting, or close a portion of a meeting, by a majority vote of a quorum, taken at an open meeting. The vote of each Board member present, and the reason for the closed meeting, will be publicly disclosed at the time of the meeting and clearly stated in the motion and the meeting minutes.

A single motion calling for a series of closed meetings may be adopted when such meetings will involve the same particular matters and are scheduled to be held within three months of the vote.

No final Board action will be taken at a closed meeting.

Reconvened or Rescheduled Meetings

A meeting may be rescheduled or reconvened. Public notice of a rescheduled or reconvened meeting shall be given in the same manner as that for a special meeting, except that no public notice is required when the original meeting is open to the public and: (1) is to be reconvened within 24 hours, or (2) an announcement of the time and place of the reconvened meeting was made at the original meeting and there is no change in the agenda.

Special Meetings

Special meetings may be called by the President or by any three members of the Board by giving notice thereof, in writing, stating the time, place, and purpose of the meeting to remaining Board members by mail at least 48 hours before the meeting, or by personal service at least 24 hours before the meeting.

Public notice of a special meeting is given by posting a notice at the District's main office [Q1](#) at least 48 hours before the meeting and by notifying the news media that have filed a written request for notice. A meeting agenda shall accompany the notice.

All matters discussed by the Board at any special meeting must be related to a subject on the meeting agenda.

Emergency Meetings

Public notice of emergency meetings shall be given as soon as practical, but in any event, before the meeting to news media that have filed a written request for notice.

Posting on the District Website

In addition to the other notices specified in this policy, the Superintendent or designee shall post the following on the District website: (1) the annual schedule of regular meetings, which shall remain posted until the Board approves a new schedule of regular meetings; (2) a public notice of all Board meetings; and (3) the agenda for each meeting which shall remain posted until the meeting is concluded.

LEGAL REF.:

[5 ILCS 120/](#), Open Meetings Act.

[5 ILCS 140/](#), Freedom of Information Act.

[105 ILCS 5/10-6](#) and [5/10-16](#).

CROSS REF.: 2:110 (Qualifications Term, and Duties of Board Officers), 2:120 (Board Member Development), 2:210 (Organizational Board of Education Meetings), 2:220 (Board of Education Meeting Procedure), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), 6:235 (Access to Electronic Networks), 8:30 (Visitors to and Conduct on School Property)

Adopted: February 20, 2024

Questions and Answers:

***Required Question 1. Some attorneys find the Open Meetings Act's (OMA's) posting requirements for special meetings to be unclear and recommend that a board post notices and agendas of such meetings at the district's main office *and* at the location where the meeting is to be held. Consult the board attorney for guidance on this issue and ensure that posting practices align with this policy and administrative procedure 2:200-AP, *Types of School Board Meetings*. Posting at the meeting location promotes greater transparency.

Does the Board post notices and agendas for special meetings at the location where the meeting is to be held, in addition to posting at the district's main office? If yes, note that this policy may require posting in the same manner for reconvened and rescheduled meetings, in alignment with OMA.

- ☐ No (Default)
 - ☐ Yes (IASB will revise this sentence after "the District's main office" to add "and the location where the meeting is to be held")
-

Document Status: Draft Update

BOARD OF EDUCATION

2:220 Board of Education Meeting Procedure

Agenda

The Board of Education President is responsible for focusing the Board meeting agendas on appropriate content. The Superintendent shall prepare agendas in consultation with the Board President. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require extensive discussion before Board action. Upon the request of any Board member, an item will be withdrawn from the consent agenda and placed on the regular agenda for independent consideration.

Each Board meeting agenda shall contain the general subject matter of any item that will be the subject of final action at the meeting. Any Board member may submit suggested agenda items to the Board President for his or her consideration for an upcoming meeting. District residents may suggest inclusions for the agenda. Discussion items suggested by District residents [PRESSPlus1](#) may be added to the agenda upon unanimous approval of those Board members present. The Board will take final action only on items contained in the posted agenda; items not on the agenda may still be discussed.

The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each Board member at least 48 hours before each meeting, except a meeting held in the event of an emergency. The meeting agenda shall be posted in accordance with Board policy 2:200, *Types of Board of Education Meetings*.

The Board President shall determine the order of business at regular Board meetings. Upon consent of a majority of members present, the order of business at any meeting may be changed.

Voting Method

Unless otherwise provided by law, when a vote is taken upon any measure before the Board, with a quorum being present, a majority of the votes cast shall determine its outcome. A vote of *abstain* or *present*, or a vote other than *yea* or *nay*, or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of *abstain* or *present*, or a vote other than *yea* or *nay*, or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law. The sequence for casting votes is rotated.

On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote ^{Q1} shall be taken and entered in the Board's minutes. An individual Board member may request that a roll call vote be taken on any other matter; the President or other presiding officer may approve or deny the request but a denial is subject to being overturned by a majority vote of the members present.

Minutes

The Board Secretary shall keep written minutes of all Board meetings (whether open or closed), which shall be signed by the President and the Secretary. ⁹⁹ The minutes include:

1. The meeting's date, time, and place;
2. Board members recorded as either present or absent;
3. A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;
4. On all matters requiring a roll call vote, a record of who voted *yea* and *nay*;
5. If the meeting is adjourned to another date, the time and place of the adjourned meeting;
6. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act (OMA) authorizing the closed meeting;
7. A record of all motions, including individuals making and seconding motions;
8. Upon request by a Board member, a record of how he or she voted on a particular motion; and
9. The type of meeting, including any notices and, if a reconvened meeting, the original meeting's date.

The minutes shall be submitted to the Board for approval or modification at its next regularly scheduled open meeting. Minutes for open meetings must be approved within 30 days after the meeting or at the second subsequent regular meeting, whichever is later.

Every six months, or as soon after as is practicable, in an open meeting, the Board: (1) reviews minutes from all closed meetings that are currently unavailable for public release, and (2) determines which, if any, no longer require confidential treatment and are available for public inspection. This is also referred to as a *semi-annual review*. The Board may meet in a prior closed session to review the minutes from closed meetings that are currently unavailable for public release, but it reports its determination in open session.

The Board's meeting minutes must be submitted to the Board Treasurer at such times as the Treasurer may require.

The official minutes are in the custody of the Board Secretary. Open meeting minutes are available for inspection during regular office hours within 10 days after the Board's approval; they may be inspected in the District's main office, in the presence of the Secretary, the Superintendent or designee, or any Board member.

Minutes from closed meetings are likewise available, but only if the Board has released them for public inspection, except that Board members may access closed session minutes not yet released for public inspection (1) in the District's administrative offices or their official storage location, and (2) in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. The minutes, whether reviewed by members of the public or the Board, shall not be removed from the District's administrative offices or their official storage location except by vote of the Board or by court order.

The Board's open meeting minutes shall be posted on the District website within 10 days after the Board approves them; the minutes will remain posted for at least 60 days.

Verbatim Record of Closed Meetings

The Superintendent, or the Board Secretary when the Superintendent is absent, shall audio record all closed meetings. If neither is present, the Board President or presiding officer shall assume this responsibility. After the closed meeting, the person making the audio recording shall label the recording with the date and store it in a secure location. The Superintendent shall ensure that: (1) an audio recording device and all necessary accompanying items are available to the Board for every

closed meeting, and (2) a secure location for storing closed meeting audio recordings is maintained within the District's main office.

After 18 months have passed since being made, the audio recording of a closed meeting is destroyed provided the Board approved: (1) its destruction, and (2) minutes of the particular closed meeting.

Individual Board members may access verbatim recordings in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. Access to the verbatim recordings is available at the District's administrative offices or the verbatim recording's official storage location. Requests shall be made to the Superintendent or Board President. While a Board member is listening to a verbatim recording, it shall not be re-recorded or removed from the District's main office or official storage location, except by vote of the Board or by court order.

Before making such requests, Board members should consider whether such requests are germane to their responsibilities, service to District, and/or Oath of Office in policy 2:80, *Board Member Oath and Conduct*. In the interest of encouraging free and open expression by Board members during closed meetings, the recordings of closed meetings should not be used by Board members to confirm or dispute the accuracy of recollections.

Quorum and Participation by Audio or Video Means

A quorum of the Board must be physically present at all Board meetings. A majority of the full membership of the Board constitutes a quorum.

Provided a quorum is physically present, a Board member may attend a meeting by video or audio conference if he or she is prevented from physically attending because of: (1) personal illness or disability, (2) employment or District business, (3) a family or other emergency, ~~or~~ (4) unexpected childcare obligations, or (5) performance of active military duty as a service member. [PRESSPlus2](#) If a member wishes to attend a meeting by video or audio means, he or she must notify the recording secretary or Superintendent at least 24 hours before the meeting unless advance notice is impractical. The recording secretary or Superintendent will inform the Board President and make appropriate arrangements. A Board member who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the Board meeting including voting on any item.

No Physical Presence of Quorum and Participation by Audio or Video; Disaster Declaration

The ability of the Board to meet in person with a quorum physically present at its meeting location may be affected by the Governor or the Director of the Ill. Dept. of Public Health issuing a disaster declaration related to a public health emergency. The Board President or, if the office is vacant or the President is absent or unable to perform the office's duties, the Vice President determines that an in-person meeting or a meeting conducted under the **Quorum and Participation by Audio or Video Means** subhead above, is not practical or prudent because of the disaster declaration. If neither the President nor Vice President are present or able to perform this determination, the Superintendent shall serve as the duly authorized designee for purposes of making this determination.

The individual who makes this determination for the Board shall put it in writing, include it on the Board's published notice and agenda for the audio or video meeting and in the meeting minutes, and ensure that the Board meets every OMA requirement for the Board to meet by video or audio conference without the physical presence of a quorum.

Rules of Order

Unless State law or Board-adopted rules apply, the ¹⁰¹Board President, as the presiding officer, will use the most recent edition of Robert's Rules of Order Newly Revised, as a guide when a question arises

concerning procedure.

Broadcasting and Recording Board Meetings

Any person may record or broadcast an open Board meeting. Special requests to facilitate recording or broadcasting an open Board meeting, such as seating, writing surfaces, lighting, and access to electrical power, should be directed to the Superintendent at least 24 hours before the meeting.

Recording meetings shall not distract or disturb Board members, other meeting participants, or members of the public. The Board President may designate a location for recording equipment, may restrict the movements of individuals who are using recording equipment, or may take such other steps as are deemed necessary to preserve decorum and facilitate the meeting.

LEGAL REF.:

[5 ILCS 120/2a](#), [120/2.02](#), [120/2.05](#), [120/2.06](#), and [120/7](#), Open Meetings Act.

[105 ILCS 5/10-6](#), [5/10-7](#), [5/10-12](#), and [5/10-16](#).

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:150 (Committees), 2:200 (Types of Board of Education Meetings), 2:210 (Organizational Board of Education Meeting), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board)

Adopted: February 20, 2024

Questions and Answers:

***Required Question 1. Does the Board take a roll call vote on *all* action items?

☐ No (Default)

☐ Yes (IASB will replace this paragraph with the following sentence: The Board shall take a roll call vote on all matters requiring its action, including but not limited to, all questions involving the expenditure of money and all questions involving the closing of a meeting to the public.)

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. **Issue 121, March 2026**

PRESSPlus 2. Updated in response to the Open Meetings Act (OMA), 5 ILCS 120/7(a), amended by P.A. 104-438. OMA borrows the definition for *active military duty* from the Service Member Employment and Reemployment Act, 330 ILCS 61/1-10. 5 ILCS 120/7(a), amended by P.A. 104-438. It means any full-time military service regardless of length or voluntariness, including, but not limited to, annual training, full-time National Guard Duty, and State active duty. 330 ILCS 61/1-10. *Service member* means a resident of Illinois who is a member of any component of the U.S. Armed Forces or the National Guard of any state, D.C., a commonwealth, or territory of the U.S. **Issue 121, March 2026**

Document Status: Draft Update

BOARD OF EDUCATION

2:260 Uniform Grievance Procedure

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

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

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

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

Right to Pursue Other Remedies Not Impaired

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

Deadlines

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

Filing a Complaint

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

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

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

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

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

Investigation Process

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

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

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

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

The Superintendent will keep the Board informed of all complaints.

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

Decision and Appeal

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

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

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

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

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

Appointing a Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers

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

The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX.

The Superintendent shall appoint at least one Complaint Manager to administer this policy. If possible, the Superintendent will appoint two Complaint Managers, each of a different gender. The District's

Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

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

**Nondiscrimination Coordinator
(Employee-Related)**

Stephanie Koenig

(708) 783-4100 x 1006

koenig@lyons103.org

4100 Joliet Avenue,

Lyons, IL 60534

Title IX Coordinator (Primary):

Stephanie Koenig **(Employee-Related)**

(708) 783-4100 x 1006

koenig@lyons103.org

4100 Joliet Avenue,

Lyons, IL 60534

Complaint Manager (Employee-Related)

Stephanie Koenig

(708) 783-4100 x 1006

koenig@lyons103.org

4100 Joliet Avenue,

Lyons, IL 60534

**Nondiscrimination Coordinator
(Student-Related):**

Kim West

(708) 783-4100 x 1005

westk@lyons103.org

4100 Joliet Avenue,

Lyons, IL 60534

Title IX Coordinator (Secondary):

Kim West **(Student-Related)**

(708) 783-4100 x 1005

westk@lyons103.org

4100 Joliet Avenue,

Lyons, IL 60534

Complaint Manager (Student-Related)

Kim West

(708) 783-4100 x 1005

westk@lyons103.org

4100 Joliet Avenue,

Lyons, IL 60534

LEGAL REF.:

- [8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.
- [20 U.S.C. §1232g](#), Family Education Rights Privacy Act.
- [20 U.S.C. §1400](#), The Individuals with Disabilities Education Act.
- [20 U.S.C. §1681](#) *et seq.*, Title IX of the Education Amendments; [34 C.F.R. Part 106](#).
- [29 U.S.C. §206](#)(d), Equal Pay Act.

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

[29 U.S.C. §791](#) *et seq.*, Rehabilitation Act of 1973.

[29 U.S.C. §2612](#), Family and Medical Leave Act.

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

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

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

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

[42 U.S.C. §12101](#) *et seq.*, Americans With Disabilities Act; [28 C.F.R. Part 35](#).

[105 ILCS 5/2-3.8](#), [5/3-10](#), [5/10-20](#), [5/10-20.5](#), [5/10-20.7a](#), [5/10-20.60](#), [5/10-20.69](#), [5/10-20.75](#), [5/10-22.5](#), [5/22-19](#), [5/22-95](#) (final citation pending), [5/22-110](#), [5/24-4](#), and [5/27-1](#), [5/27-23.7](#), and [45/1-15](#). [PRESSPlus1](#)

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

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

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

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

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

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

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

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

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

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

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

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

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/22-110, renumbered by P.A. 104-391, and for continuous improvement. **Issue 121, March 2026**

Document Status: Draft Update

OPERATIONAL SERVICES

4:165 Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board has a responsibility and obligation to increase awareness and knowledge of: (1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) grooming behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse, (5) appropriate relationships between District employees and students based upon State law, and (6) how to prevent child sexual abuse.

To address the Board's obligation to increase awareness and knowledge of these issues, prevent sexual abuse of children, and define prohibited grooming behaviors, the Superintendent or designee shall implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will:

1. Educate students with:
 - a. An age-appropriate and evidence-informed health and safety education curriculum that includes methods for how to report child sexual abuse and grooming behaviors to authorities, through policy 6:60, *Curriculum Content*;
 - b. Information in policy 7:250, *Student Support Services*, about: (i) District counseling options, assistance, and intervention for students who are victims of or affected by sexual abuse, and (ii) community-based Children's Advocacy Centers and sexual assault crisis centers and how to access those serving the District.
2. Train District employees about child sexual abuse and grooming behaviors by January 31 of each school year with materials that include:
 - a. A definition of prohibited grooming behaviors and employee-student boundary violations pursuant to policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*;
 - b. Evidence-informed content on preventing, recognizing, reporting, and responding to child sexual abuse, grooming behaviors, and employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 5:90, *Abused and Neglected Child Reporting*; 5:100, *Staff Development Program*; and 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; and
 - c. How to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.
3. Provide information to parents/guardians in student handbooks about the warning signs of child sexual abuse, grooming behaviors, and employee-student boundary violations with evidence-informed educational information that also includes:
 - a. Assistance, referral, or resource information, including how to recognize grooming behaviors, appropriate relationships between District employees and students based upon policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of*

Interest, and how to prevent child sexual abuse from happening;

- b. Methods for how to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations to authorities; and
- c. Available counseling and resources for children who are affected by sexual abuse, including both emotional and educational support for students affected by sexual abuse, so that the student can continue to succeed in school pursuant to policy 7:250, *Student Support Services*.

4. ~~Provide parents/guardians of students in any of grades K through 8 with not less than five days' written notice before commencing any class or course providing instruction in recognizing and avoiding sexual abuse, as well as the opportunity to object in writing.~~ [PRESSPlus1](#)

LEGAL REF.:

105 ILCS 5/10-23.13, 5/22-85.5, and 5/27-1015~~9.1a, and 5/27-13.2.~~ [PRESSPlus2](#)

105 ILCS ~~110/3~~5/27-215, Critical Health Problems and Comprehensive Health Education Act.

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

[720 ILCS 5/11-25](#), Criminal Code of 2012.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 7:20 (Harassment of Students Prohibited), 7:250 (Student Support Services)

Adopted: January 24, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to the repeal of 105 ILCS 5/27-13.2, by P.A. 104-391. **Issue 121, March 2026**

PRESSPlus 2. The Legal References are updated in response to 105 ILCS 27/1015 and 27/215, both renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

General Personnel

5:30 Hiring Process and Criteria

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with Board of Education policy on equal employment opportunity and minority recruitment. The Superintendent is responsible for recruiting personnel and making hiring recommendations to the Board. If the Superintendent's recommendation is rejected, the Superintendent must submit another. The Superintendent may select personnel on a short-term basis for a specific project or emergency condition before the Board's approval.

No individual will be employed who has been convicted of a criminal offense listed in [105 ILCS 5/21B-80\(c\)](#).

All applicants must complete a District application in order to be considered for employment.

After September 1, 2006, applications for positions in the Lyons Elementary School District 103 may be hired only if they will not be supervised by, or directly supervising an immediate family member. Employees cannot be transferred into such a direct supervisory relationship. If the direct supervisory relationship is established after employment, the Superintendent or designee, and the Building Principal will work with the individuals to determine which will be transferred.

Examples of direct supervision include, but are not limited to:

- A. Evaluation of a staff member.
- B. Responsible for hiring or firing staff members in that position.
- C. Responsible for assigning working hours to a staff member.
- D. Responsible for approving payroll of the staff member.

For the purposes of this policy, immediate family includes: parents, spouse, brothers, sisters, children, grandparents, parent-in-law, brother-in-law, sister-in-law.

Job Descriptions

The Board maintains the Superintendent's job description and directs, through policy, the Superintendent, in his or her charge of the District's administration.

The Superintendent shall develop and maintain a current comprehensive job description for each position or job category; however, a provision in a collective bargaining agreement or individual contract will control in the event of a conflict.

Investigations

The Superintendent or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender Database and Violent Offender Against Youth Database is performed on each applicant as required by State law. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President shall

ensure that these checks are completed. The Superintendent or designee, or if the applicant is a successful superintendent candidate, then the Board President shall notify an applicant if the applicant is identified in either database. The School Code requires the Board President to keep a conviction record confidential and share it only with the Superintendent, appropriate Intermediate Service Center Executive Director, State Superintendent, State Educator Preparation and Licensure Board, any other person necessary to the hiring decision, the Ill. State Police and/or Statewide Sex Offender Database for purposes of clarifying the information, and/or the Teachers' Retirement System of the State of Illinois when required by law. The Board reserves its right to authorize additional background inquiries beyond a fingerprint-based criminal history records check when it deems it appropriate to do so, in accordance with applicable laws.

Each newly hired employee must complete a U.S. Citizenship and Immigration Services Form as required by federal law.

The District retains the right to discharge any employee whose criminal background investigation reveals a conviction for committing or attempting to commit any of the offenses outlined in [105 ILCS 5/21B-80](#) or who falsifies, or omits facts from, his or her employment application or other employment documents. If an indicated finding of abuse or neglect of a child has been issued by the Ill. Department of Children and Family Services or by a child welfare agency of another jurisdiction for any applicant for student teaching, applicant for employment, or any District employee, then the Board must consider that person's status as a condition of employment.

The Superintendent shall ensure that the District does not engage in any investigation or inquiry prohibited by law and complies with each of the following:

1. The District uses an applicant's credit history or report from a consumer reporting agency only when a satisfactory credit history is an established bona fide occupational requirement of a particular position.
2. The District does not screen applicants based on their current or prior wages or salary histories, including benefits or other compensation, by requiring that the wage or salary history satisfy minimum or maximum criteria.
3. The District does not request or require a wage or salary history as a condition of being considered for employment, being interviewed, continuing to be considered for an offer of employment, an offer of employment, or an offer of compensation.
4. The District does not request or require an applicant to disclose wage or salary history as a condition of employment.
5. The District does not ask an applicant or applicant's current or previous employers about wage or salary history, including benefits or other compensation.
6. The District does not ask an applicant or applicant's previous employers about claim(s) made or benefit(s) received under the Workers' Compensation Act.
7. The District does not request of an applicant or employee access in any manner to his or her personal online account, such as social networking websites, including a request for passwords to such accounts.
8. The District provides equal employment opportunities to all persons. See policy 5:10, *Equal Employment Opportunity and Minority Recruitment*.

Sexual Misconduct Related Employment History Review (EHR)

Prior to hiring an applicant for a position involving *direct contact with children or students*, the Superintendent shall ensure that an EHR is performed as required by State law. When the applicant is a superintendent candidate, the Board President shall ensure that the EHR is initiated before a

successful superintendent candidate is offered employment by the Board.

Physical Examinations

Each new employee must furnish evidence of physical fitness to perform assigned duties and freedom from communicable disease. The physical fitness examination must be performed by a physician licensed in Illinois, or any other state, to practice medicine and surgery in any of its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations. The employee must have the physical examination performed no more than 90 days before submitting evidence of it to the District.

Any employee may be required to have an additional examination by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations, if the examination is job-related and consistent with business necessity. The Board will pay the expenses of any such examination. [PRESSPlus1](#)

Orientation Program

The District's staff will provide an orientation program for new employees to acquaint them with the District's policies and procedures, the school's rules and regulations, and the responsibilities of their position. Before beginning employment, each employee must sign the *Acknowledgement of Mandated Reporter Status* form as provided in policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REF.:

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

[15 U.S.C. §1681](#) *et seq.*, Fair Credit Reporting Act.

[42 U.S.C. §12112](#), Americans with Disabilities Act; [29 C.F.R. Part 1630](#).

[105 ILCS 5/10-16.7](#), [5/10-20.7](#), [5/10-21.4](#), [5/10-21.9](#), [5/10-22.34](#), [5/10-22.34b](#), [5/21B-10](#), [5/21B-80](#), [5/21B-85](#), [5/22-6.5](#), [5/22-94](#), and [5/24-5](#).

[20 ILCS 2630/3.3](#), Criminal Identification Act.

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

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

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

[Duldulao v. St. Mary of Nazareth Hospital](#), 136 Ill. App. 3d 763 (1st Dist. 1985), *aff'd in part and remanded* 115 Ill.2d 482 (Ill. 1987).

[Kaiser v. Dixon](#), 127 Ill. App. 3d 251 (2nd Dist. 1984).

[Molitor v. Chicago Title & Trust Co.](#), 325 Ill. App. 124 (1st Dist. 1945).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 3:50 (Administrative Personnel Other Than the Superintendent), 4:60 (Purchases and Contracts), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:40 (Communicable

and Chronic Infectious Disease), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:220 (Substitute Teachers), 5:280 (Duties and Qualifications)

Adopted: February 20, 2024

PRESSPlus Comments

PRESSPlus 1. Consult the board attorney if a staff member requests more than one physical examination to obtain a second opinion. **Issue 121, March 2026**

Document Status: Draft Update

General Personnel

5:50 Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition

All District workplaces are drug- and alcohol-free workplaces.

An employee is *on call* when the District schedules the employee with at least 24 hours' notice to be on standby or otherwise responsible for performing employment-related tasks either at the District or another location previously designated by the District. [PRESSPlus1](#) All employees are prohibited from engaging in any of the following activities while on District premises or while performing work or being *on call* for the District:

1. Unlawful manufacture, dispensing, distribution, possession, or use of an illegal or controlled substance.
2. Distribution, consumption, use, possession, or being impaired by or under the influence of an alcoholic beverage; being present on District premises or while performing work for the District when alcohol consumption is detectable, regardless of when and/or where the use occurred.
3. Distribution, consumption, possession, use, or being impaired by or under the influence of cannabis; being present on District premises or while performing work for the District when impaired by or under the influence of cannabis, regardless of when and/or where the use occurred, unless distribution, possession, and/or use is by a school nurse or school administrator pursuant to *Ashley's Law*, [105 ILCS 5/22-33](#). The District considers employees impaired by or under the influence of cannabis when there is a good faith belief that an employee manifests specific articulable symptoms while working that decrease or lessen the employee's performance of the duties or tasks of the employee's job position.

Upon the Superintendent or designee's reasonable suspicion of an employee's violation of any of the prohibited activities stated above, the Superintendent or designee may direct the employee to undergo a drug and/or alcohol test to corroborate or refute the alleged violation. State law protects the District from liability when it takes actions pursuant to a reasonable workplace drug policy, including but not limited to subjecting an employee or applicant to reasonable drug and alcohol testing, reasonable and nondiscriminatory random drug testing, discipline, termination of employment, or withdrawal of a job offer due to a failure of a drug test.

For purposes of this policy a controlled substance means a substance that is:

1. Not legally obtainable,
2. Being used in a manner different than prescribed,
3. Legally obtainable, but has not been legally obtained, or
4. Referenced in federal or State controlled substance acts.

For purposes of this policy, *District premises* means workplace as defined in the Cannabis Regulation and Tax Act (CRTA) in addition to District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a Board of Education meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities. *School*

grounds means the real property comprising any school, any conveyance used to transport students to school or a school-related activity, and any public way within 1,000 feet of any school ground, designated school bus stops where students are waiting for the school bus, and school-sponsored or school-sanctioned events or activities. "Vehicles used for school purposes" means school buses or other school vehicles.

As a condition of employment, each employee shall:

1. Abide by the terms of this Board policy respecting a drug- and alcohol-free workplace; and
2. Notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than five calendar days after such a conviction.

Unless otherwise prohibited by this policy, prescription and over-the-counter medications are not prohibited when taken in standard dosages and/or according to prescriptions from the employee's licensed health care provider, provided that an employee's work performance is not impaired.

To make employees aware of the dangers of drug and alcohol abuse, the Superintendent or designee shall perform each of the following:

1. Provide each employee with a copy of this policy.
2. Post notice of this policy in a place where other information for employees is posted.
3. Make available materials from local, State, and national anti-drug and alcohol-abuse organizations.
4. Enlist the aid of community and State agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees.
5. Establish a drug-free awareness program to inform employees about:
 - a. The dangers of drug abuse in the workplace,
 - b. Available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and
 - c. The penalties that the District may impose upon employees for violations of this policy.
6. Remind employees that policy 6:60, *Curriculum Content*, requires the District to educate students, depending upon their grade, about drug and substance abuse prevention and relationships between drugs, alcohol, and violence.

E-Cigarette, Tobacco, and Cannabis Prohibition

All employees are covered by the conduct prohibitions contained in policy 8:30, *Visitors to and Conduct on School Property*. The prohibition on the use of e-cigarettes, tobacco, and cannabis products applies both (1) when an employee is on school property, and (2) while an employee is performing work for the District at a school event regardless of the event's location.

Tobacco has the meaning provided in [105 ILCS 5/10-20.5b](#).

Cannabis has the meaning provided in the CRTA, [410 ILCS 705/1-10](#).

E-Cigarette is short for electronic cigarette and includes, but is not limited to, any electronic nicotine delivery system (ENDS), electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen, or similar product or device, and any components or parts that can be used to build the product or device.

District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action, including termination. In addition or alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse rehabilitation program.

The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within 30 days after receiving notice of the conviction.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of \$5,000 or more, the Superintendent shall notify the appropriate State or federal agency from which the District receives contract or grant monies of the employee's conviction within 10 days after receiving notice of the conviction.

Disclaimer

The Board reserves the right to interpret, revise or discontinue any provision of this policy pursuant to the **Suspension of Policies** subhead in policy 2:240, *Board Policy Development*.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of \$5,000 or more, the Superintendent shall notify the appropriate State or federal agency from which the District receives contract or grant monies of the employee's conviction within 10 days after receiving notice of the conviction.

LEGAL REF.:

[20 U.S.C. §7101](#) *et seq.*, Safe and Drug-Free School and Communities Act of 1994.

[21 U.S.C. §812](#); [21 C.F.R. §1308.11-1308.15](#), Controlled Substances Act.

[41 U.S.C. §8101](#) *et seq.*, Drug-Free Workplace Act of 1988.

[42 U.S.C. §12114](#), Americans With Disabilities Act.

[21 C.F.R. Parts 1100, 1140, and 1143](#).

[30 ILCS 580/](#), Drug-Free Workplace Act.

[105 ILCS 5/10-20.5b](#).

[410 ILCS 82/](#), Smoke Free Illinois Act.

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

[410 ILCS 705/1-1](#) *et seq.*, Cannabis Regulation and Tax Act.

[720 ILCS 675](#), Prevention of Tobacco Use by Persons under 21 Years of Age and Sale and Distribution of Tobacco Products Act.

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

[23 Ill.Admin.Code §22.20](#).

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 8:30 (Visitors to and Conduct on School Property)

Adopted: March 22, 2022

PRESSPlus Comments

PRESSPlus 1. Consult the board attorney regarding how the board wants to treat employees who may be considered on call, e.g., superintendents, principals, coaches, and/or maintenance workers, etc. **Issue 121, March 2026**

Document Status: Draft Update

Professional Personnel

5:250 Leaves of Absence

Each of the provisions in this policy applies to all professional personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave, Personal Leave, Leave of Absence Without Pay, Child-Rearing Leave

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

Staff members are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or Superintendent may require medical certification.

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need of foster care. Such leave is limited to 30 days, unless a longer leave is provided in an applicable collective bargaining agreement, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway.

Family Bereavement Leave (FBLA)

While FBLA leave is normally unpaid, the District will substitute an unpaid leave for paid FBLA leave, provided such leave is available for use in accordance with Board policies and rules. In addition, all policies and rules regarding the use of paid leave apply when paid leave is substituted for unpaid FBLA leave. Any substitution of paid leave for unpaid FBLA leave will count against the employee's FBLA leave entitlement. Use of FBLA leave shall not preclude the use of other applicable unpaid leave that will extend the employee's leave beyond 6 weeks, provided that the

use of FBLA leave shall not serve to extend such other unpaid leave. Any full workweek period during which the employee would not have been required to work, including summer break, winter break and spring break, is not counted against the employee's FBLA leave entitlement.

Eligible employees shall be allowed up to five (5) workdays of absence without loss of pay in the event of the death of an immediate family member. An immediate family member for the purposes of this section includes a spouse, civil union partner (defined as a legal relationship between two (2) of either same or opposite sex, established pursuant to the Illinois Religious Freedom Protection and Civil Union Act), child, stepchild, brother, sister, step-brother, step-sister, grandchild, grandparent, legal guardian, parent, step-parent or parent-in-law. Eligible employees shall be allowed up to three (3)

school days of absence without loss of pay in the event of the death of a brother-in-law, sister-in-law, aunt, or uncle. Bereavement leave shall not be cumulative, nor shall the use of such leave cause any reduction in sick leave. The Superintendent or designee may grant bereavement leave for an immediate member of the household who is not listed above. Employees may be required to provide documentation with regard to their bereavement leave.

Child Extended Bereavement Leave

Unpaid leave from work is available to employees who experience the loss of a child by suicide or homicide. The Child Extended Bereavement Leave Act governs the duration, scheduling, continuity of benefits, and all other terms of the leave. Accordingly, if the District employs 250 or more employees on a full-time basis, an employee is entitled to a total of 12 weeks of unpaid leave within one year after the employee notifies the District of the loss. An employee may elect to substitute other forms of leave to which the employee is entitled for the leave provided under the Child Extended Bereavement Leave Act.

Leave

State law allows a maximum of 10 unpaid work days for eligible employees (Family and Medical Leave Act of 1993, [20 U.S.C. §2601](#) et seq.) to take family bereavement leave. The purpose, requirements, scheduling, and all other terms of the leave are governed by the Family Bereavement Leave Act. Eligible employees may use family bereavement leave, without any adverse employment action, for: (1) attendance by the bereaved staff member at the funeral or alternative to a funeral of a covered family member, which includes an employee's child, stepchild, domestic partner, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent (2) making arrangements necessitated by the death of the covered family member, (3) grieving the death of the covered family member, or (4) absence from work due to a Significant Event, which includes: (i) miscarriage, (ii) an unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure, (iii) a failed adoption match or an adoption that is not finalized because it is contested by another party, (iv) a failed surrogacy agreement, (v) a diagnosis that negatively impacts pregnancy or fertility, or (vi) a still birth. An employee qualifying for leave due to a Significant Event will not be required to identify which specific reason applies to the employee's request.

The leave must be completed within 60 days after the date on which the employee received notice of the death of the covered family member or the date on which an event under item (4) above occurs. However, in the event of the death of more than one covered family member in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period, subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the Family Bereavement Leave Act. This policy does not create any right for an employee to take family bereavement leave that is inconsistent with the Family Bereavement Leave Act.

Sabbatical Leave

Sabbatical leave may be granted in accordance with the School Code.

Leaves for Service in the Military

Leaves for service in the U.S. Armed Services or any of its reserve components and the National Guard, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in military service does not acquire tenure.

General Assembly Leave

Leaves for service in the General Assembly, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in the General Assembly does not acquire tenure.

Leave for Employment in Department of Defense

The Board may grant teachers a leave of absence to accept employment in a Dept. of Defense overseas school.

School Visitation Leave

An eligible professional staff member is entitled to eight hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences, behavioral meetings, or academic meetings related to the teacher's child, if the conference or meeting cannot be scheduled during non-work hours. Professional staff members must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the professional staff member, except sick, and disability leave.

The Superintendent shall develop administrative procedures implementing this policy consistent with the School Visitation Rights Act.

Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence

An unpaid leave from work is available to any staff member who: (1) is a victim of domestic violence, sexual violence, gender violence, or any other crime of violence or (2) has a family or household member who is a victim of such violence whose interests are not adverse to the employee as it relates to the domestic violence, sexual violence, gender violence, or any other crime of violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance, and to grieve and attend to matters necessitated by the death of a family or household member who is killed in a crime of violence, without suffering adverse employment action.

The Victims' Economic Security and Safety Act (VESSA) governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, if the District employs at least 50 employees, and subject to any exceptions in VESSA, an employee is entitled to a total of 12 work weeks of unpaid leave during any 12-month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 ([29 U.S.C. §2601](#) *et seq.*).

Leaves to Serve as an Officer, Trustee, or Representative of a Specific Organization

Upon request, the Board will grant: (1) an unpaid leave of absence to an elected officer of a State or national teacher organization that represents teachers in collective bargaining negotiations, (2) up to twenty days of paid leave of absence per year to a trustee of the Teachers' Retirement System in accordance with [105 ILCS 5/24-6.3](#), (3) a paid leave of absence for the local association president of a State teacher association that is an exclusive bargaining agent in the District, or his or her designee, to attend meetings, workshops, or seminars as described in [105 ILCS 5/24-6.2](#), and (4) up to 10 days of paid leave per school term for teachers elected to represent a statewide teacher association in federal advocacy work in accordance with [105 ILCS 5/24-3.5](#).

Leave to Serve as an Election Judge

Any staff member who was appointed to serve as an¹²¹ election judge under State law may, after giving

at least 20-days' written notice to the District, be absent without pay for the purpose of serving as an election judge. The staff member is not required to use any form of paid leave to serve as an election judge. No more than 10% of the District's employees may be absent to serve as election judges on the same Election Day.

COVID-19 Paid Administrative Leave

When applicable, paid administrative leave related to COVID-19 will be granted to eligible employees in accordance with State law.

Family Neonatal Intensive Care Leave [PRESSPlus1](#)

An unpaid leave from work is available to any staff member whose child [PRESSPlus2](#) is a patient in a neonatal intensive care unit (NICU) in accordance with the requirements of the Family Neonatal Intensive Care Leave Act. If the District employs at least 51 employees, an employee is entitled to a total of 20 days of unpaid leave while a child of the employee is a patient in a NICU. [Q1](#) The District may require reasonable verification of the employee's child's length of stay in a NICU. [PRESSPlus3](#)

LEGAL REF.:

[105 ILCS 5/10-20.83](#), [5/24-6](#), [5/24-6.1](#), [5/24-6.2](#), [5/24-6.3](#), [5/24-13](#), and [5/24-13.1](#).

[10 ILCS 5/13-2.5](#), Election Code.

[330 ILCS 61/](#), Service Member Employment and Reemployment Rights Act.

[820 ILCS 147/](#), School Visitation Rights Act.

[820 ILCS 154/](#), Family Bereavement Leave Act.

[820 ILCS 156/](#), Child Extended Bereavement Leave Act.

[820 ILCS 157/](#), Family Neonatal Intensive Care Leave Act.

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

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

Adopted: February 20, 2024

Questions and Answers:

***Required Question 1. A district that employs 50 or fewer employees may substitute the following sentence: "If the District employs at least 16 but not more than 50 employees, an employee is entitled to a total 10 days of unpaid leave while a child of the employee is a patient in a NICU." 820 ILCS 157/10, added by P.A. 104-259, eff. 6-1-26. A district that employs 15 or fewer employees is not subject to the requirements of 820 ILCS 157/. If the district employs 15 or fewer employees, it may choose to delete this subhead.

How many employees are employed by the district, including part-time workers?

- 51 or more full- or part-time employees. (Default)
 - 50 or fewer full- or part-time employees. (IASB will substitute the following sentence: "If the District employs at least 16 but not more than 50 employees, an employee is entitled to a total 10 days of unpaid leave while a child of the employee is a patient in a NICU.")
-

PRESSPlus Comments

PRESSPlus 1. Updated in response to 820 ILCS 157/, added by P.A. 104-259, eff. 6-1-26. This leave is separate from FMLA leave, and an employer must allow the employee to take the leave in addition to FMLA leave. The term *employee* includes part-time workers. **Issue 121, March 2026**

PRESSPlus 2. *Child* means an employee's son or daughter who is a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis. **Issue 121, March 2026**

PRESSPlus 3. An employer may not request confidential information protected by the Health Insurance Portability and Accountability Act or other law when asking for reasonable verification. Consult the board attorney for guidance on acceptable forms of verification. **Issue 121, March 2026**

Document Status: Draft Update

Educational Support Personnel

5:330 Sick Days, Vacation, Holidays, and Leaves

Each of the provisions in this policy applies to all educational support personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave

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

or employees not covered by a current applicable bargaining agreement:

Full or part-time educational support personnel who work at least 600 hours per year receive 15 paid sick leave days per year. Part-time employees will receive sick leave pay equivalent to their regular workday. Unused sick leave shall accumulate to a maximum of 180 days, including the leave of the current year.

Sick leave is defined in State law as personal illness, mental or behavioral complications, quarantine at home, serious illness or death in the immediate family or household, or birth, adoption, placement for adoption, or the acceptance of a child in need of foster care. The Superintendent or designee shall monitor the use of sick leave.

As a condition for paying sick leave after three days absence for personal illness or as the Board or Superintendent deem necessary in other cases, the Board or Superintendent may require that the staff member provide a certificate from: (1) a physician licensed in Illinois to practice medicine and surgery in all its branches, (2) a mental health professional licensed in Illinois providing ongoing care or treatment to the staff member, (3) a chiropractic physician licensed under the Medical Practice Act, (4) a licensed advanced practice registered nurse, (5) a licensed physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, or (6) if the treatment is by prayer or spiritual means, a spiritual adviser or practitioner of the employee's faith. If the Board or Superintendent requires a certificate during a leave of less than three days for personal illness, the District shall pay the expenses incurred by the employee.

Employees are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or the Superintendent may require medical certification.

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need of foster care. Such leave is limited to 30 days, unless a longer leave is provided in an applicable collective bargaining agreement, and need not be

used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway.

Vacation

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

For employees not covered by a current applicable bargaining agreement:

Twelve-month employees shall be eligible for paid vacation days according to the following schedule:

<u>Length of Employment</u>		<u>Number of Days</u>
<u>From:</u>	<u>To:</u>	
Start date	6 Months	None
6 th Month	End of 1 st Year	5 Days
Beginning of 2 nd Year	End of 2nd Year	10 Days
Beginning of 3rd Year	End of 3rd Year	15 Days
Beginning of 4th Year	End of 4th Year	20 Days
Beginning of 5th Year	One additional day per year (as of July 1 st); 25 day maximum	

Part-time employees who work at least half-time are entitled to vacation days on the same basis as full-time employees, but the pay will be based on the employee’s average number of part-time hours per week during the last vacation accrual year. The Superintendent will determine the procedure for requesting vacation.

Vacation days earned in one fiscal year must be used by the end of the following fiscal year; they do not accumulate. Employees resigning or whose employment is terminated are entitled to the monetary equivalent of all earned vacation.

Holidays

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

For employees not covered by a current applicable bargaining agreement:

Unless the District has a waiver or modification of the School Code pursuant to [Section 2-3.25g](#) or [24-2\(b\)](#) allowing it to schedule school on a legal school holiday listed below, District employees will not be required to work on:

New Year’s Day	Labor Day
Martin Luther King Jr.’s Birthday	Columbus Day

Abraham Lincoln's Birthday

Veterans Day

Casimir Pulaski's Birthday

2024 General Election Day, when required
by law [PRESSPlus1](#)

Memorial Day

Thanksgiving Day

Juneteenth National Freedom Day

Christmas Day

Independence Day

A holiday will not cause a deduction from an employee's time or compensation. The District may require educational support personnel to work on a school holiday during an emergency or for the continued operation and maintenance of facilities or property.

Personal Leave

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

For employees not covered by a current applicable bargaining agreement:

Full-time educational support personnel have three paid personal leave day per year. The use of a personal day is subject to the following conditions:

1. Except in cases of emergency or unavoidable situations, a personal leave request should be submitted to the Building Principal three days before the requested date.
2. No personal leave day may be used immediately before or immediately after a holiday, or during the first and/or last five days of the school year, unless the Superintendent grants prior approval.
3. Personal leave may not be used in increments of less than one-half day.
4. Personal leave is subject to any necessary replacement's availability.
5. Personal leave may not be used on an in-service training day and/or institute training days.
6. Personal leave may not be used when the employee's absence would create an undue hardship.

Leave to Serve as a Trustee of the Ill. Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the Ill. Municipal Retirement Fund in accordance with State law.

Leave for Service in the Military

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

For employees not covered by a current applicable bargaining agreement:

Educational support personnel receive leave for service in the military on the same terms and conditions granted professional personnel in Board Policy 5:250, Leaves of Absence

Other Leaves

Educational support personnel receive the following leaves on the same terms and conditions granted professional personnel in Board policy 5:250, *Leaves of Absence*:

1. Leave for Service in the Military.
2. Leave for Service in the General Assembly.
3. School Visitation Leave.
4. Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence.
5. Family Bereavement Leave.
6. Child Extended Bereavement Leave.
7. Leave to serve as an election judge.
8. COVID-19 Paid Administrative Leave.
9. Family Neonatal Intensive Care Leave. [PRESSPlus2](#)

LEGAL REF.:

[105 ILCS 5/10-20.7b](#), [5/10-20.83](#), [5/24-2](#), [5/24-6](#), and [5/24-6.3](#).

[10 ILCS 5/13-2.5](#), Election Code.

[330 ILCS 61/](#), Service Member Employment and Reemployment Rights Act.

[820 ILCS 147](#), School Visitation Rights Act.

[820 ILCS 154/](#), Family Bereavement Leave Act.

[820 ILCS 156/](#), Child Extended Bereavement Leave Act.

[820 ILCS 157/](#), Family Neonatal Intensive Care Leave Act.

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

School Dist. 151 v. ISBE, 154 Ill.App.3d 375 (1st Dist. 1987); *Elder v. Sch. Dist. No.127* 1/2, 60 Ill.App.2d 56 (1st Dist. 1965).

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence)

Adopted: February 20, 2024

PRESSPlus Comments

PRESSPlus 1. The General Assembly passed legislation adding General Election Day as a school holiday for 2020, 2022, and 2024. Language referring to a General Election holiday when required by law is maintained in this policy should this practice continue. **Issue 121, March 2026**

PRESSPlus 2. Updated in response to 820 ILCS ~~157/~~, added by P.A. 104-259, eff. 6-1-26. See policy 5:250, *Leaves of Absence*, for important information about this leave. **Issue 121, March 2026**

Document Status: Draft Update

INSTRUCTION

6:65 Student Social and Emotional Development

Social and Emotional Learning [PRESSPlus1](#) (SEL) is defined as the process through which students enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Students competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions.

The Superintendent shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission and the goals and benchmarks of the III. Learning Standards. The III. Learning Standards include three goals for students:

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

The incorporation of SEL objectives into the District's curriculum and other educational programs may include but is not limited to:

1. Classroom and school-wide programming to foster a safe, supportive learning environment where students feel respected and valued. This may include incorporating scientifically based, age- and culturally appropriate classroom instruction, and District-wide and school-wide strategies that teach SEL skills, promote optimal mental health, and prevent risk behaviors for all students.
2. Ongoing staff professional development and training support to promote students' SEL development. ~~This may include providing all personnel with age-appropriate academic and SEL and how to promote it.~~
3. Parent/Guardian and family involvement to promote students' SEL development. This may include providing parents/guardians and families with learning opportunities related to the importance of their children's optimal SEL development and ways to enhance it.
4. Community partnerships to promote students' SEL development. This may include establishing partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and SEL development.
5. Early identification and intervention to enhance students' school readiness, academic success, and use of good citizenship skills. This may include development of a system and procedures for periodic and universal screening, assessment, and early intervention for students who have significant risk factors for social, emotional, or mental health conditions that impact learning.
6. Treatment to prevent or minimize mental health conditions in students. This may include building and strengthening referral and follow-up procedures for providing effective clinical services for students with social, emotional, and mental health conditions that impact learning. This may include student and family support services, school-based behavioral health services, and school-community linked services and supports.¹²⁹

7. Assessment and accountability for teaching SEL skills to all students. This may include implementation of a process to assess and report baseline information and ongoing progress about school climate, students' social and emotional development, and academic performance.

LEGAL REF.:

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

CROSS REF.: 1:30, (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:180 (Prevention of and Response To Bullying, Intimidation, and Harassment) , 7:250 (Student Support Services)

Adopted: January 24, 2023

PRESSPlus Comments

PRESSPlus 1. Updated throughout for continuous improvement. **Issue 121, March 2026**

Document Status: Draft Update

INSTRUCTION

6:100 Using Animals in the Educational Program

Animals may be brought into school facilities for educational purposes according to procedures developed by the Superintendent assuring: (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

Animal Experiments

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible.

Animal Dissection

The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials. All dissection of animals shall be confined to the classroom and must comply with the School Code.

Students who object to performing, participating in, or observing the dissection of animals are excused from classroom attendance without penalty during times when such activities are taking place. No student will be penalized or disciplined for refusing to perform, participate in, or observe a dissection. The Superintendent or designee shall inform students of: (1) their right to refrain from performing, participating in, or observing dissection, and (2) which courses contain a dissection unit and which of those courses offers an alternative project.

LEGAL REF.:

105 ILCS 5/2-3.122 ~~and 5/27-26514, and 112/~~ [PRESSPlus1](#)

[105 ILCS 5/112, Dissection Alternatives Act.](#)

CROSS REF.: 6:40 (Curriculum Development)

Adopted: October 26, 2021

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/27-265, renumbered by P.A. 104-391, and for continuous improvement. **Issue 121, March 2026**

Document Status: Draft Update

INSTRUCTION

6:145 Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District in accordance with federal law.

This program will:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students through appropriate local, State and federal educational programs, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
3. Provide migrant ~~children~~ students [PRESSPlus1](#) with full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
4. Provide, to the extent feasible:
 - a. Advocacy and outreach programs to migrant children and their families, including helping such children and families gain access to other education, health, nutrition, and social services,
 - b. Professional development programs, including mentoring, for District staff,
 - c. Family literacy programs, and
 - d. The integration of information technology into educational and related programs.
 - e. ~~Provide~~ programs, activities, and procedures for the engagement of parents/guardians and family members of migrant students in an understandable format and language.

Migrant Education Program for Parent/Guardian and Family Member Engagement

Parents/guardians and family members of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parents/guardians and family members of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.:

[20 U.S.C. §6318](#).

[20 U.S.C. §6391](#) *et seq.*, Education of Migratory Children.

[34 C.F.R. §200.81](#) *et seq.*

CROSS REF.: 6:170 (Title I Programs)

Adopted: October 26, 2021

PRESSPlus 1. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 121, March 2026**

Document Status: Draft Update

INSTRUCTION

6:170 Title I Programs

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Title I Parent and Family Engagement

The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level ~~compacts plans~~. [PRESSPlus1](#)

District-Level Parent and Family Engagement ~~Plan Compact~~

The Superintendent or designee shall develop a District-Level Parent and Family Engagement ~~Plan Compact~~ (District Plan) according to Title I requirements. ~~This District Plan-Level Parent and Family Engagement Compact~~ shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the ~~District Plan Compact~~ is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parent and Family Engagement ~~Plan Compact~~

Each Building Principal or designee shall develop a School-Level Parent and Family Engagement ~~Plan Compact~~ (School Plan) according to Title I requirements. This School ~~Plan-Level Parent and Family Engagement Compact~~ shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the ~~School Plan Compact~~ is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

6:170-AP1, E2 (School-Level Parent and Family Engagement Plan Compact)

LEGAL REF.:

Title I of the Elementary and Secondary Education Act, 20 U.S.C. §§6301-6514, Title I of the Elementary and Secondary Education Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Teacher Qualifications), 5:280 (Duties and Qualifications), 6:15 (School Accountability), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 8:95 (Parental Involvement)

Adopted: October 26, 2021

PRESSPlus Comments

PRESSPlus 1. To comply with the Elementary and Secondary Education Act (ESEA), a board must incorporate by reference the district's exhibits 6:170-AP1, E1, *District-Level Parent and Family Engagement Plan*, and 6:170-AP1, E2, *School-Level Parent and Family Engagement Plan*. These exhibits, which have both been renamed to more closely align with federal statutes and guidance and terminology used by ISBE, contain all legally required components and are compatible with sample templates contained in the U.S. Dept. of Education's non-regulatory guidance titled Parent and Family Engagement (2025), at: www.ed.gov/media/document/parent-and-family-engagement-guidance-2025-109202.pdf.

Districts receiving a Title I, Part A allocation that are required to submit proof of parent and family engagement (PFE) compliance to the Ill. State Board of Education (ISBE) as part of their FY 2027 Consolidated District Plan (CDP) will need to submit this adopted policy and both exhibits 6:170-AP1, E1 and 6:170-AP1, E2. **Please note that the plans must be customized to reflect the district's actual Title I parent and family engagement activities.** At the end of March, ISBE will offer a recorded webinar on CDPs that will include additional information on Title I requirements. **Issue 121, March 2026**

Document Status: Draft Update

INSTRUCTION

6:180 Extended Instructional Programs

The District may offer the following programs in accordance with State law and the District's educational philosophy:

1. Before-and after-school programs for students in grades K-6.
2. Adult education program.
3. Outdoor education program.
4. Summer school, whether for credit or not.
5. Anti-bias education and activities to address intergroup conflict resolution.

LEGAL REF.:

[105 ILCS 5/10-22.18a](#), [5/10-22.18b](#), [5/10-22.18c](#), [5/10-22.20](#), [5/10-22.20a](#), [5/10-22.20b](#), [5/10-22.20c](#), [5/10-22.29](#), [5/10-22.33A](#), [5/10-22.33B](#), [5/10-23.2](#), [5/27-255](#), [5/27-90522.1](#), [5/27-103522.3](#), and [5/27-105023.6](#). [PRESSPlus1](#)

[105 ILCS 110/3](#), Comprehensive Health Education Program.

[105 ILCS 433/](#), Vocational Academies Act.

CROSS REF.: 6:320 (High School Credit for Proficiency)

Adopted: March 22, 2022

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/27-255, added by P.A. 104-391, replacing, in part, 105 ILCS 110/3, and in response to P.A. 104-391, renumbering and reorganizing various provisions throughout 105 ILCS 5/27. **Issue 121, March 2026**

Document Status: Draft Update

STUDENTS

7:20 Harassment of Students Prohibited

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

Sexual Harassment Prohibited

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

Making a Report or Complaint

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking.

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

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

Nondiscrimination Coordinator (Employee-Related)

Stephanie Koenig

(708) 783-4100 x 1006

Nondiscrimination Coordinator (Student-Related):

Kim West
137

(708) 783-4100 x 1005

koenig@lyons103.org

4100 Joliet Avenue,

Lyons, IL 60534

Title IX Coordinator (Primary):

Stephanie Koenig **(Employee-Related)**

(708) 783-4100 x 1006

koenig@lyons103.org

4100 Joliet Avenue,

Lyons, IL 60534

Complaint Manager (Employee-Related)

Stephanie Koenig

(708) 783-4100 x 1006

koenig@lyons103.org

4100 Joliet Avenue,

Lyons, IL 60534

westk@lyons103.org

4100 Joliet Avenue,

Lyons, IL 60534

Title IX Coordinator (Secondary):

Kim West **(Student-Related)**

(708) 783-4100 x 1005

westk@lyons103.org

4100 Joliet Avenue,

Lyons, IL 60534

Complaint Manager (Student-Related)

Kim West

(708) 783-4100 x 1005

westk@lyons103.org

4100 Joliet Avenue,

Lyons, IL 60534

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

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

Investigation Process

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

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

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681](#) ¹³⁸ *et seq.*), the Title IX Coordinator or designee shall

consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

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

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

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

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

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

Enforcement

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

Retaliation Prohibited

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

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

LEGAL REF.:

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

[29 U.S.C. §791](#) *et seq.*, Rehabilitation Act of 1973, ¹³⁹[34 C.F.R. Part 104](#).

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

105 ILCS 5/10-20.12, 5/10-22.5, 5/10-23.13, [5/22-110](#), 5/26A, [and 5/27-1](#), ~~and 5/27-23.7~~. [PRESSPlus1](#)

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

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

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

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

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

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

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

Adopted: June 24, 2025

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/22-110, renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

STUDENTS

7:50 School Admissions and Student Transfers To and From Non-District Schools

Age

To be eligible for admission, a child must be 5 years old on or before September 1 of that school term. A child entering first grade must be 6 years of age on or before September 1 of that school term. Based upon an assessment of a child's readiness to attend school, the District may permit him or her to attend school prior to these dates. A child will also be allowed to attend first grade based upon an assessment of his or her readiness if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will be 6 years old on or before December 31. A child with exceptional needs who qualifies for special education services is eligible for admission at 3 years of age. Early entrance to kindergarten or first grade may also be available through Board policy 6:135, *Accelerated Placement Program*.

Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent. Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's permanent record, and return the certified copy to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Superintendent or designee shall so refer the case. The Superintendent or designee shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.
2. Proof of residence, as required by Board policy 7:60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*.

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U. S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. Students who are children of active duty military personnel transferring will be allowed to enter: (a) the same grade

level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed.

Homeless Children

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

Foster Care Students

The Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services (DCFS) when enrolling in or changing schools. The District's liaison ensures that DCFS' Office of Education and Transition Services receives all written notices and records pertaining to students in the legal custody of DCFS as required by State law.

Student Transfers To and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent or designee. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

LEGAL REF.:

[8 U.S.C. §1101](#) *et seq.*, Illegal Immigrant and Immigrant Responsibility Act of 1996.

[20 U.S.C. §1232g](#), Family Educational Rights and Privacy Act.

[20 U.S.C. §1400](#) *et seq.*, Individuals With Disabilities Education Improvement Act.

[29 U.S.C. §794](#), Rehabilitation Act of 1973, Section 504.

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

105 ILCS 5/2-3.13a, 5/10-20.12, 5/10-20.59, 5/10-22.5a, 5/14-1.02, 5/14-1.03a, [5/22-105](#), 5/26-1, [and 5/26-2](#), ~~and 5/27-8.1~~. [PRESSPlus1](#)

[105 ILCS 10/8.1](#), Ill. School Student Records Act.

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

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

[325 ILCS 50/](#), Missing Children Records Act.

[325 ILCS 55/](#), Missing Children Registration Law.

[410 ILCS 315/2](#), Communicable Disease Prevention Act.

[20 Ill.Admin.Code Part 1290](#), Missing Person Birth Records and School Registration.

[23 Ill.Admin.Code Part 226](#), Special Education.

[23 Ill.Admin.Code Part 375](#), Student Records.

CROSS REF.: 4:110 (Transportation); 6:30 (Organization of Instruction), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:135 (Accelerated Placement Program), 6:140 (Education of Homeless Children), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:340 (Student Records)

Adopted: January 24, 2023

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/22-105, titled *Health examinations and immunizations* (formerly 105 ILCS 5/27-8.1), renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

STUDENTS

7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

Required Health Examinations and Immunizations

A student's parents/guardians shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health (IDPH), within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth grade; and
3. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, Head Start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

Proof of immunization against meningococcal disease is required for students in grade 6.

As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice registered nurse, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening is a required part of each health examination; diabetes testing is not required.
3. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.
4. Before admission and in conjunction with required physical examinations, parents/guardians of children between the ages of one and seven years must provide a statement from a physician that their child was risk-assessed or screened for lead poisoning.
5. The IDPH will provide all students entering sixth grade and their parents/guardians information about the link between human papillomavirus (HPV) and HPV-related cancers and the availability of the HPV vaccine.
6. The District will provide informational materials regarding influenza and influenza vaccinations developed, provided, or approved by the IDPH when it provides information on immunizations, infectious diseases, medications, or other school health issues to students' parents/guardians.

As required by District 103: TB Test

Unless an exemption or extension applies, the failure to comply with the above requirements by the first day of school of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. ~~New~~ students who register after the first day of school shall have 30 days following registration to comply with the health examination and

immunization regulations. If a medical reason prevents a student from receiving a required immunization by the first day of school, the student must present, by the first day of school, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice registered nurse, physician assistant, or local health department responsible for administering the immunizations.

A student transferring from out-of-state who does not have the required proof of immunizations by the first day of school may attend classes only if he or she has proof that an appointment for the required vaccinations is scheduled with a party authorized to submit proof of the required vaccinations. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parents/guardians of students entering kindergarten or an Illinois school for the first time shall present proof before October 15 that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches, or a licensed optometrist, must perform the required eye examination.

If a student fails to present proof by the first day of school, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after the first day of school. The Superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the IDPH. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

Dental Examination

All children in kindergarten and the second and sixth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH.

If a child in the second or sixth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The Superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May 15 of each school year.

Exemptions

In accordance with rules adopted by the IDPH, a student will be exempted from this policy's requirements for:

1. Religious grounds, if the student's parents/guardians present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parents/guardians of exclusion procedures pursuant to Board policy 7:280, *Communicable and Chronic Infectious Disease*, and State rules if there is an outbreak of one or more diseases from which the student is not protected.
2. Health examination or immunization requirements on medical grounds, if the examining physician, advanced practice registered nurse, or physician assistant provides written

verification.

3. Eye examination requirement, if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist.
4. Dental examination requirement, if the student's parents/guardians show an undue burden or a lack of access to a dentist.

Homeless Child

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. Board policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.

LEGAL REF.:

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

105 ILCS 5/~~27-8.1~~22-105 and [PRESSPlus1](#)

[105 ILCS 45/1-20](#), [Education for Homeless Children Act](#).

[410 ILCS 45/7.1](#), Lead Poisoning Prevention Act.

[410 ILCS 315/2e](#), Communicable Disease Prevention Act.

[23 Ill.Admin.Code §1.530](#).

[77 Ill. Admin.Code Part 664](#), Socio-Emotional and Developmental Screening.

[77 Ill.Admin.Code Part 665](#), Child and Student Health Examination and Immunization.

[77 Ill.Admin.Code Part 690](#), Control of Notifiable Diseases and Conditions Code.

CROSS REF.: 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children), 6:180 (Extended Instructional Programs), 7:50 (School Admissions and Student Transfers to and From Non-District Schools), 7:280 (Communicable and Chronic Infectious Disease)

Adopted: December 17, 2024

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/22-105, titled *Health examinations and immunizations* (formerly 105 ILCS 5/27-8.1), renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

STUDENTS

7:185 Teen Dating Violence Prohibited

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

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

1. Fully implements and enforces each of the following Board policies:
 - a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
 - b. 2:265, *Title IX Grievance Procedure*. This policy prohibits a District employee, agent, or student from engaging in sexual harassment in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
 - c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person, including a District employee, agent, or student, from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - d. 7:180, *Prevention of and Response To Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.
3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student*

Social and Emotional Development.

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

Incorporated

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

LEGAL REF.:

105 ILCS 5/27-240~~110/3.10~~. [PRESSPlus1](#)

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

Adopted: June 24, 2025

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/27-240, renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Review and Monitoring

STUDENTS

7:220 Bus Conduct

All students must follow the District's *School Bus Safety Rules*. [PRESSPlus1](#)

School Bus Suspensions

The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Prohibited student conduct as defined in Board of Education policy 7:190, *Student Behavior*.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the Board of Education may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

Academic Credit for Missed Classes During School Bus Suspension

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

Electronic Recordings on School Buses

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement.

LEGAL REF.:

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

[720 ILCS 5/14-3](#)(m).

[23 Ill.Admin.Code Part 375](#), Student Records.

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 7:130 (Student Rights and Responsibilities), 7:170 (Vandalism), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:230 (Misconduct by Students with Disabilities), 7:340 (Student Records)

Adopted: October 26, 2021

PRESSPlus Comments

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

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

Issue 121, March 2026

Document Status: Review and Monitoring

STUDENTS

7:230 Misconduct by Students with Disabilities

Behavioral Interventions[PRESSPlus1](#)

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The Board of Education will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

LEGAL REF.:

Individuals With Disabilities Education Improvement Act of 2004, [20 U.S.C. §§1412](#), [1413](#), and [1415](#).

Gun-Free Schools Act, [20 U.S.C. §7151](#) *et seq.*

[34 C.F.R. §§300.101](#), [300.530 - 300.536](#).

[105 ILCS 5/10-22.6](#) and [5/14-8.05](#).

[23 Ill.Admin.Code §226.400](#).

[Honig v. Doe](#), 108 S.Ct. 592 (1988).

CROSS REF.: 2:150 (Committees), 6:120 (Education of Children with Disabilities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct)

Adopted: October 26, 2021

PRESSPlus Comments

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

- Compare the adopted version to the current ¹⁵¹PRESS sample (available at PRESS Online by

logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary

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

Issue 121, March 2026

Document Status: Draft Update

STUDENTS

7:240 Conduct Code for Participants in Extracurricular Activities

The Superintendent or designee, 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; (2) emphasize that hazing and bullying activities are strictly prohibited; and (3) notify participants that failure to abide by it could result in discipline, up to and including removal from the activity. Participants who violate the conduct code will be allowed to give an explanation before being progressively disciplined. 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 7 through 8 participating in these programs.

LEGAL REF.:

Mahanoy Area Sch. Dist. v. B.L., 141 S.Ct. 2038 594 U.S. 180 (2021). [PRESSPlus1](#)

[Bd. of Educ. of Independent Sch. Dist. No. 92 v. Earls](#), 536 U.S. 822 (2002).

[Vernonia Sch. Dist. 475 v. Acton](#), 515 U.S. 646 (1995).

Clements v. Bd. of Educ. of Decatur, 133 Ill.App.3d 531 (4th Dist. 1985).

Kevin Jordan v. O'Fallon THSD 203, 302 Ill.App.3d 1070 (5th Dist. 1999).

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

105 ILCS 5/24-24; and 5/27-255(d) 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 Behavior), 7:300 (Extracurricular Athletics)

Adopted: March 22, 2022

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/27-255(d), renumbered by P.A. 104-391, and for continuous improvement. **Issue 121, March 2026**

Document Status: Draft Update

STUDENTS

7:260 Exemption from Physical Education

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents his or her participation in the physical education course.

State law prohibits a school board from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-8, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education must receive that service in accordance with his or her Individualized Educational Program/Plan (IEP).

Students in grades 7 and 8 may submit a written request to the Building Principal to be excused from physical education courses because of his or her ongoing participation in an interscholastic or extracurricular athletic program. The Building Principal will evaluate requests on a case-by-case basis.

The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

1. The time of year when the student's participation ceases; and
2. The student's class schedule.

LEGAL REF.:

105 ILCS 5/27-~~710~~⁶. [PRESSPlus1](#)

[225 ILCS 60/](#), Medical Practice Act.

[23 Ill.Admin.Code §1.420](#)(p) and [§1.425](#)(d), (e).

CROSS REF.: 6:60 (Curriculum Content)

Adopted: March 22, 2022

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/27-710, renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Review and Monitoring

STUDENTS

7:280 Communicable and Chronic Infectious Disease

A student with or carrying a communicable and/or chronic infectious disease has all rights, privileges, and services provided by law and the Board of Education's policies. The Superintendent will develop procedures to safeguard these rights while managing health and safety concerns. [PRESSPlus1](#)

LEGAL REF.:

[105 ILCS 5/10-21.11.](#)

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

[77 Ill.Admin.Code Part 690.](#)

[20 U.S.C. §1400](#) *et seq.*, Individuals With Disabilities Education Improvement Act of 2004.

[29 U.S.C. §794](#)(a), Rehabilitation Act of 1973, Section 504.

Adopted: October 26, 2021

PRESSPlus Comments

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

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

Issue 121, March 2026

Document Status: Draft Update

STUDENTS

7:300 Extracurricular Athletics

Student participation in school-sponsored extracurricular athletic activities is contingent upon the following:

1. The student must meet the academic criteria set forth in Board policy 6:190, *Extracurricular and Co-Curricular Activities*.
2. A parent/guardian of the student must provide written permission for the student's participation, giving the District full waiver of responsibility of the risks involved.
3. The student must present a current certificate of physical fitness issued by a licensed physician, an advanced practice registered nurse, or a physician assistant. The **Pre-Participation Physical Examination Form**, offered by the Illinois High School Association and the Illinois Elementary School Association, is the preferred certificate of physical fitness.
4. The student must show proof of accident insurance coverage either by an [insurance](#) [PRESSPlus1](#) policy purchased through the District-approved insurance plan or a parent/guardian written statement that the student is covered under a family insurance [plan](#) [policy](#).
5. The student must agree to follow all conduct rules and the coaches' instructions.
6. The student and his or her parent(s)/guardian(s) must: (a) comply with the eligibility rules of, and complete any forms required by, any sponsoring association (such as, the Illinois Elementary School Association, the Illinois High School Association, or the Southern Illinois Junior High School Athletic Association), and (b) complete all forms required by the District including, without limitation, signing an acknowledgment of receiving information about [the Board's](#) [concussion](#) policy 7:305, *Student Athlete Concussions and Head Injuries*.

The Superintendent or designee (1) is authorized to impose additional requirements for a student to participate in extracurricular athletics, provided the requirement(s) comply with Board policy 7:10, *Equal Educational Opportunities*, and (2) shall maintain the necessary records to ensure student compliance with this policy.

LEGAL REF.:

105 ILCS 5/10-20.30, [and](#) 5/22-80, [and](#) 25/2, [PRESSPlus2](#)

[23 Ill.Admin.Code §1.530\(b\)](#).

CROSS REF.: 4:170 (Safety), 6:190 (Extracurricular and Co-Curricular Activities), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:305 (Student Concussions and Head Injuries), 7:340 (Student Records)

Adopted: September 23, 2025

PRESSPlus 1. Updated throughout for continuous improvement. **Issue 121, March 2026**

PRESSPlus 2. The Legal References are updated. **Issue 121, March 2026**

Document Status: Draft Update

COMMUNITY RELATIONS

8:90 Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District Board [PRESS Plus 1](#) policy, the Board of Education welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has bylaws containing the following:

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.
2. The rules and procedures under which it operates.
3. An agreement to adhere to all Board policies and administrative procedures.
4. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
5. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
6. An agreement to maintain and protect its own finances.
7. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

CROSS REF.: 8:80 (Gifts to the District)

Adopted: October 26, 2021

PRESSPlus Comments

PRESSPlus 1. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 121, March 2026**



ALL PURCHASE ORDERS, CONTRACTS, AND
CHECKS TO BE MADE OUT TO:
LANDSCAPE STRUCTURES, INC.
601 7TH STREET SOUTH
DELANO, MN 55328 U.S.A.
763-972-3391 800-328-0035
Fax: 763-972-3185

April 28, 2026

Page 1 of 2

LSI SOURCEWELL#: 101625

BILL TO:

JW Robinson Elementary School
4431 Gage Ave.
Lyons, IL 60534

SHIP TO:

TBD

BILL TO EMAIL:

PROJECT NAME:

CALL 24 HOURS PRIOR TO DELIVERY:

<u>QTY.</u>	<u>NO.</u>	<u>DESCRIPTION</u>	<u>UNIT PRICE</u>	<u>PRICE</u>
1	345311A	Cliff Climber 48"Dk DB		\$ 2,485
2	152907B	Deck Link w/Barriers Steel end panels 2 Steps	\$ 2,880	5,760
1	152907C	Deck Link w/Barriers Steel end panels 3 Steps		3,755
1	345309A	Lollipop Climber 48"Dk DB		2,050
1	145624A	Vertical Ascent 48"Dk		1,695
1	178710A	Hexagon Tenderdeck		4,120
1	111228A	Square Tenderdeck		1,445
1	185852A	Transfer Step w/2 Handloops DB		1,420
2	111231A	Triangular Tenderdeck	1,115	2,230
1	345295B	Navigator Reach Panel at Grade		970
1	116244A	Pipe Barrier Above Deck		875
1	193176A	Boogie Board DB Only		3,045
1	120901A	Grab Bar		270
1	141887B	Access/Landing Assembly Seat Barrier Left 16"Dk		865
1	119430A	Overhead Parallel Bars/Horiz Ladder		1,725
1	111404G	100"Alum Post DB		410
3	111404E	116"Alum Post DB	435	1,305
3	111404D	124"Alum Post DB	500	1,500
1	111404P	124"Steel Post DB 42" BURY		410
3	111404C	132"Alum Post DB	520	1,560
1	111404A	148"Alum Post DB		555
2	111404K	156"Alum Post DB	620	1,240
3	111404Z	182"Steel Post DB 44" Bury	650	1,950
1	111404H	92"Alum Post DB		390
1	130390A	Double Swoosh Slide 72"Dk DB1		3,315
1	123336A	Double Wave Slide 48"Dk DB		3,800
1	124863G	SlideWinder2 96"Dk DB Only 3 Straight 2 Right		5,895
1	182503C	Welcome Sign (LSI Provided) Ages 5-12 years Direct Bury		-
SUBTOTAL				\$ 55,040

Freestanding Play Equipment

1	247179A	Curva Spinner DB Only	\$ 2,630
---	---------	-----------------------	----------

JW Robinson Elementary School
 April 28, 2026
 Page 2 of 2

EQUIPMENT TOTAL	\$ 57,670
SOURCEWELL DISCOUNT	\$ (3,461)
SHIPPING	5,450
TOTAL	<u>\$ 59,659</u>

SITE WORK BY OTHERS

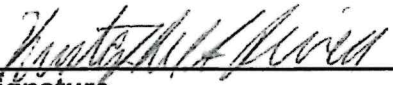
Cost for Installation of Playground Equipment By Others	\$ 23,068
Cost for Removal of Existing Play Equipment by Others	\$ 10,000
Excavation and Gravel Compaction	\$ 9,152
Installation of 192 LF of Concrete Curbing	\$ 4,800

PROJECT TOTAL \$ 106,679

The above price is subject to change after 30 days.
 The above price includes shipping cost but not installation.

Please include a copy of your Sales Tax Exemption Certificate with Order Placement. Sales Tax will be charged, if applicable.

TERMS: We acknowledge we are purchasing the above equipment through the above-referenced Discount Contract Buying Program and acknowledge that Landscape Structures is the Vendor; and as such, Purchase Orders and Payments are to be made out to Landscape Structures.

	<i>Superintendent</i>	5/27/26
Signature	Title	Date

LYN26RBN1.JLF

sun landscape structures
nuroys KIDS' PRODUCTS
1-800-528-6197

CODE: LYN25R0B2 - Option 2

7/28/2025 DRAWN BY: JB

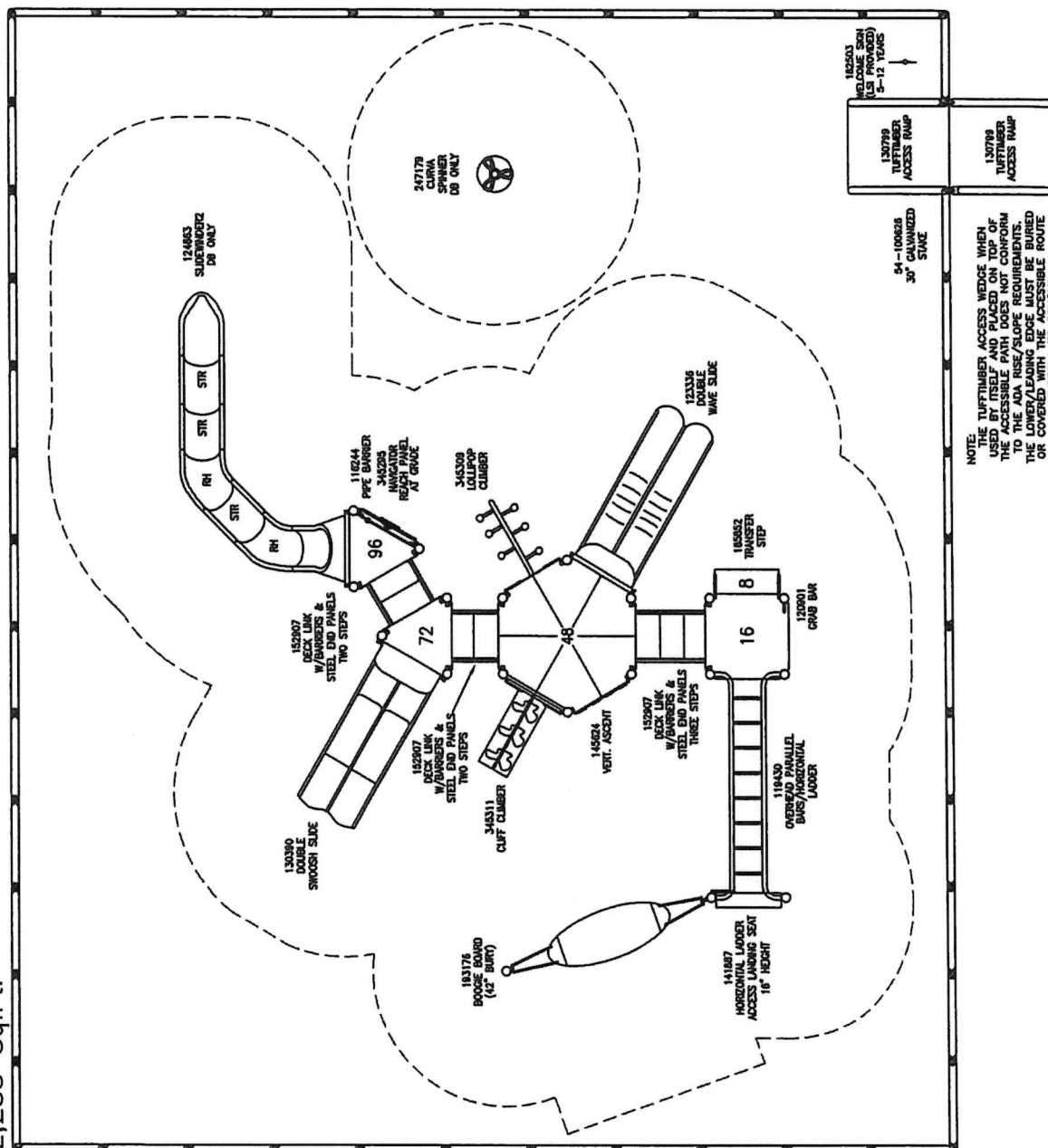
STRUCTURE DIMENSIONS:

ACTUAL SIZE:
AREA REQUIRED:

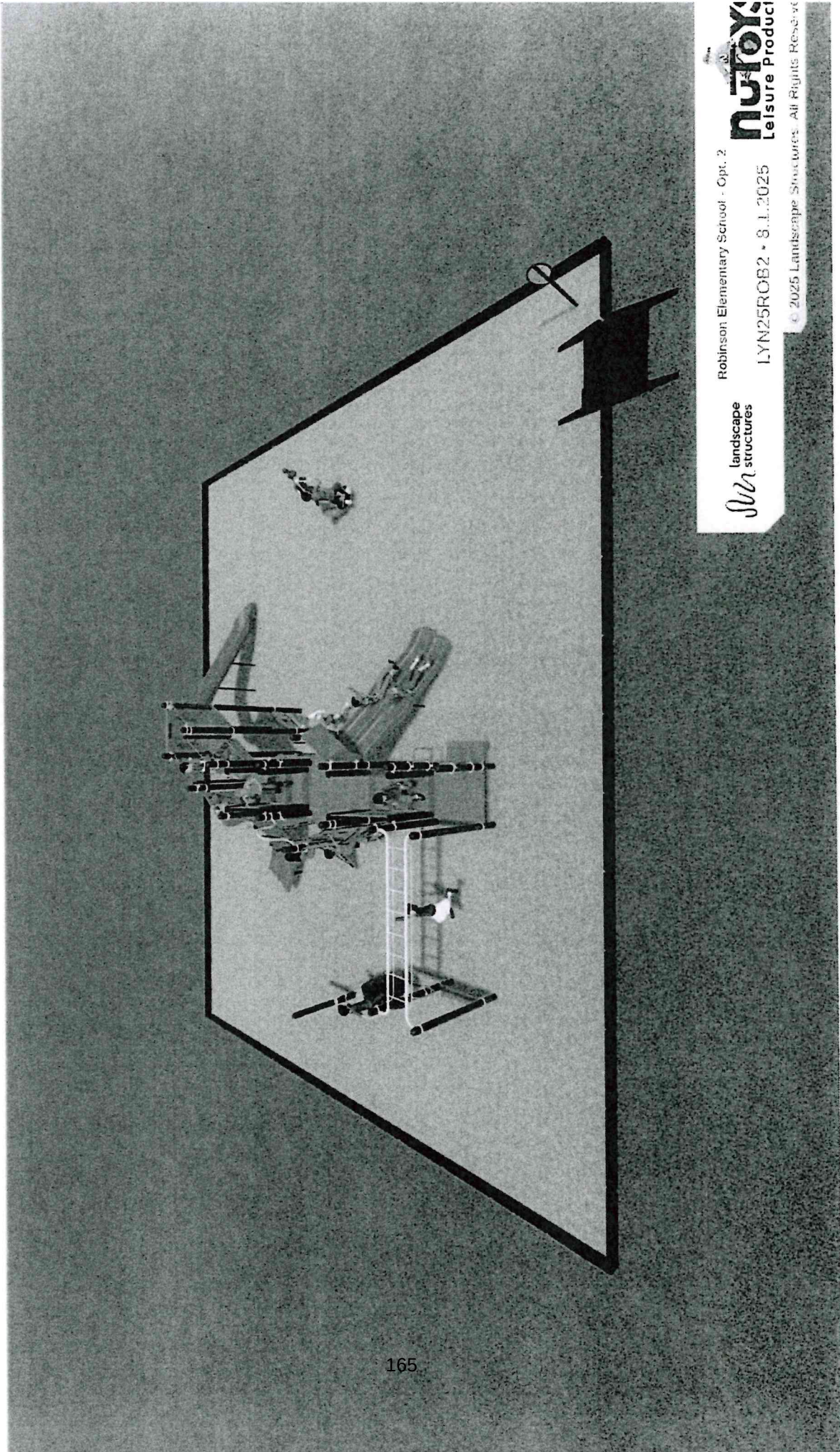
Copyright Landscape Structures, Inc



2,288 Sq.Ft.



NOTE: THE TUFTTIMBER ACCESS WEDGE WHEN USED BY ITSELF AND PLACED ON TOP OF THE ACCESSIBLE PATH DOES NOT CONFORM TO THE ADA RISE/SLOPE REQUIREMENTS. THE LOWER/LEADING EDGE MUST BE BURIED OR COVERED WITH THE ACCESSIBLE ROUTE MATERIAL TO COMPLY.



sun landscape
structures

Robinson Elementary School - Opt. 2

LYN25ROB2 • 8.1.2025

nuforx
Landscape Structures
Landscape Structures

© 2025 Landscape Structures. All Rights Reserved.



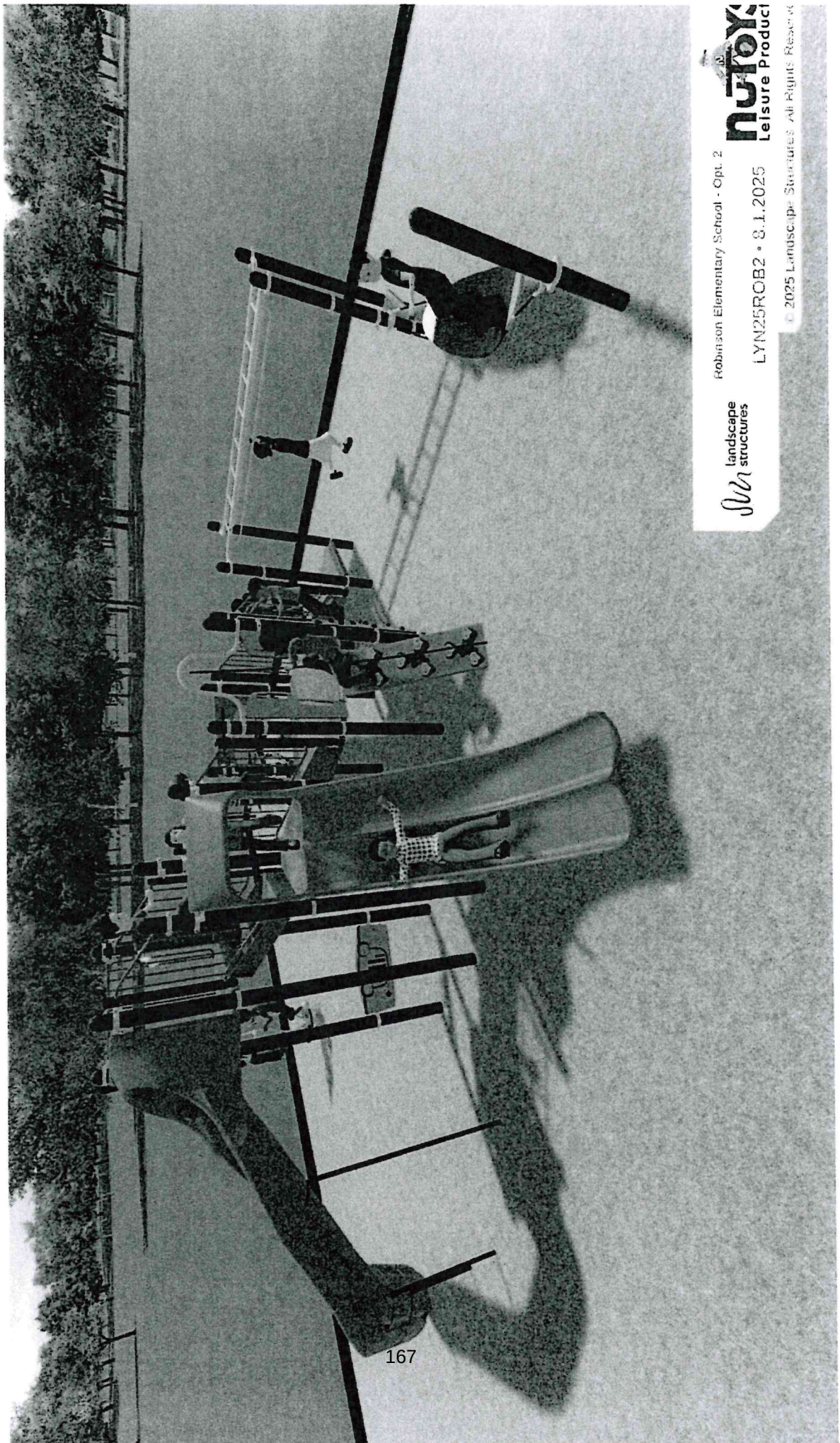
sw landscape
structures

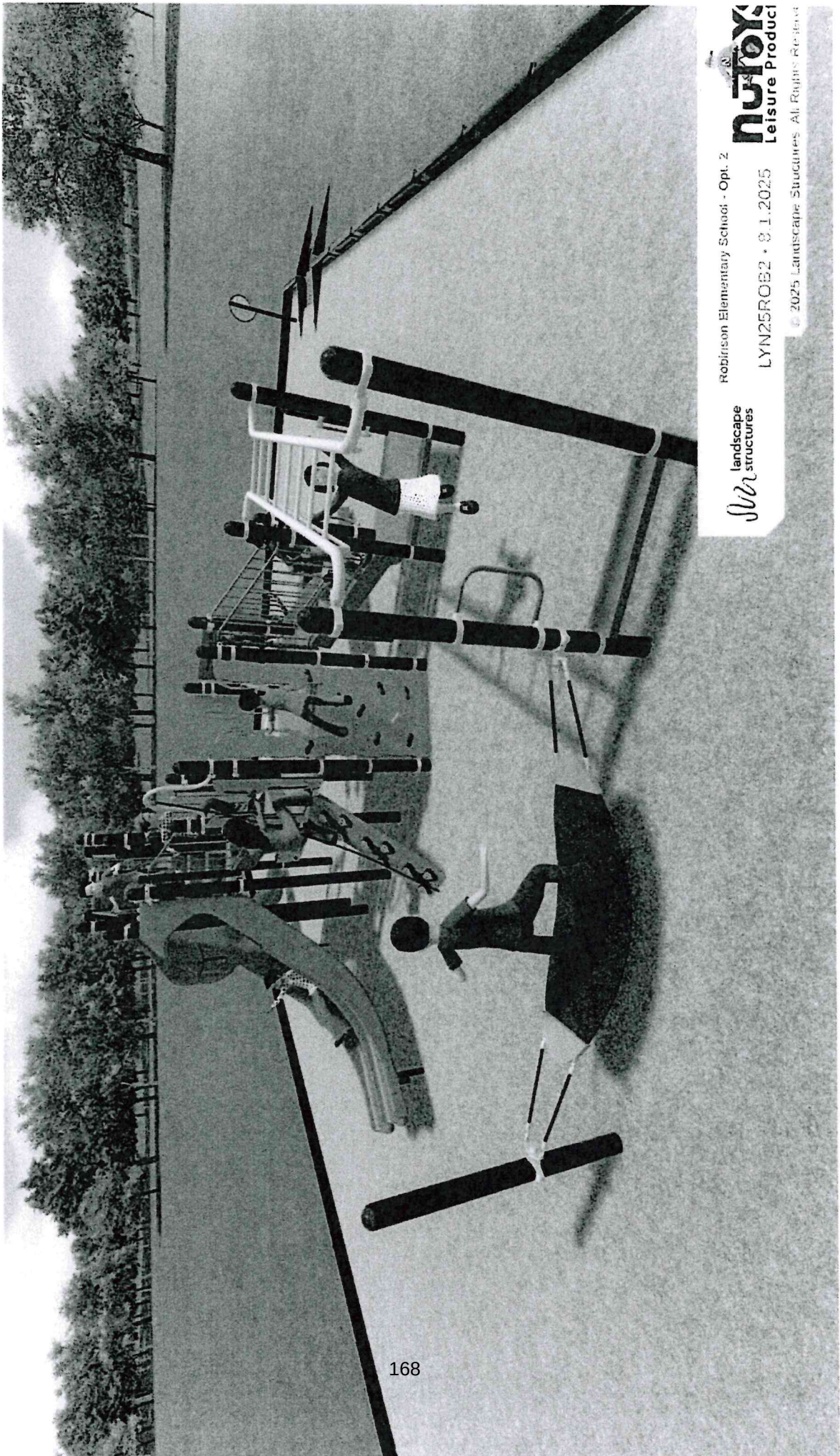
Robinson Elementary School - Opt. 2

LYN25ROB2 • 8.1.2025

njoy
Leisure Products

© 2025 Landscape Structures. All Rights Reserved





slr
landscape
structures

Robinson Elementary School - Opt. 2

LYN25ROB2 • © 1.2025

nutox
Leisure Products

© 2025 Landscape Structures All Rights Reserved

Estimate Code: 59534

QUOTE

Robinson Elementary - Lyons (Omnia) (IL) - , ,

FlexGround

Contact Name: Deanna Raichel

Phone: 716-652-2025

Email Address: deanna.raichel@flexground.com

Estimator

Client: Estimator

Phone:

Email Address:

Date: 04/28/2026

Estimator
Estimator

Project: Robinson Elementary - Lyons (Omnia) (IL)

Scope

Flexground Poured In Place : 3-1/2" thick (Thicknesses are subject to nominal variation) system with wear layer in 50% Color/ 50% Black (One color or color mix throughout/ no color breaks or graphics included). Includes standard aromatic. Includes freight. **(2288 Total SF)**

Sub Total and Line Items Totals

Description	Quantity	Unit	Unit Cost	Total
PIP Installed	2288.0	SF	\$22.42	\$51,300.00
Total Estimate				\$51,300.00

Additional Notes

FlexGround Omnia Contract #R230202

Flexground Standard EPDM system quoted. Available colors for the Standard system are as follows: Brick Red, Blue, Green, Beige, Brown, Light Gray or Mid Gray. Please request requote for any other color.

Estimate provided is for surfacing to meet Industry standard HIC and Gmax scores of 1000/200

Flexground Poured In Place is IPEMA certified. Reduce your risk by using an IPEMA certified manufacturer.

Standard aromatic binder quoted. Aromatic will amber (yellow) when exposed to UV Rays; this is industry wide and is more noticeable with certain color selections (Blues/ light gray/ light colors). The ambering is temporary and will fade with time, weathering and use. Aliphatic binder will not amber but is more expensive and there is a shortage in the industry for this binder at this time. Please advise if aliphatic binder is needed and price will be revised.

3-1/2" thick system meets 8' fall height.

****Edge if assumed to be flush - if turndown is need and not included in total provided, please advise and estimate**

will be revised.

**** Includes Non Union Labor. ****

Customer will need to submit sub base pictures prior to crew arriving on site for install showing the base as a whole and a second picture of edge with a tape measure up against it, so Flexground can see base is recessed correctly for thickness of rubber being purchased/ installed.

Purchaser shall be responsible for security, as needed, to prevent vandalism and/ or damage of any type to the surface during the installation process, curing time, and after installation is completed.

Crews must have free, clear and ease of access to site from unload point for price to hold. Crews will need a minimum of 6' wide clearance of opening from the outside into the play area where product is being installed for necessary equipment and material used for the installation. Additional costs may incurred should access be less than acceptable. If stairs are required to gain access to site, pricing will need to be requested and in order to reprice customer must advise of location and number of stairs so estimate can be calculated correctly.

This quote is for material and installation of poured rubber surface only as described and does not include any ancillary work required such as sub base, security, drainage, etc. That work needs to be done by others at no cost to Flexground.

If any hoisting of material/ equipment is needed in order for crew to install- the hoist will be provided by Enduser/ GC – at no cost to Flexground surfacing. Contractor will be responsible for both hoisting material and mixer into the area for installation and back down after job is completed.

Installation of surfacing system shall occur only when minimum ambient temperatures are 40 degrees F or above throughout both the day and night during curing process.

Final confirmation of square footage and thickness to be verified and approved by customer. Price quoted based on information provided by customer. If different than what was provided, project will need to be re- priced.

Estimate is valid for 60 days from date provided.

Standard Exclusions: Unless otherwise stipulated in this proposal, the following items are excluded:

*All site work including subbase and edging to be done by others; price is for rubber surfacing and installation only.
*Security guards and/or temporary fencing to prevent injuries, vandalism and/or accidental damage to the rubberized surface while it sets is Not included. The installers will put up caution tape, though a guard or temporary fencing is always recommended. The overall security of the property is ultimately the responsibility of the customer. Please take any additional precautions as deemed necessary. We are not responsible for any vandalism or injuries even with the provisions of fencing.

Please note:

- Ease of access is assumed for estimate cost calculated. If access is difficult please advise and cost of estimate will be re-calculated.
- Rubber surfacing cure time is normally 48-72 hours and can vary depending on weather conditions.
- Flexground's poured-in-place systems are hand-mixed onsite in order to ensure absolute durability standards and in order to meet varying specifications of each project. Varying climate and project parameters may affect consistency in design, including: color variation(s), and minor visible flaws.
- If any hoisting of material/ equipment is needed in order for crew to install- the hoist will be provided by Enduser/ GC – at no cost to FlexGround. Contractor will be responsible for both hoisting material and mixer into the area for installation and back down after job is completed.
- Estimate is valid for 60 days from date on proposal; request re-quote if purchased past 60 days.

Third party drop testing not included in price offered. If customer would like FlexGround to arrange 3rd party testing, a price can be offered to do so. Please advise if a price is needed. Note, testing must occur at least 2-4 weeks after installation is completed so surface has time to fully cure.

Terms and Conditions

FlexGround warrants that newly installed surfacing will meet or exceed HIC (Head Impact Criteria), as set out in ASTM Standard 1292, corresponding only to the depth of new system installed per FlexGround's official Fall-Height chart. By signing below, client acknowledges that HIC and ASTM guarantees apply only to newly installed surfaces and that the guarantee can only extend to the immediate time of install. After installation, a pad will be subject to varying factors, out of FlexGround's control, that may negate its compliance with any of the above mentioned standards (i.e. sand present around the pad migrating into the pad and rendering it non-compliant with HIC standards). For details on how best to extend the compliant life of a pad, please see our Warranty Standards and Maintenance Procedures. From time to time, FlexGround performs "job walks" on behalf of its clients and dealers in order to receive recommendations for various repairs. Unless otherwise stipulated in writing, FlexGround does not guarantee that its recommendations will bring a pad into compliance with the above mentioned HIC, ASTM or ADA standards. This proposal becomes a binding contract upon signature and delivery by Responsible Party. By signing below, the Responsible Party is accepting the terms, conditions and pricing set-forth in this proposal, and does agree to remit payment to FlexGround in accordance with the terms below. In the event that a change in color, design, sub base or square footage is required, a revised proposal will be required before installation can begin. Proposal is subject to the terms specified and is based on information provided. Purchases must be secured with a 50% deposit and accompanied by signed acceptance of this proposal before installation begins. Final payment is due within 10 days of installation. FlexGround, LLC often enters into marketing and/or referral fee arrangements with various entities that may or may not have a business relationship with customer. FlexGround, LLC reserves the right, at its sole discretion and without further disclosure, to pay up to 10% of the gross revenue received, in accordance with this agreement, to any such entity. Please contact your Account Manager regarding any questions or information needed to assist you with your order. This contract is not cancelable by Client. FlexGround incurs significant costs in advance of projects. In the event that FlexGround allows for the cancellation of this contract, client will be charged, at minimum, for all material, inventory, labor, mobilization and miscellaneous costs which may have been incurred. Proposals generated from site visits are based on visible factors and may not include remedies for sub-surface and/or non-visible conditions. FlexGround reserves the right to cancel this contract in the event that such factors effect the final scope of work as proposed herein. Installations may be performed by any one of FlexGround's sister companies including FlexGround LLC, FlexGround Nevada LLC, FlexGround Surfaces, Inc and/or Stafford Industries

CLIENT SIGNATURE: *Christopher Rivera* DATE: 5/27/20
Printed Name: Christopher Rivera Title: Superintendent
Company Name: Lyons School District 103
BILLING Address: 4100 Talbot Ave Lyons, IL 60534
BILLING Contact Name: William Channell
BILLING Email: ChannellW@Lyons 103.org Phone: (708) 283-4100
ext ~~1016~~ 1018

FLEXGROUND SIGNATURE: _____ DATE: _____



WINDY CITY REPRESENTATIVES
ENGINEERED SYSTEMS

Date: April 16, 2026

Subject: **Costello Elementary School**
Existing model: RTAA080AYL01A3D1ABFQRS
Serial: U99H00523

Terms: F.O.B. Factory, Freight Allowed and Prepaid, Progress Payments: 30% at Time of Order and 70% at Time of Shipment, Net 30 Day Terms, Taxes NOT Included, Quote Valid for 10 Days

We offer to furnish the equipment and services specified herein at prices stated and in accordance with the terms and conditions contained herein.

ITEM I

PACKAGED AIR COOLED CHILLER

One (1) Quantech air cooled chiller with:

- Model: QTC3085TSJ17VSD
- R-454B refrigerant (fully charged)
- 208V/3ph/60Hz power
- Single point non-fused disconnect switch w/lockable handle
- 65 kA SCWR
- Control transformer
- BAS interface native
- Both low/high ambient kit
- Service isolation valves
- Electronic expansion valves
- Hot gas bypass (1 circuit)
- Flow switch – field installed
- All aluminum microchannel coils
- Wire/louvered enclosure panels
- Low sound condenser fans with VSD control
- Neoprene isolators – field installed
- 1 year parts only warranty
- 5 year compressor parts only warranty
- Start up

ITEMS NOT INCLUDED

- Hauling, rigging or storage of equipment
- Installation, owner training or commissioning/supervision
- Labor warranty or extended warranties not mentioned above
- Mounting or wiring of temperature control devices
- Pump package
- Mounting pad or equipment rails/supports
- Items not mentioned above

Total price for ITEM I\$84,470.00

Thank you for the opportunity to furnish our products and services on this project.

Respectfully,

Windy City Representatives

**CUSTOMER APPROVAL
NOTICE TO PROCEED
SEE FOLLOWING PAGE**

CUSTOMER ACCEPTANCE:

This Proposal constitutes an offer and is subject to, and expressly conditional upon Buyer's acceptance of the Standard Equipment Terms and Conditions attached hereto (the "Terms and Conditions"), which are incorporated herein by reference. Buyer accepts this offer by signing and returning this Proposal by issuing a purchase order to Windy City Representatives for the proposed work, by instructing Windy City Representatives to commence performance of the proposed work, or by accepting or paying for the goods, materials, service or equipment that are the subject of this Proposal, whichever occurs first. In accepting this Proposal, Buyer unconditionally agrees to the terms and conditions contained herein including those on the following page(s) of this Proposal and any attachments or riders attached hereto that contain additional terms and conditions. It is understood that the Windy City Representatives Terms and Conditions shall prevail over any different or additional terms and conditions on any purchase order or other document that Buyer may issue, and Windy City Representatives expressly objects to any such different or additional terms. Any changes requested by Buyer after the execution of this Agreement shall be paid for by the Buyer and such changes shall be authorized in writing. **ATTENTION IS DIRECTED TO THE LIMITATION OF LIABILITY, WARRANTY, INDEMNITY AND OTHER CONDITIONS CONTAINED IN THE TERMS AND CONDITIONS.**

Total sell price is contingent upon the following billing and payment terms: Invoices will be delivered via email, payment due date of NET 30, including a deposit invoice for 30% or as mutually agreed to prior to approved submittal and equipment release to the factory. **Windy City Representatives will not commence work until receipt of the deposit.** All invoices are to be paid via ACH/EFT bank transfer. Windy City Representatives' ACH/EFT bank transfer details will be forth coming upon contractual agreement.

This offer shall be void if not accepted in writing within thirty (30) days from the date first set forth above.

To ensure that Seller is compliant with your company's billing requirements, please provide the following information:

PO is required to facilitate billing: ☐ NO: This signed contract satisfies requirement

☐ YES: Please reference this PO Number: _____

AR Invoices are accepted via e-mail: ☐ YES: E-mail address to be used: _____

☐ NO: Please submit invoices via mail ☐ NO: Please submit via _____

Standard Equipment Terms and Conditions

References to "products", "equipment" or "services" herein shall mean those to be furnished by Seller as identified on the applicable Seller Quotation. "Seller" shall mean Windy City Representatives, Inc. for sales in the U.S.A.

(1) AGREEMENT AND LIMITATIONS. These Standard Equipment Terms and Conditions apply to all quotations and proposals (each, a "Quotation") made by Windy City Representatives, Inc. ("Seller") and to the sale of all products or equipment ("Equipment") or the performance of services ("Services") by Seller to any purchaser thereof ("Buyer"), unless Seller subsequently and expressly agrees to their modification in writing signed by an authorized representative of Seller. These Standard Terms and Conditions are incorporated into Seller's Quotation and any related purchase order or acknowledgement. The Quotation is expressly limited to, and expressly conditional on, Buyer's acceptance of these Standard Terms and Conditions. Buyer unconditionally accepts the Quotation and these Standard Terms and Conditions by signing and returning Seller's Quotation, by sending a purchase order in response to the Quotation, by instructing Seller to begin work, including shipment of Equipment or performance of services, or by accepting or paying for the Equipment or Service, whichever occurs first. Upon Buyer's acceptance, Seller's Quotation and the related terms and conditions referred to in the Quotation shall constitute the entire agreement relating to the Equipment and services covered by the Quotation (the "Agreement"). No terms, conditions or warranties other than those identified in the Quotation and no agreement or understanding, oral or written, in any way purporting to modify such terms and conditions whether contained in Buyer's purchase order or shipping release forms, or elsewhere, shall be binding on Seller unless hereafter made in writing and signed by Seller's authorized representative. Buyer is hereby notified of Seller's express rejection of any terms inconsistent with these Standard Terms and Conditions or to any other or additional terms proposed by Buyer in accepting Seller's Quotation. Neither Seller's subsequent lack of objection to any such terms, nor the delivery of the Equipment or services, shall constitute an agreement by Seller to any such terms. These Standard Terms and Conditions may be modified or rescinded only by a writing signed by authorized representatives of both Seller and Buyer.

(2) TERMINATION; CANCELLATION. If either party materially breaches this agreement, the other party may notify the breaching party in writing, setting out the breach, and the breaching party will have 60 days following such notice to remedy the breach. If the breaching party fails to remedy the breach during that period, the other party may by written notice terminate the Agreement. Accepted orders may be cancelled or modified by Buyer only with Seller's express written consent. If cancellation or modification is allowed, Buyer agrees to pay to Seller all expenses incurred and damage sustained by Seller on account of such cancellation or modification, plus a reasonable profit. At a minimum, Buyer agrees to pay the following cancellation charges if Seller consents to cancellation in writing: For stock units, Buyer will owe a restocking fee of ten percent (10%) of total sale price for such units. For custom units, prior to release to fabrication, a booking charge of five percent (5%) of total sale price for such units will be assessed. For custom units after release for fabrication, cancellation charges shall be calculated according to the following formula: Cancellation charge = $(X + 0.1) \times \text{custom equipment sell price} / Y$, where X = number of weeks from date of release for fabrication to the date of Buyer notice of cancellation and Y = number of weeks for delivery as offered at the time of the contract. Cancellation charges shall not exceed one hundred percent (100%) of the total Equipment sell price. If Seller's performance of its obligations is prohibited because of changes in applicable laws, regulations, or codes, or becomes impracticable due to obsolescence or unavailability of systems, equipment, or products (including component parts and/or materials) or because the Seller or its supplier(s) has discontinued the manufacture or the sale of the equipment and/or products or is no longer in the business of providing the Services, Seller may terminate this Agreement, or the affected portions, at its sole discretion upon notice to Buyer. Seller may terminate this Agreement without recourse or cost, or the affected portions, at its sole discretion upon notice to the Buyer. Seller reserves the right to cancel any sale hereunder prior to delivery in Seller's sole discretion without liability to Buyer (except for refund of monies already paid).

(3) PRICE, DEPOSIT, SHIPMENT, PAYMENT AND INVOICING. All purchases and related payments will be in US Dollars unless otherwise stated on the applicable Equipment or Service Quotation. Seller may increase prices upon notice to the Buyer to reflect increases in material and labor costs. Prices for Equipment covered by this Agreement may be adjusted by Seller, upon notice to Buyer at any time prior to shipment regardless of Buyer's acceptance of the Seller's Quotation, to reflect any increase in Seller's cost of raw materials (e.g., steel, aluminum) inability to secure Equipment, changes or increases in law or taxes; Trade Restrictions (as defined below); government actions; or to cover any unforeseen or other extra cost elements. The term "Trade Restrictions" is defined as any additional or new tariff/duty, quota, tariff-rate quota, or cost associated with the withdrawal of tariff/duty concessions pursuant to a trade agreement(s). Unless otherwise agreed in writing by Seller and Buyer, Seller will deliver the Equipment, EXW (Incoterms® 2020) Seller's plant or factory (the "Delivery Location"), using Seller's standard methods for packaging and shipping same. Buyer will take delivery of the Equipment within three (3) days of Seller's notice that the Equipment has been delivered to the Delivery Location. If Buyer fails to take delivery of the Equipment within this three (3) day period, Buyer will pay Seller for the Equipment and all storage expenses incurred by Seller or, in Seller's discretion, Seller may ship the Equipment to Buyer at Buyer's expense. Buyer is responsible for obtaining any import licenses and other consents. Buyer agrees to pay a percentage deposit of the sell price (pre-tax) as set forth in Seller's Quotation upon approved submittal and prior to Seller release to factory. Seller will generate an invoice for the required deposit amount after Seller's receipt of a written agreement or order from Buyer, in advance of release to factory. Seller will not start manufacture until receipt of the deposit. Unless otherwise specified in the Quotation, Seller shall invoice Buyer for progress payments to 100% percent based upon Equipment delivered or stored, and Services performed. Unless otherwise agreed to in writing by Seller, all payments are due within thirty (30) days from the date of invoice. Invoices shall be paid by Buyer via electronic delivery via EFT/ACH. If Seller consents to payment by credit card in lieu of EFT/ACH, Seller may charge additional fees. Seller may, at its sole option, have the right to make any delivery under this Agreement payable on a cash or payment guarantee before shipment basis. In the case of export sales, unless otherwise agreed to in writing by Seller, all payments are to be made by means of a confirmed Irrevocable letter of credit. Buyer must notify Seller in writing of any invoicing disputes within 21 days of the date of invoice or else such disputes are waived. Buyer and Seller shall seek to resolve any such disputes expeditiously and in good faith within 21 days of the dispute notice. Payments of any disputed amounts are due and payable upon resolution. All undisputed amounts remain due within thirty (30) days from the date of invoice. This Agreement is entered into with the understanding that the services to be provided by Seller are not subject to any local, state, or federal prevailing wage statute. If it is later determined that local, state, or federal prevailing wage rates apply to the services to be provided by Seller, Seller shall be entitled to a modification or change order to adjust the Quotation price to reflect the required prevailing wage rate. Buyer agrees to pay for the applicable prevailing wage rates. Buyer shall provide financial information requested by



WINDY CITY REPRESENTATIVES

Seller to verify Buyer's ability to pay for goods or services. If Seller, in its sole discretion determines that reasonable grounds exist to question Buyer's ability or willingness to make payments when due (e.g., not making payments when due, late payments, or a reduction in Buyer's credit score), Seller may defer shipments, change payment terms, require cash in advance and/or require other security, without liability and without waiving any other remedies Seller may have against Buyer. Seller shall provide Buyer with advance written notice of changes to payment terms. In the event of Buyer's default, the balance of any outstanding amounts will be immediately due and payable. Buyer acknowledges and agrees that timely payments of the full amounts listed on invoices is an essential term of this Agreement and that Buyer's failure to make payment in full when due is a material breach of this Agreement. Buyer further acknowledges that if Buyer fails to timely pay any undisputed amount invoices, such failure is a material breach and will give Seller, without prejudice to any other right or remedy, the right to, without notice: (i) if the failure continues for five (5) days following Buyer's receipt of notice thereof, suspend, discontinue or terminate performing any services and/or withhold further deliveries of Equipment, terminate or suspend any unpaid software licenses, and/or suspend Seller's obligations under or terminate this Agreement; and (ii) charge Buyer interest on the amounts unpaid at a rate equal to one and one half (1.5) percent per month or, if lower, the maximum rate permitted under applicable law, from the applicable due date until payment is made in full, plus Seller's costs of collection (including reasonable legal fees and costs). Seller reserves all other rights granted to a seller under the Uniform Commercial Code ("UCC") (or equivalent law in the applicable jurisdiction) for Buyer's failure to pay for the Equipment, Services or any other breach by Buyer of this Agreement. Seller's election to continue performing does not in any way diminish Seller's right to terminate or suspend services or exercise any or all rights or remedies under this Agreement. Seller shall not be liable for any damages, claims, expenses, or liabilities arising from or relating to suspension or termination of performance for Buyer's non-payment. If there are exigent circumstances requiring services or Seller otherwise performs services at the premises following suspension, those services shall be governed by the terms of this Agreement unless a separate contract is executed. If Buyer disputes any late payment notice or Seller's efforts to collect payment, Buyer shall immediately notify Seller in writing and explain the basis of the dispute.

(4) **TAXES.** All stated prices are exclusive of and Buyer agrees to pay any taxes, fees, duties, tariffs, false alarm assessments, installation or alarm permits, and levies or other similar charges imposed and/or enacted by a government, however designated or imposed, including but not limited to value-added and withholding taxes that are levied or based upon the amounts paid under this Agreement (collectively, "Taxes"). Any Taxes related to the Equipment and Services purchased pursuant to this Agreement are the responsibility of Buyer (excluding taxes based on Seller's net income), unless Buyer presents an exemption certificate acceptable to Seller and the applicable taxing authorities. If possible, Seller will bill Taxes as a separate item on the invoice presented to Buyer. In the event Seller is required to pay any such taxes or other charges, Buyer shall reimburse Seller therefor on demand. If any exemption certificate presented by Buyer is held to be invalid, then Buyer will immediately pay Seller the amount of the Tax and any penalties and interest related thereto. At any time prior to shipment, Seller shall be entitled to an increase in time and money for any costs that it incurs directly or indirectly that arise out of or relate to changes in taxes, tariffs, duties or similar charges due to such changes.

(5) **DELIVERY.** The delivery date(s) provided by Seller for the Equipment is only an estimate and is contingent on prompt receipt of all necessary information from Buyer. The delivery date(s) is subject to and shall be extended by delays caused by acts of a Force Majeure Event (as defined herein in Section 13(h)). FAILURE TO DELIVER WITHIN THE TIME ESTIMATED SHALL NOT BE A MATERIAL BREACH OF CONTRACT ON SELLER'S PART. If Buyer causes Seller to delay shipment or completion of the Equipment, Seller shall be entitled to any and all extra cost and expenses resulting from such delay. At time of delivery, Buyer shall provide and be responsible for all rigging costs to remove or place the equipment, and Buyer shall ensure the delivery site has an appropriate rigging yard or laydown area. Seller may, in its sole discretion, without liability or penalty, make partial shipments of Equipment to Buyer. Each shipment will constitute a separate sale, and Buyer will pay for the units shipped whether the shipment is in whole or partial fulfillment of Buyer's purchase order.

Risk of loss or damage passes to Buyer upon delivery to the carrier. If Buyer fails to accept delivery of any of the Equipment on the date set forth in Seller's notice that Seller has delivered the Equipment to the Delivery Location, or if Seller is unable to deliver the Equipment to the Delivery Location on the date because Buyer has failed to provide appropriate instructions, documents, licenses, or authorizations, then: (i) the Equipment will be deemed to have been delivered to Buyer; and (ii) Seller, at its option, (A) may store the Equipment until Buyer takes possession of them, at which time Buyer will be liable for all costs and expenses resulting therefrom (including but not limited to the cost of storage and insurance), or (B) ship the Equipment to Buyer, at Buyer's cost and expense. Title to Equipment and hardware manufactured by a third party ("Third Party Hardware") passes to Buyer upon delivery of Equipment and/or Third-Party Hardware to the Delivery Location. Unless Buyer has prepaid for the Equipment or Third-Party Hardware, the Equipment and Third-Party Hardware in Buyer's inventory shall be subject to a security interest of Seller in the Equipment and Third-Party Hardware until Seller receives full payment from Buyer. Seller may, in its reasonable discretion, register such security interest in Equipment and Third-Party Hardware and their sale proceeds pending payment in the applicable official registers of any national or local jurisdiction where Equipment and/or Third-Party Hardware are delivered or physically located. Promptly upon Seller's request, Buyer shall execute all documents and take all actions as Seller reasonably directs at Seller's expense to enable Seller to exercise its security rights under this Section. Title to any software licensed to Buyer under these Terms will remain with Seller and its suppliers and licensors and is provided under the terms of the applicable EULA.

(6) **INSPECTION.** As used in this Section, "Nonconforming Equipment" means only the following: (i) the items shipped are different from those identified in Buyer's purchase order; or (ii) the labels or packaging of the items incorrectly identifies them. Buyer will inspect the Equipment within five (5) days following receipt thereof (the "Inspection Period"). The Equipment will be deemed accepted at the end of the Inspection Period unless Buyer notifies Seller in writing of any Nonconforming Equipment and furnishes Seller with written evidence or other documentation reasonably required by Seller. If Buyer notifies Seller of any Nonconforming Equipment prior to expiration of the Inspection Period, then Seller will, in its sole discretion, (i) replace the Nonconforming Equipment with conforming Equipment, or (ii) credit or refund the purchase price for the Nonconforming Equipment, together with any reasonable shipping and handling expenses incurred by Buyer. At Seller's request and direction, Buyer will return the Nonconforming Equipment at Seller's expense or dispose of the Nonconforming Equipment in a manner approved by Seller, and upon request Buyer shall provide Seller with a certificate of destruction of such Nonconforming Equipment. Upon receipt of the Nonconforming Equipment, Seller will promptly refund the monies owed or ship the replacement Equipment to the Delivery Location at Seller's expense, with Seller retaining the risk of loss until delivery. Buyer acknowledges and agrees that the remedies set forth in this Section are Buyer's exclusive remedies and Seller's sole liability for the delivery of Nonconforming Equipment, and except as set forth in this Section, Buyer has no right to return the Products to Seller without Seller's written authorization.

(7) **LIMITED WARRANTY.** Seller warrants that the Equipment furnished by Seller under the Agreement will be free from defects in material and workmanship for a period of twelve (12) months from initial product startup, or eighteen (18) months from product shipment, whichever occurs first (the "Warranty Period") unless such Warranty Period is modified by Seller's Quotation or the supplied separate written product warranty accompanying the Equipment. No warranty is provided for third-party products and equipment installed or furnished by Seller. Such third-party products and equipment are provided with the third-party manufacturer's warranty to the extent available, and Seller will transfer the benefits together with all limitations of that manufacturer's warranty to Buyer. This limited warranty does not cover failures or defects caused in whole or in part by (i) misuse, neglect, accident or improper installation or maintenance performed by anyone other than Seller; (ii) Force Majeure, improper storage or protection of equipment from date of shipment until start-up, or other causes beyond the control of Seller; (iii) normal wear and tear or corrosion; (iv) improper use, application or operation beyond rated capacity; (v) use of replacement parts, refrigerants, oil, additives, or antifreeze agents other than those authorized by Seller; or (vi) any Equipment manufactured or customized according to Buyer's specifications and not authorized in writing by Seller. To qualify for warranty consideration, Buyer must notify Seller in writing of its warranty claim prior to expiration of the Warranty Period to obtain instructions on warranty procedures and provide Seller with reasonable site access to inspect the Equipment and/or perform any necessary warranty work within 72-hours of any access request by Seller. Seller's sole obligation for breach of this warranty, at Seller's option, shall be to repair or to replace defective parts or to properly redo defective Services, to provide equivalent replacement equipment instead of repair parts, or to offer a replacement price allowance to be applied toward the purchase of new or refurbished equipment offered by Seller. This limited warranty does not cover costs of consumable parts and components (e.g., oil, coolant, refrigerant, batteries, gaskets, O-rings, sacrificial anodes, filters, belts and kits), or additional costs for access, deinstallation, re-installation (e.g., cranes, rigging, roof or wall removal) and transportation. Further details on covered costs, claims processing and actions that may void this warranty are set forth in the applicable Certificate of Limited Warranty. This limited warranty is expressly conditioned on Buyer's proof of payment of the purchase price in full, and all replaced Equipment becomes Seller's property. Any changes/extension to the Warranty Period that may be required due to project delays or slippage will be mutually agreed upon in writing by the parties and may require contract modifications to incorporate additional warranty products to accommodate such change/extension. **THIS WARRANTY IS EXCLUSIVE AND IS PROVIDED IN LIEU OF ALL OTHER EXPRESS OR IMPLIED WARRANTIES INCLUDING, WITHOUT LIMITATION, ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, WHICH ARE HEREBY DISCLAIMED.** Seller makes no and specifically disclaims all representations or warranties that the Services, Equipment, Software or third-party product or software will be secure from cyber threats, hacking or other similar malicious activity or will detect the presence of, or eliminate, treat, or mitigate the spread, transmission, or outbreak of any pathogen, disease, virus or other contagion, including but not limited to COVID 19. Unless agreed to in writing by the parties, any technical support, assistance, or advice ("Technical Support") provided by Seller, such as suggestions as to design use and suitability of the Equipment for Buyer's application, is provided in good faith, but Buyer acknowledges and agrees that Seller is not the designer, engineer, or installer of record and is not providing any professional design services hereunder. Any Technical Support is provided for informational purposes only and shall not be construed as professional design services or as a representation or warranty, express or implied, concerning the proper selection, use, and/or application of Equipment. Buyer assumes exclusive responsibility for determining if the Equipment supplied by Seller is suitable for its intended application and all risk and liability, whether based in contract, tort or otherwise, in connection with its application and use of the Equipment.

(8) **INTELLECTUAL PROPERTY.** Buyer acknowledges Seller and its affiliates are the owners or licensors of brands, trademarks, designs, patents, copyrights and other intellectual property relating to Seller's Equipment, and that no right or license is conveyed by Seller to Buyer to manufacture, have manufactured, modify, import or copy such Equipment. Buyer agrees that it will reference brands of Seller or its affiliates only in connection with the use or sale of Equipment delivered to Buyer hereunder, and not in connection with the sale of any other Equipment, except as separately authorized by Seller in writing. Buyer further agrees that it will not, directly or through intermediaries, reverse engineer, decompile, or disassemble any software (including firmware) comprising or contained within Equipment, except and only to the extent that such activity may be expressly permitted, notwithstanding this limitation, either by applicable law or, in the case of open-source software, the applicable open-source license.

(9) **REMEDIES AND LIMITATIONS OF LIABILITY.** Except as set forth in Paragraph 8 below regarding patents, Buyer agrees that Seller shall be responsible only for such injury, loss, or damage caused by the intentional misconduct or the negligent act or omission of Seller. If Buyer claims Seller has breached any of its obligations, whether of warranty or otherwise, Seller may request the return of the Equipment and tender to Buyer the purchase price paid by Buyer, and in such event, Seller shall have no further obligation under the Agreement except to refund such purchase price upon redelivery of the Equipment. If Seller so requests the return of the Equipment, the Equipment shall be redelivered to Seller in accordance with Seller's instructions and at Seller's expense. The remedies contained in these Standard Terms and Conditions shall constitute the sole recourse of Buyer against Seller for breach of any of Seller's obligations under the Agreement, whether of warranty or otherwise. To the maximum extent permitted by law, in no event shall Seller and its affiliates and their respective personnel, suppliers and vendors ("Seller Parties") be liable to Buyer or any third party under any cause of action or theory of liability, even if advised of the possibility of such damages, for any: (a) special, indirect, incidental, punitive, or consequential damages; (b) lost profits, revenues, data, Buyer opportunities, business, anticipated savings or goodwill; (c) business interruption; or (d) data loss or other losses arising from viruses, ransomware, cyber-attacks or failures or interruptions to network systems in any case, and to the fullest extent permitted by law, the entire aggregate liability of the Seller Parties under this Agreement for all damages, losses and causes of action, whether in contract, tort (including negligence), or otherwise shall be limited to the purchase price paid by Buyer hereunder for the Equipment giving rise to the claim or \$10 million U.S. Dollars whichever is less.

(10) **PATENT INDEMNITY.** Seller shall defend or, at its own option settle, any action against Buyer brought by a third party to the extent that the action is based upon a claim that the equipment provided under the Agreement infringes any U.S. patents or copyrights for Buyers located in the United States or Canadian patents or copyrights, for Buyers located in , or misappropriates any trade secrets of a third party (any of the foregoing, a "Claim"), provided that: (i) Buyer gives Seller prompt written notice of any such Claim, (ii) Buyer gives Seller full authority to defend or settle any such Claim, and (iii) Buyer gives Seller proper and full information and assistance, at Seller's expense (except for Buyer's employees' time) to defend or settle any such Claim. Seller will pay those costs and damages finally awarded against Buyer in the action that are specifically attributable to the Claim, or those costs and damages agreed to in a monetary settlement of the action. **THE FOREGOING IS IN LIEU OF ANY WARRANTIES OF NONINFRINGEMENT, WHICH ARE HEREBY DISCLAIMED.** The foregoing obligation of Seller does not apply with respect to Equipment or portions or components thereof (a) not supplied by Seller, (b) made in whole or in part in accordance with specifications furnished by Buyer, (c) which are modified after shipment by Seller, if the alleged infringement related to such modification, (d) combined with other products, processes or materials where the alleged infringement relates to such combination, (e) where Buyer continues allegedly infringing activity after being notified thereof and/or after being informed of modifications that would have avoided the alleged infringement without significant loss of performance or functionality, or (f) where the Claim is incident to an infringement not resulting primarily from the Equipment. Buyer will indemnify Seller and its officers, directors, agents, and employees from all damages, settlements, attorneys' fees and expenses related to a claim of infringement, misappropriation, defamation, or violation of rights of publicity or privacy excluded from Seller's indemnity obligation herein.

(11) **DISPUTES.** Seller shall have the sole and exclusive right to determine whether any dispute, controversy or claim arising out of or relating to the Agreement, or the breach thereof, shall be submitted to a court of law or arbitrated. For Buyers located in the United States, the laws of New York shall govern the validity, enforceability, and interpretation of this Agreement, without regard to conflicts of law principles thereof, and the exclusive venue for any such litigation or arbitration shall be in Milwaukee, Wisconsin. For Buyers located in , this Agreement shall be governed by and be construed in accordance with the laws of Ontario, without regard to conflicts of law principles thereof, and the exclusive venue for any such litigation or arbitration shall be in Ontario, . The parties waive any objection to the exclusive jurisdiction of the specified forums, including any objection based on forum non conveniens. If the matter is submitted to a court, **Seller and Buyer hereby waive their right to trial by jury.** If the matter is submitted to arbitration by Seller, the costs of arbitration shall be borne equally by the parties, and the arbitrator's award may be confirmed and reduced to judgment in any court of competent jurisdiction. If Seller prevails in any collection action, Buyer will pay all of Seller's collection costs (including reasonable legal fees and expenses). Except as provided below, no claim or cause of action, whether known or unknown, shall be brought by either party against the other more than one year after the claim first arose. Claims not subject to the one-year limitation include claims for unpaid amounts due under this Agreement.

(12) **DIGITAL ENABLED SERVICES; DATA.** If Seller provides Digital Enabled Services under this Agreement, these Digital Enabled Services require the collection, transfer and ingestion of building, equipment, system time series, and other data to Seller's cloud-hosted software applications. Buyer consents to and grants Seller the right to collect, transfer, ingest and use such data to enable Seller and its affiliates and agents to provide, maintain, protect, develop and improve the Digital Enabled Services and Seller products and services. Buyer acknowledges that, while Digital Enabled Services generally improve equipment performance and services, Digital Enabled Services do not prevent all potential malfunction, insure against all loss, or guarantee a certain level of performance. Buyer shall be solely responsible for the establishment, operation, maintenance, access, security and other aspects of its computer network ("Network"), shall appropriately protect hardware and products connected to the Network and will supply Seller secure Network access for providing its Digital Enabled Services. As used herein, "Digital Enabled Services" mean services provided hereunder that employ Seller software and related equipment installed at Buyer facilities and Seller cloud-hosted software offerings and tools to improve, develop, and enable such services. Digital Enabled Service may include, but are not limited to, (a) remote servicing and inspection, (b) advanced equipment fault detection and diagnostics, and (c) data dashboarding and health reporting. If Buyer accesses and uses Software that is used to provide the Digital Enabled Services, the Software Terms (defined below) will govern such access and use. Certain equipment sold hereunder includes by default Seller's Connected Equipment Services. Connected Equipment Services is a data-analytics and monitoring Software platform that uses a cellular or network connection to gather equipment performance data to assist Seller in advising Buyer on (and Buyer in better understanding) such equipment's health, performance or potential malfunction. If Buyer's equipment includes Connected Equipment Services, such services will be on by default and the remote connection will continue to connect to Buyer's Equipment through the full equipment lifecycle, unless Buyer specifically requests in writing that Seller disable the remote connection, or Seller discontinues or removes such remote connection.

(13) **SELLER DIGITAL SOLUTIONS.** Use, implementation, and deployment of the software and hosted software products ("Software") if any, furnished by Seller shall be subject to, and governed by, Seller's standard terms for such Software and Software related professional services in effect from time to time (collectively, the "Software Terms"). The applicable Software Terms are incorporated herein by this reference. Other than the right to use the Software as set forth in the Software Terms, Seller and its licensors reserve all right, title, and interest (including all intellectual property rights) in and to the Software and improvements to the Software. The Software that is licensed hereunder is licensed subject to the Software Terms and not sold. If there is a conflict between the other terms herein and the Software Terms, the Software Terms shall take precedence and govern with respect to rights and responsibilities relating to the Software, its implementation and deployment and any improvements thereto.

Notwithstanding any other provisions of this Agreement, unless otherwise agreed, the following terms apply to Software that is provided to Buyer on a subscription basis (i.e., a time limited license or use right), (each a "Software Subscription"): Each Software Subscription provided hereunder will commence on the date the initial credentials for the Software are made available (the "Subscription Start Date") and will continue in effect until the expiration of the subscription term noted in the applicable statement of work, order or other applicable ordering document. At the expiration of the Software Subscription, such Software Subscription will automatically renew for consecutive one (1) year terms (each a "Renewal Subscription Term"), unless either party provides the other party with a notice of non-renewal at least ninety (90) days prior to the expiration of the then-current term. To the extent permitted by applicable law, Software Subscriptions purchases are non-cancelable, and the sums paid nonrefundable. Fees for Software Subscriptions shall be paid annually in advance, invoiced on the Subscription Start Date and each subsequent anniversary thereof. Buyer shall pay all invoiced amounts within thirty calendar days after the date of invoice. Payments not made within such time period shall be subject to late charges as set forth in the Software Terms. Unless otherwise agreed by the parties in writing, the subscription fee for each Renewal Subscription Term will be priced at Seller's then-applicable list price for that Software offering. Any use of Software that exceeds the scope, metrics or volume set forth in this Agreement and applicable SOW will be subject to additional fees based on the date such excess use began.

(14) **PRIVACY. Seller as Processor.** Where Seller factually acts as Processor of Personal Data on behalf of Buyer (as such terms are defined in the DPA), Seller as Controller: Seller will collect, process and transfer certain personal data of Buyer and its personnel related to the business relationship between it and Buyer (for example names, email addresses, telephone numbers) as controller and in accordance with Seller's Privacy. Buyer acknowledges Seller's Privacy Notice and strictly to the extent consent is required under applicable law, Buyer consents to such collection, processing and transfer. To the extent consent to such collection, processing and transfer by Seller is required from Buyer's personnel under applicable law, Buyer warrants and represents that it has obtained such consent.

(15) **MISCELLANEOUS.**

(a) **CHANGES OF CONSTRUCTION AND DESIGN:** Seller reserves the right to change or revise the construction and design of the Equipment purchased by Buyer, without liability or obligation to incorporate such changes to Equipment ordered by Buyer unless specifically agreed upon in writing reasonably in advance of the delivery date for such Equipment. Buyer agrees to bear the expense of meeting any changes or modifications in local code requirements that become effective after Seller has commenced production of the Equipment.

(b) **CHARACTER OF EQUIPMENT AND SECURITY INTEREST:** The Equipment delivered by Seller under the Agreement shall remain personal property and retain its character as such no matter in what manner affixed or attached to any structure or property. Buyer grants Seller a security interest in said Equipment, any replacement parts and any proceeds thereof until all sums due Seller have been paid to it in cash. This security interest shall secure all indebtedness or obligations of whatsoever nature now or hereafter owing Buyer to Seller. Buyer shall pay all expenses of any nature whatsoever incurred by Seller in connection with said security interest.

(c) **INSURANCE:** Buyer agrees to insure the Equipment in an amount at least equal to the purchase price against loss or damage from fire, wind, water or other causes. The insurance policies are to be made payable to Seller and Buyer in accordance with their respective interests, and when issued are to be delivered to Seller and held by it. Failure to take out and maintain such insurance shall entitle Seller to declare the entire purchase price to be immediately due and payable and shall also entitle Seller to recover possession of said Equipment.

(d) **INSTALLATION:** If installation by Seller is included within Seller's Quotation, Buyer shall always provide all of the following at its own expense and pertinent to the installation: i) free, dry, and reasonable access to Buyer's premises; and ii) proper foundations, lighting, power, water and storage facilities reasonably required.

(e) **COMPLIANCE WITH LAWS:** Seller's obligations are subject to the export administration and control laws and regulations of or the United States with respect to where Seller is performing work or providing goods. Buyer shall comply fully with such laws and regulation in the export, resale or disposition of purchased Equipment. Quotations or proposals made, and any orders accepted by Seller from a Buyer outside of or the United States are with the understanding that the ultimate destination of the Equipment is the country indicated therein. Diversion of the products or equipment to any other destination contrary to or the United States as set out in the Quotation or proposal, is prohibited. Accordingly, if the foregoing understanding is incorrect, or if Buyer intends to divert the Equipment to any other destination, Buyer shall immediately inform Seller of the correct ultimate destination.

(f) **BUYER RESPONSIBILITIES:** Buyer is solely responsible for the establishment, operation, maintenance, access, security and other aspects of its computer network ("Network") and shall supply Seller secure Network access for providing its services. Equipment networked, connected to the internet, or otherwise connected to computers or other devices must be appropriately protected by Buyer and/or end user against unauthorized access. Buyer is responsible to take appropriate measures, including performing back-ups, to protect information, including without limit data, software, or files (collectively "Data") prior to receiving the service or Equipment.

(g) **LIEN LEGISLATION:** Notwithstanding anything to the contrary contained herein, the terms of this Agreement shall be subject to the lien legislation applicable to the location where the Equipment will be installed or Services will be performed, and, in the event of conflict, the applicable lien legislation shall prevail.

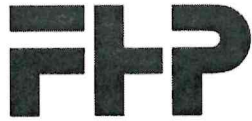
(h) **FORCE MAJEURE:** Seller shall not be liable, nor in breach or default of its obligations under this Agreement, for any delays, interruption, failure to perform under this Agreement, where such delay, interruption or failure is caused, in whole or in part, directly or indirectly, by a Force Majeure Event. A "Force Majeure Event" is a condition or event that is beyond the reasonable control of Seller, whether foreseeable or unforeseeable, including but not limited to the following: acts of God or natural disasters, acts or omissions of any governmental authority (including, without limitation, change of any applicable law or regulation), disease or public health risks and/or responses thereto, strikes, labor disputes, an increase of 5% or more as a result of Trade Restrictions or other excise taxes for materials to be used on the project, fires, explosions or other casualties, thefts, vandalism, civil disturbances, riots, war or other armed conflict (or the serious threat of same), acts of terrorism, electrical power outages, interruptions or degradations in telecommunications, computer, network, or electronic communications systems, cyber-attacks, or unavailability or shortage of parts, materials, supplies, or transportation. If Seller's performance is delayed, impacted, or prevented by a Force Majeure Event or its continued effects, Seller shall be excused from performance or, at Seller's option, entitled to complete performance and extend any relevant completion date or scheduled milestone by the amount of time that Seller was delayed as a result of the Force Majeure Event, plus such additional time as may be reasonably necessary to overcome the effect of the delay. To the extent that the Force Majeure Event directly or indirectly increases Seller's cost to perform, Buyer shall reimburse Seller for such increased costs, including, without limitation, costs incurred by Seller for additional labor, inventory storage, expedited shipping fees, trailer and equipment rental fees, 176 contractor fees, compliance with government requirements, or other costs and expenses incurred by Seller in connection with the Force Majeure Event.



SUBORDINATE TO THE AGREEMENT

(i) **ASSIGNMENT:** This Agreement is not assignable by Buyer except with prior written consent of Seller. Seller shall have the right to assign this Agreement, in whole or in part, or to subcontract any of its obligations under this Agreement without notice to Buyer.

(j) **FAR:** In the United States, Seller supplies "commercial items" within the meaning of the Federal Acquisition Regulations (FAR), 48 CFR Parts 1-53. As to any Buyer order for a U.S. Government contract, Seller will comply only with those mandatory flow-downs for commercial item and commercial services subcontracts listed either at FAR 52.244-6, or 52.212-5(e)(1), as applicable.



June 2nd, 2026

Lyons School District #103
4632 Clyde Ave,
Lyons, IL 60534
Attn: Scarlett Solano-Román

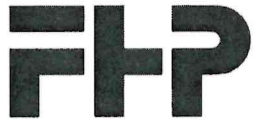
RE: Lyons School District #103 Chiller Replacement

Dear Mrs. Solano-Román,

F.H. Paschen has visited the project site with Lyons School District #103 and agreed to the following scope of work. We are pleased to present the following scope of work for your review.

Scope of Work

- Furnish and install a permanent wall mounted safety railing system around the entire perimeter of the roof area containing the chiller replacement.
 - Fasten face/wall mounted railing into the existing masonry wall beneath the exterior side of the coping (Approximately 190 LF).
- Perform all selective demolition of current line voltage power connection serving rooftop chiller.
- Furnish and install LOTO at main breaker serving chiller.
 - Chiller- breaker to be reused for new unit.
- Remove and replace exterior seal tight connections with new and make connections.
- Remove and replace wiring from junction box inside of the building as shown, splice and run direct to the new unit on the roof.
 - Assumes same location as previous and the connection is also in the same location as original unit.
- Perform hypress barrel lug splice of the existing parallel feeders that serve the current chiller. Phasing to be confirmed prior to disconnecting.
- Perform necessary connections, energize, and test while mechanical contractor is on-site.
- Isolate and drain, reclaim refrigerant, disconnect mechanicals and off-site removal of (1) existing air-cooled chiller.
 - Existing equipment rails to be reused.
- Cut, remove, and replace portal curb flashings to match existing coated modified roofing system.
 - 3 portal curbs, approximately 24 LF.
- Dispose of roofing related debris and waste.
- Install (1) owner furnished Quantech air-cooled chiller.
 - 208-230/3, 80Ton, 454B refrigerant, BACnet interface, 65 KA SCWR, HI/Low ambient kit, Hot gas bypass, 6 Scroll compressors, Low sound fans with VSD, Plate HX.
- Furnish and install new chilled water supply and return process piping.
 - Connect to existing risers, Schedule 40 carbon steel, Victaulic connections to new chiller.
 - (2) Fill/Drain O-lets with isolation valves
 - (1) New flow switch O-let Provided by Helm TC



- Furnish and install new process piping insulation.
 - Fiberglass with PVC jacketing
- Furnish and install refrigerant to fill system with Glycol (% provided to be by owner)
- Perform factory start up assist
- Perform up to (2) Crane lifts with lane closures

The budgeted cost to furnish and install the above referenced work is **One Hundred Thirty-Nine Thousand Eight Hundred Fifty Dollars, \$139,850.00**

Alternate #001– Removable Switch Rail

- Replace 190 LF of permanent perimeter railing with partial railing of the roof area - 85 LF of permanent railing and 60 LF of removable non-penetrating switch rail on the east and south sides per attached drawing below.
 - Fasten face/wall mounted railing into the existing masonry wall beneath the exterior side of the coping
 - Install switch rail system with all necessary components, including bases, counterweights, rails, and clamps

The budgeted cost for the work associated with Alternate #001 is an Add of **Eight Hundred Fifty Dollars, \$850.00**

Clarifications

- This proposal *excludes* permit fees.
- This proposal *excludes* any chiller warranties, maintenance and/or service agreements.
- This proposal *excludes* BACnet temperature controls, Mechanical or Structural engineering.
- This proposal *excludes* Temperature control conduit, wiring, or terminations, Main switchboard- Bus detail modifications or breakers/fuses.
- This proposal *excludes* any material cost increases or schedule impacts due to any tariffs.
- This proposal *excludes* the removal and disposal of any hazardous material.
- This proposal *excludes* any unforeseen conditions that may arise.
- This proposal *excludes* any overtime or premium time, proposal is based on normal work hours.
- This proposal *excludes* any payment and performance bonds.
- This proposal *excludes* any winter conditions.
- This proposal *excludes* sales tax.
- This proposal *excludes* any site restoration.
- This proposal *excludes* any site utilities work.
- This proposal *excludes* any carpentry work.
- This proposal *excludes* any plumbing, or fire suppression work.
- This proposal *excludes* natural gas piping.
- This proposal *excludes* any repair, replacement, or re-location of piping underground.
- This proposal *excludes* any design, engineering, or associated drawings.
- This proposal *excludes* any furniture or equipment movement.
- This proposal includes only the following items described in the above scope.



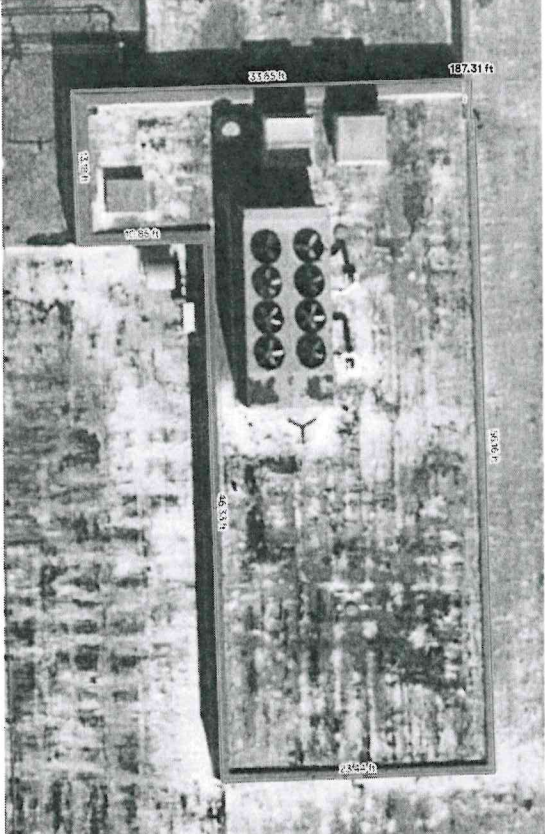
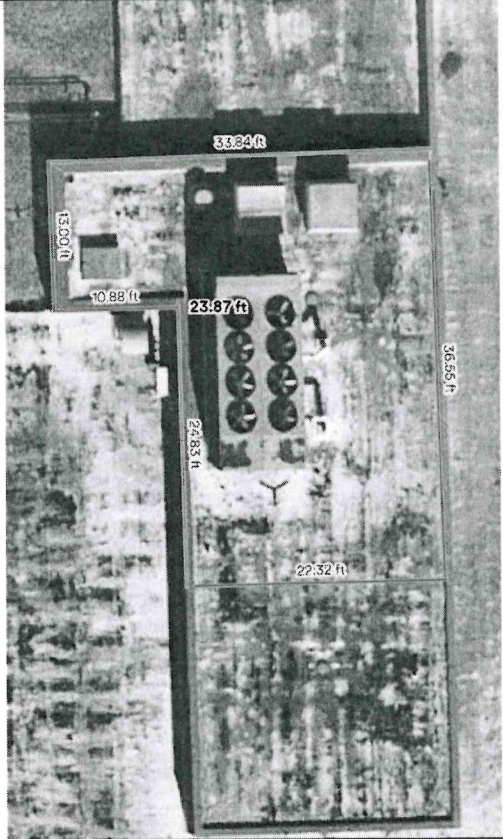
Please review this information at your earliest possible convenience and advise us as to how you wish to proceed. All required documents will be submitted at your request. If you have any questions or concerns, please do not hesitate to call.

Respectfully,

Daniel Dunn

Daniel Dunn
Project Manager

Cc: File

	
Base Bid	Alternate #001 (Red is permanent, Blue is removable Switch Rail)



June 1, 2026

William Channell
Business Manager
Lyons Elementary School
4100 Joliet Avenue
Lyons, IL 60534

RE: Memorandum of Understanding – Ten Year Health Life Safety Survey

Dear William,

Thank you for contacting JP Architects, Ltd and the opportunity to work with Lyons Elementary School. Our team looks forward to supporting the growth of the District and we are pleased to submit this Memorandum of Understanding (MOU) for professional architectural and engineering design services.

The paragraphs below will define our understanding of the project scope, fees and schedule for the "Ten Year Health Life Safety Survey". The services for the subject project, are subject to the terms and services of the AIA Document B121 – 2018 Standard Form of Master Agreement Between Owner and Architect unless noted otherwise within this MOU.

OUR UNDERSTANDING OF THE PROJECT

JP Architects, Ltd will provide architectural and engineering design services for the Ten-Year Health Life Safety Survey at various locations. Services will include the following:

- Field observations and determination of the applicable code compliance based on the year of construction of the District facilities.
- Creation of safety reference plans in Revit 2025 format for all the buildings listed below.
- Prepare the violations and recommendations schedule in the ISBE required content/format and preparation of amendments, via the IWAS system, if required.

PROJECT SCHEDULE

Based on our current workload, we can begin work on this project immediately upon receiving your written authorization to proceed. Field observations are

anticipated to being during the 2025/2026 school year, with completion no later than Summer 2026.

OUR FEE

Based on our current understanding of your project, we will provide our professional services as described above based on the following schedule:

Robinson	34,800 SF	\$4,872
Lincoln	60,919 SF	\$8,529
George Washington	132,086 SF	\$18,492
Home	44,145 SF	\$6,181
Edison	51,128 SF	\$7,158
Costello	49,318 SF	\$6,905
Total:		\$52,137

THANK YOU

We are honored to have been invited to submit this proposal and having the opportunity to provide the professional services for this project will require. Please sign and return one copy of this proposal as acknowledgement that our understanding of the project is in agreement with the District.

If you have any questions, please let me know.

Sincerely,



Jose R. Pareja, AIA
Principal

ACCEPTANCE OF MEMORANDUM

Authorized Agent: _____
William Channell Date

School(s): Lincoln (5)

Program(s): LADSE Primary (1), LADSE Intermediate (2), LADSE ECE (1), LADSE Primary (1)

Checklist for Lease Agreements

(Effective 2026-27 School Year)

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

 LADSE Executive Director

Date

 Lincoln Principal

Date

 District Superintendent

Date

AGREEMENTS BETWEEN LADSE AND DISTRICT 103

LADSE pays the district \$13,000 per year for each classroom rented for use as a multi-district program classroom/s. In addition LADSE pays the district \$1,300 per ADE for LADSE multi-district program students. For these sums, the following is agreed:

Facilities, Equipment, Supplies, Services...

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

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

Students...

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

Staff...

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

LEASE

1. **PARTIES:** The parties to this Lease are the Board of Education of Lyons District 103, Cook County, Illinois, having its principal offices at 4100 Joliet Avenue, Lyons, Illinois 60534 ("Lessor"), and La Grange Area Department of Special Education (LADSE), having its principal offices at 1301 W. Cossitt, La Grange, Illinois ("Lessee"). The rights and duties of Lessee and Lessor shall be controlled by the provisions of this Lease.
2. **PREMISES:** Lessor hereby leases to Lessee and Lessee hereby leases from Lessor the following described premises:

5 classrooms at District 103 Lincoln School in Brookfield, Illinois

including all furnishings and ordinary school equipment necessary to use said rooms as classrooms. Lessor shall make available from time to time areas and facilities of common benefit; (e.g., the gymnasium, playgrounds, parking areas, etc.). Further, Lessee shall have the right to use all hallways for access to the above-mentioned classrooms. Use of said hallways and common areas by Lessee, its employees, agents, students, or other persons on Lessor's premises for Lessee's business purposes shall be subject to reasonable regulation by the Lessor.
3. **TERM:** This Lease shall be for a term of one year commencing on August 1, 2026 and continuing until June 30, 2027. The Lessee shall notify the Lessor by March 1 of the current leased period of Lessee's intention to exercise the renewal or termination of the agreement. The Lessor shall notify the Lessee by March 30 of the current leased period in the event the Lessor intends to reject the renewal request.
4. **RENT AND RELATED COSTS:** Lessee agrees to pay Lessor rent and a per ADE fee as determined by the LADSE Directing Board, currently set at \$13,000 per classroom, and \$1,300 per ADE (average daily enrollment).
5. **PAYMENT OF RENT:** Lessee agrees to pay rent on or before January 1 of the school term of the lease to the principal office of Lessor as stated above or at such other address as Lessor may designate.
6. **REGULATION OF STUDENTS AND CLASSROOMS:** Lessor shall have the right to establish reasonable rules and regulations:
 - a. For the conduct of Lessee, its agents, employees, students, or persons entering or on Lessor's premises, including that which is leased.
 - b. For the reasonable use of the classroom.
7. **BACKGROUND INVESTIGATION:** Lessee, at its sole cost, shall conduct background investigations of all Lessee employees, agents, or others who will interact with students, and, in accordance with Section 10-21.9 of the Illinois School Code, shall provide upon request, results of each background investigation to the Lessor, and shall comply with all requirements of Section 10-21.9 as may be amended from time to time. Lessee shall not allow anyone to work under this Agreement whose criminal background check reveals items that would prohibit them from working with children under Illinois law or reveals other criminal convictions or other conduct which lawfully may be considered and which call into question such individual's fitness to work with children.
8. **ASSIGNMENT SUBLETTING:** Lessee shall neither sublet the premises or any part thereof nor assign this Lease or permit by any act or default any transfer of Lessee's interest by operation of law, or offer the premises or any part thereof for lease or sublease, nor permit the use thereof for lease or sublease, nor permit the use thereof for any purpose other than as above mentioned, without in each case, the written consent of Lessor.
9. **SURRENDER OF PREMISES:** Lessee shall quit and surrender the premises and the school equipment provided by Lessor at the end of the term in good condition, reasonable wear and tear accepted, with all keys thereto. Lessee shall not make any alterations in the premises without the written consent of Lessor; and all alterations which may be made by either party thereto upon the premises, except movable furniture, fixtures, shelves, and bulletin boards put in at the expense of Lessee, shall be the property of Lessor, and shall remain upon and be surrendered with the premises as a part thereof at the termination of this Lease.
10. **NO WASTE OR MISUSE:** During the term of this Lease, ¹⁸⁵or any renewal thereof, Lessee shall repair and restore any glass broken in the several doors and windows in the premises hereby leased to Lessee, which replacement or

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

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

LEASE (Page 3)

IN WITNESS WHEREOF, the parties hereto have caused this Lease to be executed by their duly authorized officers as of the _____ day of _____, 2026.

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

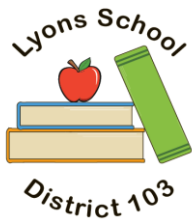
By:
District Superintendent: _____
Mr. Kristopher Rivera

Attest:
Secretary: _____

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

By:
LADSE Executive Director: _____
Dr. Ellie Ambuehl

Attest:
Secretary: _____



Lyons Elementary District 103

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

Students of Today; Leaders of Tomorrow

Mr. Kristopher A. Rivera
Superintendent of Schools

June 23, 2026

The Board of Education of Lyons Elementary District 103 hereby:

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

HAZARDOUS CROSSING RESOLUTION

We, the Board of Education, School District No. 103, Lyons, Illinois, ensure that the conditions under which Hazardous Crossing Aid was approved for the 2003-04 school year continue to exist at the beginning of the 2026-2027 school year. The Hazardous Crossings are Ogden Avenue; Harlem Avenue; Joliet Road; and, First Avenue.

ADOPTED this 23rd day of June, 2026

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

BY: _____
Board President

ATTEST: _____
Board Secretary



Lyons Elementary District 103

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

Students of Today; Leaders of Tomorrow

Board of Education Meetings 2026-2027

Date	Type of Meeting	Location
July 21, 2026	Regular Meeting	GWMS
August 25	Regular Meeting	GWMS
September 29*	Regular Meeting	GWMS
October 27	Regular Meeting	GWMS
November 17	Regular Meeting	GWMS
December 15	Regular Meeting	GWMS
January 26, 2027	Regular Meeting	GWMS
February 23	Regular Meeting	GWMS
March 23	Regular Meeting	GWMS
April 27	Regular Meeting	GWMS
May 25	Regular Meeting	GWMS
June 22	Regular Meeting	GWMS

Regular Board Meetings begin at 6 PM.

eGrant Management System

Printed Copy of Application

Applicant: LYONS SD 103

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: LYONS SD 103

Date Generated: 6/11/2026 1:01:42 PM

Generated By: vanderploegg

Overview

All entities seeking grant funding must have an active UEI registration in SAM.gov throughout the lifecycle of the grant.

PROGRAM:

Consolidated District Plan

PURPOSE:

The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

BOARD GOALS:

Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

FY 2027

Included

Programs:

Title I, Part A - Improving Basic Programs

Title I, Part A - School Improvement Part 1003

Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

EL - Bilingual Service Plan (BSP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

Foster Care Transportation Plan

LEGISLATION:

[Every Student Succeeds Act \(ESSA\)](#)

[Individuals with Disabilities Education Act](#)

[Rehabilitation Act](#)

[Strengthening Career and Technical Education for the 21st Century Act](#)

[Workforce Innovation and Opportunity Act](#)

[Head Start Act](#)

[McKinney-Vento Homeless Assistance Act](#)

[Adult Education and Family Literacy Act](#)

[105 ILCS 5/Illinois School Code Article 14C. Transitional Bilingual Education](#)

[23 Illinois Administrative Code 228 Transitional Bilingual Education](#)

DUE DATE:

District plans must be submitted to the Illinois State Board of Education and approved before any FY 2027 grant applications for included programs can be approved.

Submission by April 1 is recommended.

DURATION:

The District Plan is submitted for the school year 2026-2027 and must be updated annually thereafter.

AMENDMENTS:

Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.

INSTRUCTIONS:

Instructions in PDF format

COMMON ABBREVIATIONS:

ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended)

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

1. Contact Information for Person Completing This Form

Last Name*

Rivera

Phone*

708 783 4100

Extension

First Name*

Kristopher

Middle Initial

Email*

riverak@lyons103.org

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

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

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

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

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

([count] of 2500 maximum characters used)

Lyons School District 103 is committed to ensuring that all students have equitable access to and can meaningfully participate in all programs, services, and activities, regardless of funding source. In alignment with Board Policy 1:30 (School District Philosophy), Board Policy 2:260 (Uniform Grievance Procedure), Board Policy 6:10 (Educational Philosophy and Objectives), Board Policy 6:40 (Curriculum Development), Board Policy 7:10 (Equal Educational Opportunities), and Board Policy 8:10 (Connection with the Community), the district will take proactive measures to identify and overcome barriers to equitable participation that may affect students and families. These barriers may include, but are not limited to, transportation challenges, language differences, accessibility needs, scheduling conflicts, or lack of awareness of available services. In compliance with the General Education Provisions Act (GEPA), and consistent with our board policies, the district ensures that no individual will be excluded from participation in, denied the benefits of, or subjected to discrimination under any program or activity on the basis of race, color, age, national origin, gender, or disability. This commitment applies not only to Title-funded programming but also to all district programs, services, and activities. To uphold this commitment, the district will: Regularly review policies and procedures to ensure inclusivity and nondiscrimination (Policy 2:260; Policy 7:10). Provide translation and interpretation services for families with limited English proficiency (Policy 6:160 English Learners). Ensure facilities and materials are accessible to individuals with disabilities (Policy 8:70 Accommodating Individuals with Disabilities). Offer multiple means of communication and outreach to increase awareness and engagement (Policy 8:10; Policy 8:30 Visitors to and Conduct on School Property). Monitor participation data to identify and address inequities (Policy 6:10; Policy 7:340 Student Records). Through these efforts, Lyons School District 103 strives to eliminate barriers and create an inclusive environment where every student and family can fully participate and thrive.

3. Bilingual Director (Administrator overseeing EL Services) Assurance

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

734

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

4. District Migrant Education Program Liaison

Last Name

Vander Ploeg

First Name

Guadalupe

Middle Initial

Phone

708 334 2471

Extension

Email

vanderploegg@lyons103.org

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

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the redisplay and paste it into the

updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

*Required field, applicable for all funding sources

Amendments

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

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

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

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2026-2027.* [1]

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

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

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

Title I, II, and IV will support programs, interventions, supplies, and extra courses to target students that are identified at risk. Funds will also support parent community involvement with speakers, events, and parent training. Title III will focus on supporting EL students and ESL staff. Funding will be used to increase access to technology for the core ESL teachers. Funding will also go to parent programs via the Bilingual Parent Advisory Council. Funds will allow for support programs, supplies, interventions, and PD opportunities for teachers. IDEA Part B funds will be allocated to provide evidence-based and research-based strategies to educators to enhance student mastery of skills to close achievement gaps. Additionally, funds will be utilized to incorporate technology within our classrooms, which allow students to access to grade level curriculum. IDEA Part B Preschool will be used to screen eligible children in the community and provide educational support services. GW - School Quality Framework-Goal 1: By the end of the 2025-2026 school year, George Washington Middle School will increase the percentage of students meeting or exceeding proficiency in English Language Arts on state assessments by 5 percentage points, with a particular focus on strengthening reading comprehension, vocabulary development, and evidence-based writing skills. Goal 2; By the end of the 2025-2026 school year, George Washington Middle School will increase the percentage of students meeting or exceeding proficiency in Mathematics on state assessments by 5 percentage points, with a focus on problem solving, number sense, and application of mathematical reasoning. Costello - School Quality Framework. Goal 1: By the spring of 2026, 65% of students will score in the "low risk or above" category as measured by Fastbridge benchmarking scores in math. Goal 2: By the spring of 2026, 65% of students will score in the "low risk or above" category as measured by Fastbridge benchmarking scores in reading. Costello AIR Institute for Research Results Summary: Although staff are committed to the district's instructional vision, the school is in the early stages of creating an instructional vision and schoolwide goals specific to their building. The school conducts observations and evaluations using the Danielson framework to monitor rigor and support teachers in their professional development, but teachers have received relatively few observations and little feedback, as this is a new process for the school. Additionally, although teachers have access to professional development through the district, the available opportunities do not consistently meet staff and student needs, particularly the needs of students in special populations, such as students with Individualized Education Programs (IEPs) and multilingual students. Although staff genuinely care about students, there are some barriers to teachers' efforts to create a warm and responsive environment and support students in developing social-emotional competencies. The school has a social-emotional learning (SEL) curriculum, but it is not implemented consistently or with fidelity, and staff report that the curriculum is not always effective in meeting students' needs. Additionally, the school has established behavioral expectations, but school leadership and staff shared differing perspectives on the extent to which these expectations are widely understood and consistently or effectively enforced. Although the school provides some supports to meet students' individualized needs (e.g., push-in supports, scaffolding), students often have to miss core instruction to receive necessary supports. Additionally, staff and school leadership noted limitations in the resources and supports available to multilingual learners.

Response from the approved prior year Consolidated District Plan.

Title I, II, and IV will support programs, interventions, supplies, and extra courses to target students that are identified at risk. Funds will also support parent community involvement with speakers, events, and parent training. Title III will focus on supporting EL students and ESL staff. Funding will be used to increase access to technology for the core ESL teachers. Funding will also go to parent programs via the Bilingual Parent Advisory Council. Funds will allow for support programs, supplies, interventions, and PD opportunities for teachers. IDEA Part B funds will be allocated to provide evidence-based and research-based strategies to educators to enhance student mastery of skills to close achievement gaps. Additionally, funds will be utilized to incorporate technology within our classrooms, which allow students to access to grade level curriculum. IDEA Part B Preschool will be used to screen eligible children in the community and provide educational support services. GW - School Quality Framework-Goal 1: By the end of the 2025-2026 school year, George Washington Middle School will increase the percentage of students meeting or exceeding proficiency in English Language Arts on state assessments by 5 percentage points, with a particular focus on strengthening reading comprehension, vocabulary development, and evidence-based writing skills. Goal 2; By the end of the 2025-2026 school year, George Washington Middle School will increase the percentage of students meeting or exceeding proficiency in Mathematics on state assessments by 5 percentage points, with a focus on problem solving, number sense, and application of mathematical reasoning. Costello - School Quality Framework. Goal 1: By the spring of 2026, 65% of students will score in the "low risk or above" category as measured by Fastbridge benchmarking scores in math. Goal 2: By the spring of 2026, 65% of students will score in the "low risk or above" category as measured by Fastbridge benchmarking scores in reading. Costello AIR Institute for Research Results Summary: Although staff are committed to the district's instructional vision, the school is in the early stages of creating an instructional vision and schoolwide goals specific to their building. The school conducts observations and evaluations using the Danielson framework to monitor rigor and support teachers in their professional development, but teachers have received relatively few observations and little feedback, as this is a new process for the school. Additionally, although teachers have access to professional development through the district, the available opportunities do not consistently meet staff and student needs, particularly the needs of students in special populations, such as students with Individualized Education Programs (IEPs) and multilingual students. Although staff genuinely care about students, there are some barriers to teachers' efforts to create a warm and responsive environment and support students in developing social-emotional competencies. The school has a social-emotional learning (SEL) curriculum, but it is not implemented consistently or with fidelity, and staff report that the curriculum is not always effective in meeting students' needs. Additionally, the school has established behavioral expectations, but school leadership and staff shared differing perspectives on the extent to which these expectations are widely understood and consistently or effectively enforced. Although the school provides some supports to meet students' individualized needs (e.g., push-in supports, scaffolding), students often have to miss core instruction to receive necessary supports. Additionally, staff and school leadership noted limitations in the resources and supports available to multilingual learners.

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

Braiding of Funds

☐ Yes ☒ No

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

Transfer of Funds

☒ Yes ☐ No

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

- | | | |
|---|--|---|
| ☒ Title II to Title I | ☒ Transfer Partial Funds | ☐ Transfer All Funds |
| ☒ Title IV to Title I | ☒ Transfer Partial Funds | ☐ Transfer All Funds |
| ☐ Title II to Title IV | ☐ Transfer Partial Funds | ☐ Transfer All Funds |
| ☐ Title IV to Title II | ☐ Transfer Partial Funds | ☐ Transfer All Funds |

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

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

([count] of 7500 maximum characters used)

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

Legislative References:

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

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

*Required field, applicable for all funding sources

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

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

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

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

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable.*

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

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

A. Title I, Part A - Improving Basic Programs

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable)

Although staff are committed to the district's instructional vision, the school is in the early stages of creating an instructional vision and schoolwide goals specific to their building. The school conducts observations and evaluations using the Danielson framework to monitor rigor and support teachers in their professional development, but teachers have received relatively few observations and little feedback, as this is a new process for the school. Additionally, although teachers have access to professional development through the district, the available opportunities do not consistently meet staff and student needs, particularly the needs of students in special populations, such as students with Individualized Education Programs (IEPs) and multilingual students. Although staff genuinely care about students, there are some barriers to teachers' efforts to create a warm and responsive environment and support students in developing social-emotional competencies. The school has a social-emotional learning (SEL) curriculum, but it is not implemented consistently or with fidelity, and staff report that the curriculum is not always effective in meeting students' needs. Additionally, the school has established behavioral expectations, but school leadership and staff shared differing perspectives on the extent to which these expectations are widely understood and consistently or effectively enforced. Although the school provides some supports to meet students' individualized needs (e.g., push-in supports, scaffolding), students often have to miss core instruction to receive necessary supports. Additionally, staff and school leadership noted limitations in the resources and supports available to multilingual learners.

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

Title I, Part A - School Improvement Section 1003 grant funds will be used to provide additional compensation for staff supporting the implementation of targeted actions aligned to two school improvement goals at Costello Elementary School and George Washington Middle School. Title I, Part A, Section 1003 school improvement grant funds will be allocated as follows: Costello School and George Washington Middle School Curriculum Alignment and Assessment: A teacher's stipend for meeting to develop the Common Assessments and Curriculum Maps after school for a one-hour session. \$35 per hour, which includes planning for 20 sessions from 9/1/25 to 6/30/26. Costello School Leadership Support: Funds will be allocated to compensate members of the Building Leadership Team for their time spent outside regular school hours planning and implementing the School Improvement Plan to develop an attendance and community relations plan. This includes after-school meetings throughout the 2026-2027 school year and compensation for substitute teachers, allowing regular teachers to participate in these critical planning and development sessions during school hours. \$2920 per year, which includes planning for 10 sessions from 9/1/26 to 6/30/27. Professional Development: This includes training on virtual Attendance Works, off-site Blended Instruction, off-site Small Group Instruction, virtual Ayala and Associates, off-site SIOP Training, ESSA Conference, off-site Danielson Framework for Teaching, the I-Ready curriculum provider, our Tier I StudySync curriculum provider, and methodologies for supporting struggling mathematics. Building administration and staff will participate in professional development from the Metro Chicago Mathematics Initiative (MCMi). The focus will be on practical strategies teachers can implement immediately in their classrooms. The funds will not be used to compensate teachers. The funds will be used for the PD provider. Parental Engagement: To enhance communication and engagement with parents, funding will support the distribution of nudge letters and the making of phone calls to parents. Parent education sessions will be organized using Parent Cafes to empower parents with the knowledge and skills needed to support their children's education. Supplies and materials for family math and literacy night. Additionally, educational incentives, such as books, will be provided to encourage the completion of parent surveys, ensuring a high response rate for better data quality and reliability. School Improvement Goals: Costello Elementary Goal 1: By the summer of 2027, the percentage of K-1 students scoring at "low risk or above" on the FastBridge Early Reading

Benchmark Assessment will increase from 40% to 45%. For grades 2-5, the percentage scoring "low risk or above" on the FastBridge aReading Benchmark Assessment will increase from 51% to 56%. Goal 2: By the spring of 2027, 30% of students will meet or exceed growth targets on the IAR Math Assessment, as measured by Student Growth Percentile (SGP) reports. By the spring of 2028, this percentage will increase to 40%. Targeted Activities and Use of Funds Curriculum Alignment and Assessment Grant funds will support ELA and Math teachers in implementing district-aligned curriculum maps and pacing guides to ensure consistent instructional delivery. Funds will also support the development and implementation of common assessments to monitor student progress and inform instructional adjustments. Professional Development Teachers will participate in targeted professional learning and collaborative coaching from the Metro Chicago Mathematics Initiative (MCMi) to support educators in implementing high-quality math standards. This includes training on best practices of mathematics instruction as determined by the National Council of Teachers of Mathematics Principles to Action Framework and the Illinois State Board of Education's Numeracy Plan. Emphasis will be placed on classroom structure and routines, engagement strategies, and the use of student work to improve instruction. Research and Planning A portion of the funds will be allocated to conduct surveys with students and families to identify key drivers of chronic absenteeism. The results will inform a comprehensive action plan to improve attendance rates across all student groups. Committee and Leadership Support Compensation will be provided to members of the Common Assessment Committee and Building Leadership Team for their participation in after-school meetings. Funds will also cover substitute teacher costs to allow regular classroom teachers to attend school-day planning and leadership sessions. Attendance Improvement Strategies The Building Leadership Team will implement research-based strategies from the "Attendance Works" framework to address identified barriers to student attendance and increase overall attendance rates. Training and System Management Training will be provided to teachers and office staff on the proper use of Infinite Campus for recording and managing attendance data. Accurate attendance reporting is critical to the implementation and evaluation of attendance-related interventions. Parental Engagement Funds will support parent communication initiatives, including the distribution of attendance-related nudge letters, follow-up phone calls, and parent education sessions. Incentives will be provided to encourage participation in parent surveys to ensure a high-quality data set for planning and improvement purposes. Building Leadership Meetings Additional substitute coverage will be provided to support daytime meetings of the Building Leadership Team. This ensures focused, collaborative planning without disruption to daily classroom instruction.

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, reducing class size, key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable).

A variety of programs are utilized to provide differentiated instruction for our students. Math programs such as iReady Math support our students in filling in academic learning gaps to target the IL state standards. Wonders Adaptive, Amira Reading, Lectura Spanish Language Arts and Summit K12: Connect to Literacy are adaptive learning programs targeting language and literacy academic learning gains according to the IL state standards. Assessment programs such as Fastbridge (CBMreading (1st--8th grade), earlyReading (K-1st grade, earlyMath (K-1st grade)) and Cogat provide our teachers with data to identify specific supports for the different subgroups.

G. Title III - LIEP

In response to the changing requirements of our English Learner (EL) population, and in consultation with Ayala and Associates, Lyons School District 103 is committed to refining our educational services to ensure both compliance with Illinois Article 14C and effectiveness in practice. Our work is guided by data from districtwide needs assessments and program reviews, with an intentional focus on student achievement, subgroup performance, and equitable allocation of resources.i. Areas of Need Related to Student Achievement, Subgroup Performance, and Resource InequitiesStudent Achievement: Longitudinal ACCESS and local assessment data indicate that while many ELs demonstrate steady growth, gaps remain in reading comprehension and academic vocabulary, particularly at the upper elementary and middle school levels.Subgroup Performance: Disaggregated data reveal that specific subgroups--such as newcomers, students with interrupted formal education (SLIFE), and students dually identified for special education--show slower progress in meeting state English Language Development (ELD) benchmarks.Resource Inequities: Needs assessments highlight uneven access to bilingual-endorsed staff across schools, limited availability of native-language instructional materials at certain grade levels, and insufficient structured professional development for general education teachers who support ELs in inclusion settings.ii. Additional Information Relevant to PlanningThe district continues to expand its Bilingual Parent Advisory Council (BPAC), School Improvement Committee, and B-3 Parent/Community Advisory to ensure family voice informs program decisions and resource allocation.Collaboration with Ayala and Associates provides expertise in program evaluation, Article 14C compliance, and professional development tailored to bilingual programming.Planned technology upgrades (through Title I and Title III funding) will ensure equitable access to adaptive literacy tools, dual-language resources, and data systems that support progress monitoring.The district is prioritizing equity audits to ensure that Title I, Title III, and state bilingual funds are allocated proportionally to student needs across schools.iii. Use of Needs Assessment Information for Program Goals and Grant ActivitiesThe needs assessment directly informs the identification of program goals and the alignment of grant-funded activities:Program Goals:Enhance Educator Expertise - Deliver professional development on Illinois Article 14C, Transitional Bilingual Education (TBE), and Transitional Program of Instruction (TPI) requirements, ensuring educators understand compliance and best practices for EL instruction.Strengthen Leadership Oversight - Build administrator capacity to monitor implementation fidelity, staffing allocations, and subgroup outcomes.Promote Collaborative Practices - Establish structures for collaboration among bilingual, EL, and general education teachers to align instruction and support equitable student achievement.Grant Activities:Title I: Provide targeted academic support and bilingual instructional resources to close subgroup achievement gaps, particularly in literacy and math.Title II: Fund differentiated professional development for administrators and teachers on EL instruction and subgroup needs.Title III: Support compliance training, dual-language instructional materials, family engagement activities, and professional development specific to bilingual/ESL endorsed staff.State Bilingual Funds: Address staffing inequities, expand access to native-language resources, and ensure program models (TBE/TPI) are fully aligned to Article 14C requirements.Commitment to Continuous ImprovementBy systematically identifying areas of need, incorporating family and community voice, and aligning grant activities with student achievement and equity goals, Lyons School District 103 will ensure that the Consolidated District Plan reflects the needs of varied populations while strengthening EL program effectiveness, compliance, and outcomes.

H. Title III - ISEP

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

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps through well-rounded education, improving school conditions for student learning and improving the use of technology, and nonpublic equitable share (if applicable).

To improve student academic achievement, digital literacy programs will be provided for students to access academic resources such as iReady math, Imagine Language and Literacy, Clever, and Google Suite for Education.After reviewing the 5 Essential Survey data, it was determined that Social Emotional Learning is needed to promote a positive school climate through the use of Caring School Community.After reviewing student achievement data, it was determined that opportunities for STEM enrichment lessons and activities are needed to improve student math achievement.

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

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

Based on 2024-2025 Illinois Assessment of Readiness (IAR) data, Lyons School District 103 continues to show gradual academic improvement trends, though achievement outcomes for students with disabilities remain below district and state averages. Current districtwide assessment data indicates that approximately 23% of students met or exceeded expectations in Mathematics and 42% met or exceeded expectations in Reading/ELA during the 2024-2025 school year. Achievement gaps between students with IEPs and their non-disabled peers remain a continued area of focus, particularly in English Language Arts and Mathematics. The district's ongoing implementation of MTSS supports, inclusive practices, co-teaching models, differentiated instruction, and targeted interventions is intended to strengthen student outcomes and reduce performance disparities for students receiving special education services. Additionally, the 5 Essentials Survey (2025) assigned the district a score of 35 out of 100 in the area of Instructional Leadership based on staff responses. Encouragingly, six additional teachers from the previous year agreed or strongly agreed with positive statements regarding instructional leadership, indicating incremental improvement in staff perception and organizational culture.

L. IDEA, Part B - Preschool

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

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

District Goal(s):

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

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

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

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent

- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = EL - BSP

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

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

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

([count] of 7500 maximum characters used)

The Local Education Agency (LEA) is committed to ensuring that parents and family members play a meaningful role in shaping district initiatives, including the Consolidated District Plan. Beyond the work of the Bilingual Parent Advisory Council (BPAC), the district has established multiple structures and processes to ensure ongoing, authentic input from parents, families, and community members representing the diversity of our district. Stakeholder Representation Parents and families are included in multiple standing committees that inform the LEA's planning and continuous improvement efforts. The following groups represent the stakeholders involved: Parents - Jose Flores, Lucia Flores, Jennifer Hurst, Nicole Krzyzowski, Karla Rodriguez, Theresa Schubert, Gloria Medina, Olga Diaz Board/Community Member - Jorge Torres Administration - Kris Rivera, Christopher Jamrose, Brandon Braison, LaTasha Bailey, Christopher Cybulski, Nicole Lawler, Regina Redd, Theresa Silva, Kim West, Guadalupe Vander Ploeg Certified Staff - Jessica Koester, Susanne Stevenson, Lauren Gregorcy, Molly Woo, Kerri Pajeau, Melanie Hill, Patty Crowley, Anna Strizak & Steven Karon Support Staff - Jeffrey Rice School Improvement Committee - Colleen Ryan, Colleen Wereldsma, Eileen Cahill, Eric Rauch, Vanessa Ahmed, Christopher Cybulski, Kathleen Shaevel, Kerri Pajeau, Kim West, Kristopher Rivera, Ana Verduzco, Lynn Kerby, Molly Woo, Regina Redd, Ruth Poage, Susie Pantazis B-3 Parent/Community Advisory: Bina Habibi, Hilda Celio, Tina Davis, Denisse Zermeno, Jessica Zermeno, Stephanie Lukich Roldan, Sonya Pencheva, Anne Morley, Chris Grunow, Elizabeth Rios, Nuestras Familias Cicero PI, Alejandra Cornejo Aguilera, Alissa West, Alma Janet Padilla, Alyssa Harling, Elizabeth Amaya, Ana Lilia Ruiz-Lopez, Brenda Aranda, Brenda Verence, Silva Pacheco, Cindy Albor, Bricela de Arcos, Liz Bethell, Edith Chavez-Garcia, Maria Fabiola Morales Rodriguez, Stephanie Ibarra, Karen Polich, Karla Tapia, Stuart Kerr, Kelly Picton, Katherine Yanes, Melissa Paloucek Larson, Diana Carolina Torres Loaiza, Melissa Solis, Rosa Hernandez, Rosalina Salamanca, Serina Kogut, Shannon Medic Yans, Veronica Hernandez Gonzalez, Yesenia Gonzalez School Improvement Meeting Dates- 09/9/26, 10/07/26, 11/04/26, 03/03/27, 4/7/27, 05/05/27 B-3 Parent/Community Meeting Dates: 09/24/2026, 11/24/2026, 12/15/2026, 01/26/2027, 02/09/2027, 03/08/2027, 04/22/2027 Process - The Community Committee has been reviewing our plans and assessing their connection to district goals and student needs. The School Improvement Committee has been completing the needs assessment process to set improvement goals identified as a result of the needs assessment. The B-3 Advisory committee reviews the plans of the B-3 program. Assessing their connection to community needs. Administration - Kim West Certified Staff - Kerry Palider, Francesca Moran Support Staff - Cindy Matias, Betsy Lopez, Donna Gill, Mical Martinez Process The Community Committee has reviewed district plans to ensure alignment with district goals and student needs. The School Improvement Committee has completed the annual needs assessment process, setting improvement goals based on identified priorities. The B-3 Advisory reviews early learning and family engagement plans to assess their connection to community needs. Beyond BPAC: Additional Engagement Strategies In addition to BPAC, School Improvement, and B-3 Advisory structures, the district employs the following strategies to broaden family involvement in the development of LEA plans: Surveys and Needs Assessments: Annual bilingual surveys (print and digital) are used to gather input from families on instructional priorities, family engagement programming, and resource allocation. This data is used by committees when drafting goals and action steps. Parent Forums and Focus Groups: The district hosts parent forums, town halls, and focus groups throughout the year, providing multiple opportunities for parents to share their perspectives in English and Spanish. These forums ensure feedback is collected from families who may not participate in standing committees. School-Level Advisory Groups: Parent-Teacher Organizations (PTOs), Title I Parent Committees, and school-specific advisory councils are leveraged to provide school-level feedback that is elevated into district planning processes. Representation in District Committees: Parents are invited to serve on district committees beyond BPAC, such as curriculum adoption teams, technology planning groups, and safety committees, ensuring that family voice is integrated across district initiatives. Family Engagement Events as Input Opportunities: Events such as Literacy Night, STEM Night, and Parent Education Workshops are intentionally used to gather informal feedback through interactive "listening sessions." This ensures all families, even those unable to attend formal meetings, have the opportunity to contribute to district planning. Ongoing Communication Channels: The district maintains two-way communication platforms (ParentSquare, ClassDojo, Skyler, newsletters) to solicit feedback year-round. Parent Liaisons and bilingual staff support equitable access to information and input opportunities. Commitment to Inclusive Participation Through these combined efforts, parents, families, and community members are not only informed about district plans but actively shape their development, review, and implementation. The LEA ensures that feedback collected from diverse venues is analyzed, shared with leadership teams, and embedded in the annual review and revision process of the Consolidated District Plan.

Response from the prior year Consolidated District Plan.

The Local Education Agency (LEA) is committed to ensuring that parents and family members play a meaningful role in shaping district initiatives, including the Consolidated District Plan. Beyond the work of the Bilingual Parent Advisory Council (BPAC), the district has established multiple structures and processes to ensure ongoing, authentic input from parents, families, and community members representing the diversity of our district. Stakeholder Representation Parents and families are included in multiple standing committees that inform the LEA's planning and continuous improvement efforts. The following groups represent the stakeholders involved: Parents: Jose Flores, Lucia Flores, Jennifer Hurst, Nicole Krzyzowski, Karla Rodriguez, Theresa Schubert, Gloria Medina, Olga Diaz Board/Community Member: Jorge Torres Administration: Kris Rivera, Christopher Jamrose, Brandon Braison, LaTasha Bailey, Christopher Cybulski, Nicole Lawler, Regina Redd, Theresa Silva, Kim West, Guadalupe Vander Ploeg Certified Staff: Jessica Koester, Susanne Stevenson, Lauren Gregorcy, Molly Woo, Kerri Pajeau, Melanie Hill, Patty Crowley, Anna Strizak, Steven Karon Support Staff: Jeffrey Rice School Improvement Committee Members: Colleen Ryan, Colleen Wereldsma, Eileen Cahill, Eric Rauch, Vanessa Ahmed, Christopher Cybulski, Kathleen Shaevel, Kerri Pajeau, Kim West, Kristopher Rivera, Ana Verduzco, Lynn Kerby, Molly Woo, Regina Redd, Ruth Poage, Susie Pantazis Meeting Dates: 09/11/24, 10/09/24, 11/06/24, 12/04/24, 01/08/25, 02/05/25, 03/05/25, 04/09/25, 05/07/25 B-3 Parent/Community Advisory Members: Bina Habibi, Hilda Celio, Tina Davis, Denisse Zermeno, Jessica Zermeno, Stephanie Lukich Roldan, Sonya Pencheva, Anne Morley, Chris Grunow, Elizabeth Rios, Nuestras Familias Cicero PI, Alejandra Cornejo Aguilera, Alissa West, Alma Janet Padilla, Alyssa Harling, Elizabeth Amaya, Ana Lilia Ruiz-Lopez, Brenda Aranda, Brenda Verence Silva Pacheco, Cindy Albor, Bricela de Arcos, Liz Bethell, Edith Chavez-Garcia, Maria Fabiola Morales Rodriguez, Stephanie Ibarra, Karen Polich, Karla Tapia, Stuart Kerr, Kelly Picton, Katherine Yanes, Melissa Paloucek Larson, Diana Carolina Torres Loaiza, Melissa Solis, Rosa Hernandez, Rosalina Salamanca, Serina Kogut, Shannon Medic Yans, Veronica Hernandez Gonzalez, Yesenia Gonzalez Meeting Dates: 08/18/24, 10/09/24, 02/19/25, 04/30/25 Process The Community Committee has reviewed district plans to ensure alignment with district goals and student needs. The School Improvement Committee has completed the annual needs assessment process, setting improvement goals based on identified priorities. The B-3 Advisory reviews early learning and family engagement plans to assess their connection to community needs. Beyond BPAC: Additional Engagement Strategies In addition to BPAC, School Improvement, and B-3 Advisory structures, the district employs the

following strategies to broaden family involvement in the development of LEA plans: Surveys and Needs Assessments: Annual bilingual surveys (print and digital) are used to gather input from families on instructional priorities, family engagement programming, and resource allocation. This data is used by committees when drafting goals and action steps. Parent Forums and Focus Groups: The district hosts parent forums, town halls, and focus groups throughout the year, providing multiple opportunities for parents to share their perspectives in English and Spanish. These forums ensure feedback is collected from families who may not participate in standing committees. School-Level Advisory Groups: Parent-Teacher Organizations (PTOs), Title I Parent Committees, and school-specific advisory councils are leveraged to provide school-level feedback that is elevated into district planning processes. Representation in District Committees: Parents are invited to serve on district committees beyond BPAC, such as curriculum adoption teams, technology planning groups, and safety committees, ensuring that family voice is integrated across district initiatives. Family Engagement Events as Input Opportunities: Events such as Literacy Night, STEM Night, and Parent Education Workshops are intentionally used to gather informal feedback through interactive "listening sessions." This ensures all families, even those unable to attend formal meetings, have the opportunity to contribute to district planning. Ongoing Communication Channels: The district maintains two-way communication platforms (ParentSquare, ClassDojo, Skyler, newsletters) to solicit feedback year-round. Parent Liaisons and bilingual staff support equitable access to information and input opportunities. Commitment to Inclusive Participation Through these combined efforts, parents, families, and community members are not only informed about district plans but actively shape their development, review, and implementation. The LEA ensures that feedback collected from diverse venues is analyzed, shared with leadership teams, and embedded in the annual review and revision process of the Consolidated District Plan.

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans including the Title I Parent and Family Engagement Policy so that the plans and related activities represent the needs of varied and diverse populations. ** [2]

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

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

([count] of 7500 maximum characters used)

The District Committee will continue to review and revise school and district improvement plans that address our goals of engaging all students and staff in learning, supporting and challenging all students and staff in an effort to improve student achievement, and providing a healthy and safe learning environment for all students and staff. Lyons School District 103 has an established Bilingual Parent Advisory Council (BPAC) composed primarily of parents and community stakeholders, with administrative and staff representation. The BPAC ensures a clear and collaborative voice between the bilingual community, the English Learner program, and the district. This group advises on programming, compliance, and family engagement strategies to ensure EL students' needs are effectively represented. Beyond the BPAC, the district includes parents and families in the development of LEA plans through a variety of structures and strategies designed to reflect the needs of varied populations: Parent and Community Committees: The District engages parents, family members, community representatives, and staff in standing committees such as the School Improvement Committee and the B-3 Parent/Community Advisory. These committees review needs assessments, monitor alignment with district goals, and provide feedback on action steps and programming. Meeting schedules are established across the school year to ensure consistent opportunities for parent participation. Surveys and Needs Assessments: Annual bilingual surveys are distributed to parents and families to gather input on academic priorities, resource needs, and family engagement. These results inform the goals and strategies embedded in district plans. Parent Forums and Focus Groups: The district hosts parent forums, town halls, and listening sessions in English and Spanish to broaden representation and ensure that families who may not serve on formal committees still have a voice in planning. School-Level Advisory Groups: Parents participate in Parent-Teacher Organizations (PTOs), Title I Parent Advisory Committees, and site-based councils. These bodies provide school-specific feedback that is shared at the district level to inform planning. Family Engagement Activities: Parent education sessions and family engagement events, such as Literacy Nights, STEM Nights, and workshops on social-emotional supports, are leveraged not only for learning but also as platforms to gather parent feedback on program effectiveness and future needs. Ongoing Two-Way Communication: The district maintains multiple communication channels, including ParentSquare, ClassDojo, Skyler, and newsletters, to share information and collect feedback throughout the year. Parent Liaisons and bilingual staff provide translation and interpretation to ensure equitable access for all families. Through these combined approaches, Lyons School District 103 ensures that parents and families representing varied cultural, linguistic, and community perspectives are actively engaged in shaping LEA plans. Their input informs program design, goal-setting, and resource allocation, ensuring that district plans and activities reflect the diverse needs of the student population.

Response from the prior year Consolidated District Plan.

The District Committee will continue to review and revise school and district improvement plans that address our goals of engaging all students and staff in learning, supporting and challenging all students and staff in an effort to improve student achievement, and providing a healthy and safe learning environment for all students and staff. Lyons School District 103 has an established Bilingual Parent Advisory Council (BPAC) composed primarily of parents and community stakeholders, with administrative and staff representation. The BPAC ensures a clear and collaborative voice between the bilingual community, the English Learner program, and the district. This group advises on programming, compliance, and family engagement strategies to ensure EL students' needs are effectively represented. Beyond the BPAC, the district includes parents and families in the development of LEA plans through a variety of structures and strategies designed to reflect the needs of varied populations: Parent and Community Committees: The District engages parents, family members, community representatives, and staff in standing committees such as the School Improvement Committee and the B-3 Parent/Community Advisory. These committees review needs assessments, monitor alignment with district goals, and provide feedback on action steps and programming. Meeting schedules are established across the school year to ensure consistent opportunities for parent participation. Surveys and Needs Assessments: Annual bilingual surveys are distributed to parents and families to gather input on academic priorities, resource needs, and family engagement. These results inform the goals and strategies embedded in district plans. Parent Forums and Focus Groups: The district hosts parent forums, town halls, and listening sessions in English and Spanish to broaden representation and ensure that families who may not serve on formal committees still have a voice in planning. School-Level Advisory Groups: Parents participate in Parent-Teacher Organizations (PTOs), Title I Parent Advisory Committees, and site-based councils. These bodies provide school-specific feedback that is shared at the district level to inform planning. Family Engagement Activities: Parent education sessions and family engagement events, such as Literacy Nights, STEM Nights, and workshops on social-emotional supports, are leveraged not only for learning but also as platforms to gather parent feedback on program effectiveness and future needs. Ongoing Two-Way Communication: The district maintains multiple communication channels, including ParentSquare, ClassDojo, Skyler, and newsletters, to share information and collect feedback throughout the year. Parent Liaisons and bilingual staff provide translation and interpretation to ensure equitable access for all families. Through these combined approaches, Lyons School District 103 ensures that parents and families representing varied cultural, linguistic, and community perspectives are actively engaged in shaping LEA plans. Their input informs program design, goal-setting, and resource allocation, ensuring that district plans and activities reflect the diverse needs of the student population.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. Include Title I parent and family engagement required meetings and activities. Also include a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. ** [3]

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

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

([count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

Title I Requirement:

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

[ESEA section 1113\(c\)\(3\)\(A\)](#)

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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

Parent and Family Engagement

ESEA Section 1116(a)(2)

Each Local Educational Agency (LEA) that receives Title I funds shall develop jointly with, agree on with, and distribute to parents and family members of participating children: a written parent and family engagement policy. The policy shall be incorporated into the LEAs Consolidated District Plan, establish the LEAs expectations and objectives for meaningful parent and family involvement, and describe how the LEA will

- (A) Involve parents and family members in jointly developing the LEA Consolidated District Plan, and the development of support and improvement plans.
 - (B) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
 - (C) Coordinate and integrate parent and family engagement strategies with other relevant federal, state and local laws and programs.
 - (D) Conduct an annual meeting and evaluate the content and effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by families and the needs of parents and family members to assist with the learning of their children; and, strategies to support successful school and family interactions.
 - (E) Use the findings of the evaluation (D) to design evidence-based strategies for more effective (E) parental involvement, and to revise, if necessary the parent and family engagement policies.
 - (F) Involve parents in the activities of the Title I schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by LEA to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.
- ☒ By checking this box, the applicant hereby certifies that they have read, understood, and will comply with the parent and family engagement policy requirements.

Resources:

[U.S. Department of Education-Parent and Family Engagement Non-Regulatory Guidance](#)
[Title Grants Administration Parent and Family Engagement Website](#)
[Parent and Family Engagement Policy Template](#)

Upload a PDF of the District's Parent and Family Engagement Policy. Please use the naming system as noted below.

- Convert all the necessary documentation into a single PDF.
- Label the document with the region-county-district-type code number of the applicant, followed by a hyphen, then the name of the applicant, followed by a hyphen, followed by PFEPolicy.
- *Example: ABC School District would name the upload as 01-234-5678-90-ABC-PFEPolicy*

DO NOT USE ANY SPACES OR SPECIAL CHARACTERS BESIDES A HYPHEN IN THE NAME.

NOTE: The PDF file size may not exceed 10MB or the upload will fail.

How To Upload A File

- Browse your files to locate the required document.
- Double-click to display it in the Browser window.
- Click on the Upload button.
- The name of the uploaded document will display in the area below.

Choose File No file chosen

Any uploaded files will appear below. Until the application is submitted to ISBE, an uploaded document may be deleted using the Delete button below. After submitting to ISBE, any required changes must be submitted separately, adding a Version number to the name.

lyons_103_policy_6_170.pdf

- ☒ Check this box to confirm that the District's Parent and Family Engagement Policy has been uploaded.*

*Required field

Private School Participation

File Upload instructions are linked below. Click here for general page instructions.

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

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

Will Private Schools participate in the Program?

☐ Yes ☐ No

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
	☐	☐ Yes ☐ No Number of Low-Income Student(s): 	☐ Yes ☐ No Total Enrollment Number Student(s): 	☐ Yes ☐ No Total Enrollment Number Student(s): 	Choose File No file chosen
	☐	☐ Yes ☐ No Number of Low-Income Student(s): 	☐ Yes ☐ No Total Enrollment Number Student(s): 	☐ Yes ☐ No Total Enrollment Number Student(s): 	Choose File No file chosen
	☐	☐ Yes ☐ No Number of Low-Income Student(s): 	☐ Yes ☐ No Total Enrollment Number Student(s): 	☐ Yes ☐ No Total Enrollment Number Student(s): 	Choose File No file chosen
	☐	☐ Yes ☐ No Number of Low-Income Student(s): 	☐ Yes ☐ No Total Enrollment Number Student(s): 	☐ Yes ☐ No Total Enrollment Number Student(s): 	Choose File No file chosen
	☐	☐ Yes ☐ No Number of Low-Income Student(s): 	☐ Yes ☐ No Total Enrollment Number Student(s): 	☐ Yes ☐ No Total Enrollment Number Student(s): 	Choose File No file chosen

Comments:

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

No Preschool Programs

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

([count] of 7500 maximum characters used)

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

Response from the approved prior year Consolidated District Plan.

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

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

([count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

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

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

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

([count] of 7500 maximum characters used)

District 103 will utilize Fastbridge data to identify students at risk. Students that fall below the 20th percentile are considered at risk of failure. Students receive Tier 2/3 intervention support. For EL students we also utilize Fastbridge, however we also include data from ACCESS to see what domains the students need additional help in. Finally, TBE students with Spanish as their native home language complete the IPT Oral Screener. This assessment system is essential for accurately identifying the primary language proficiency of our Spanish-speaking students, ensuring compliance with identification mandates, and optimizing placement for our English Learner (EL) and Bilingual Education programs. To strengthen instructional practices and improve outcomes for our Emergent Bilingual (EB) population, certified personnel will engage in targeted professional development focused on the Sheltered Instruction Observation Protocol (SIOP) and Native Language Instruction. For the 2026-2027 school year, the district has partnered with the Center for Applied Linguistics to continue supporting the Train-the-Trainer SIOP model. The initiative began in SY 2025-2026 by building the capacity of school leaders and instructional coaches equipping them with the knowledge, skills, and dispositions necessary to effectively advocate for and implement native language instruction. During the 2026-2027 school year, CAL will continue to provide professional development on Evidence Based Literacy Instruction for Multilingual Learners and Effectiveness MTSS for Multilingual Learner Academic Success. By prioritizing high-quality professional development, we aim to ensure that all educators are well-prepared to meet the linguistic and academic needs of our EB students. Expanding the number of certified personnel who can effectively serve and support our Emergent Bilingual (EB) population has been a key district priority. For the 2026-2027 school year, we will have five full-time EL teachers at the middle school level, one bilingual teacher in the early childhood grades, ten bilingual teachers and ten full-time EL teachers at each elementary school. To ensure these educators are fully equipped to meet the diverse needs of our EB students, we are prioritizing high-quality professional development aligned to evidence-based practices and language development frameworks.

Response from the prior year Consolidated District Plan.

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

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

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

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

([count] of 7500 maximum characters used)

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

trained educators, and targeted resources, we create an inclusive learning environment where all students can thrive.

Response from the prior year Consolidated District Plan.

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

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

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

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

([count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

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

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

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

([count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

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

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

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

([count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

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

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

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

([count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

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

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

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

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

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

i. Coordination with institutions of higher education, employers, and other local partners;* and

ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

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

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

([count] of 7500 maximum characters used)

Lyons School District 103 has a strong working relationship with its two feeder high school districts. Teachers and administrators meet regularly with staff from the feeder high schools to discuss instructional programming, student performance, and future initiatives. We will facilitate effective transitions from middle to high school: Staff participates in transition meetings for special education students; We host joint parent meetings with principals from our middle school and the appropriate feeder high school; Curriculum Directors and teachers from the middle and high schools participate in core area department articulation meetings; Provide middle school and high school contacts to families; Increase communication and formalize the timeline, creating awareness of the transition process; Implement an 8th grade visit the high school day/program to allow students to experience their feeder school in session; Students and staff participate in activities at the feeder schools; and Meet with technology staff from the feeder high schools to review student devices, access, issues, and policies. In addition to our current transition efforts, during the 2026-2027 school year we will continue to participate in a program offered at the feeder high school that serves the majority of our students. This program will enable a select number of students to participate in a dual enrollment program, granting students high school credit in math and science as eighth graders.

Response from the approved prior year Consolidated District Plan.

Lyons School District 103 has a strong working relationship with its two feeder high school districts. Teachers and administrators meet regularly with staff from the feeder high schools to discuss instructional programming, student performance, and future initiatives. We will facilitate effective transitions from middle to high school: Staff participates in transition meetings for special education students; We host joint parent meetings with principals from our middle school and the appropriate feeder high school; Curriculum Directors and teachers from the middle and high schools participate in core area department articulation meetings; Provide middle school and high school contacts to families; Increase communication and formalize the timeline, creating awareness of the transition process; Implement an 8th grade visit the high school day/program to allow students to experience their feeder school in session; Students and staff participate in activities at the feeder schools; and Meet with technology staff from the feeder high schools to review student devices, access, issues, and policies. In addition to our current transition efforts, during the 2025-2026 school year we will continue to participate in a program offered at the feeder high school that serves the majority of our students. This program will enable a select number of students to participate in a dual enrollment program, granting students high school credit in math and science as eighth graders.

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

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

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

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

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

([count] of 7500 maximum characters used)

George Washington Middle School offers exposure to career and technical education programs through our exploratory rotation. All students participate in a STEM and a Life Skills rotation. These rotations have students participate in inquiry-based learning, which requires students to work through real-world problems, develop critical-thinking skills, improve communication and critiquing skills, and enhance students' understanding of complex topics and issues. Additionally, during the 2026-2027 school year, we will expand the opportunity to select eighth-grade students to participate in an enrichment, dual enrollment pilot program offered at one of our feeder high schools. The STEM program will serve as a dual enrollment program for math and science. Participating students will take a combined math and science class at the high school before later attending the middle school for the rest of the instructional day. The students who complete the pilot program will receive high school credit for science and math and can participate in the College Board's Advanced Placement testing, which, depending on their participation and assessment score, will earn them college credit. The STEM program saw high success at the high school's sister location. The program is inquiry-based, taught by teachers endorsed in math and science, and approved by Advanced Placement Instructors.

Response from the approved prior year Consolidated District Plan.

George Washington Middle School offers exposure to career and technical education programs through our exploratory rotation. All students participate in a STEM and a Life Skills rotation. These rotations have students participate in inquiry-based learning, which requires students to work through real-world problems, develop critical-thinking skills, improve communication and critiquing skills, and enhance students' understanding of complex topics and issues. Additionally, during the 2025-2026 school year, we will expand the opportunity to select eighth-grade students to participate in an enrichment, dual enrollment pilot program offered at one of our feeder high schools. The STEM program will serve as a dual enrollment program for math and science. Participating students will take a combined math and science class at the high school before later attending the middle school for the rest of the instructional day. The students who complete the pilot program will receive high school credit for science and math and can participate in the College Board's Advanced Placement testing, which, depending on their participation and assessment score, will earn them college credit. The STEM program saw high success at the high school's sister location. The program is inquiry-based, taught by teachers endorsed in math and science, and approved by Advanced Placement Instructors.

Legislative References:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

For each program for which funding is anticipated for the 2026-2027 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Title I grants funds to support our students in the core content of math and reading through interventionist and enrichment teachers. Support is also provided for our teachers via professional learning through conferences, consultants, and in-district training.1. Supplemental professional development meetings for teachers will be held at each Title I school to co-plan lessons that involve literacy skills, number sense, inquiry, differentiation, positive behavior, and technology. 2. Professional development workshops and speakers/consultants to work with staff. The consultants will support the science of reading, math strategies and technology. Organizational partners of SIOp, iReady, Ayala and Young, and Danielson Group.3. Professional development for speakers/consultants to work with staff, providing workshops. The consultants will support the MTSS process and math strategies. Organizational partners of West 40 Cook regional offices and NIU.

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

For the 2026-2027 school year, several professional development activities will be funded across various programs, each aimed at enhancing educational practices and student outcomes:1. Curriculum Alignment and Assessment: ELA and Math teachers will receive support in adhering to district-aligned curriculum maps and pacing, ensuring consistency across educational content. Professional development will also focus on the creation and use of Common Assessments, which are essential for monitoring student progress and adapting instruction to meet individual learning needs. Professional development will be provided by the approved learning partner West 40.2. Professional Development: Teachers will engage in professional learning opportunities specifically designed around the StudySync curriculum and effective strategies for supporting struggling students. This training will equip teachers with practical tools and techniques that can be immediately applied in the classroom. Professional development will be provided by the approved learning partner NIU MTSS Network for George Washington Middle School.3. Research and Planning: Professional development will extend to activities that help identify the root causes of high absenteeism among Children with Disabilities (CWD), particularly within the Black student population. Insights gained from targeted surveys of students and parents will guide the development of tailored strategies to mitigate these challenges. Professional development will be provided by the approved learning partner, NIU MTSS Network for George Washington Middle School.4. Committee and Leadership Support: Members of the Common Assessment Committee and the Building Leadership Team will receive compensation for their extended duties beyond regular school hours. This includes development sessions that are crucial for strategic planning and the effective implementation of school improvement initiatives.5. Attendance Improvement Strategies: The Building Leadership Team will use "Attendance Works" resources to implement research-based strategies to improve attendance. This program will involve professional development on deploying these strategies effectively based on identified student needs. Professional development will be provided by the approved learning partner, NIU MTSS Network, for George Washington Middle School and Costello School.6. Training and System Management: Professional development will cover the accurate and efficient use of SkyWard for entering student attendance, ensuring that teachers and secretaries are well-versed in leveraging this system to maintain reliable attendance records. These initiatives represent a comprehensive approach to professional development, focusing on both enhancing academic instruction and addressing barriers to student attendance, thereby supporting a holistic educational environment. Professional development will be provided by the approved learning partner, NIU MTSS Network for George Washington Middle School and Costello School.

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Various programs are utilized to provide differentiated instruction for our students. Math programs such as iReady Math support our students in filling in academic learning gaps to target the IL state standards. Amira Reading and Lectura Spanish Language Arts, Spring Math (K-8), and McGraw Hill: Wonders/Maravillas/StudySync have been adopted to support our students in addressing academic learning gaps in reading. Assessment programs like Fastbridge and Cogat provide our teachers with data to identify specific supports for the different subgroups. Instructional Coaches will be trained on Sheltered Instruction Observation Protocol (SIOp) Strategies and use the strategies during grade level team meetings with teachers.

G. Title III - LIEP

For the 2026-2027 school year, English Learner (EL) students in grades K-5 will continue to utilize Wonders and Maravillas for core English Language Arts instruction, supplemented by Imagine Language & Literacy to support language development. EL students in grades 6-8 will receive instruction through StudySync for English Language Arts and Summit K12 for targeted English Language Development. To support Tier 2 and Tier 3 language learners, Wonders Adaptive, Amira Reading and Lectura intervention programs, will be used to provide differentiated instruction. Additionally, Read Naturally will be implemented for dually identified EL students in grades 1-8, addressing their unique language and literacy needs. Resource teachers will receive training on the use of Read Naturally to ensure effective implementation. To strengthen instructional practices, bilingual teachers, ESL teachers, and General Program of Instruction (GPI) teachers will participate in professional development focused on SIOp (Sheltered Instruction Observation Protocol) strategies, native language instruction and translanguaging. LIEP funds will be allocated to expand access to high-quality native language literacy materials, including the addition of Spanish-language books to classroom and school libraries. Funds will also support technology acquisition (e.g., headsets and translation devices) and ongoing professional learning opportunities for instructional staff.

H. Title III - ISEP

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

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

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

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

8% of students with an IEP Met Expectations on the 2023 English Language Arts IAR and 5% in Math. This is an increase in the previous year of 5% in ELA and 2% in Math. These numbers are indicative of all students with IEPs across the district. Achievement gaps for students with IEPs compared to students without an IEP have decreased from the previous year. In Math the gap will be -9% in 2023 from -11% in 2022. In ELA, the gap difference -14% in 2023 from a -19% in 2022. 18.2% of students taking the DLM assessment Met Expectations on the 2023 DLM Math assessment and 9% Met Expectations in the English Language Arts assessment. This has increased from the 2022 DLM, a 4% increase in ELA and 2% increase in Math. The 5 Essential Survey assigned a score of 29 out of 100 based on our staff's responses regarding Instructional Leadership. While the score of 29 stayed the same from 2022, there are 5 additional teachers who agreed or strongly agreed to the statement in this area. Joint Planning and Scheduling: Collaborative planning sessions are held to design a PD schedule that aligns with both district goals and cooperative resources. This includes creating a calendar of workshops, seminars, and training sessions. Resource Sharing: The district leverages the cooperative's expertise, resources, and trainers to deliver high-quality professional development. This includes accessing specialized materials and expertise that might not be available internally. Trainer Expertise: Engaging external experts or specialists through the cooperative to provide in-depth training on complex topics. These experts can offer insights and hands-on training that enhance the district's professional development efforts. Feedback Mechanisms: Implementing feedback systems to gather input from participants on the effectiveness of the PD sessions. This feedback helps in refining future training programs and ensuring they meet the needs of educators. Evaluation and Reporting: Both the district and cooperative work together to evaluate the impact of professional development initiatives. They analyze data on teacher performance, student outcomes, and adherence to IDEA requirements to report progress and make necessary adjustments. By integrating these strategies, the district ensures that IDEA funds are used effectively to support professional development, thereby improving educational outcomes for students with disabilities and fulfilling federal requirements.

L. IDEA, Part B - Preschool

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

Legislative Requirement:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

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

i. reduce incidences of bullying and harassment;

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

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

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

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

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

[[count] of 7500 maximum characters used]

A whole district Positive Behavior Support System was developed and will be implemented for the 2026-2027 school year at all Lyons 103 schools. Additionally, principals and district leaders are working with IL MTSS to provide professional development to staff. Training in ACES and Trauma Informed Care to better serve our students will be conducted yearly by our School Social Workers. The schools' reporting was also analyzed to ensure consistency in reporting information to the state. The District, through IDEA PD funds, consults with a behavior interventionist and two district-employed CPI trainers are also on staff.

Response from the prior year Consolidated District Plan.

A whole district Positive Behavior Support System was developed and will be implemented for the 2025-2026 school year at all Lyons 103 schools. Additionally, principals and district leaders are working with IL MTSS to provide professional development to staff. Additional training in ACES and Trauma Informed Care to better serve our students. The schools' reporting was also analyzed to ensure consistency in reporting information to the state. A behavior interventionist and two district-employed CPI trainers are also on staff.

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

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

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

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

[[count] of 7500 maximum characters used]

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

Response from the prior year Consolidated District Plan.

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

Title I Requirement:

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

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

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

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

Attendance Center Designation[Instructions](#)**Attendance Center Designation**

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
2002 - EDISON ELEM SCHOOL	☒	☐	☐	☐	6/23/2026
2004 - HOME ELEM SCHOOL	☒	☐	☐	☐	6/23/2026
2005 - LINCOLN ELEM SCHOOL	☒	☐	☐	☐	6/23/2026
2006 - J W ROBINSON JR ELEM SCHOOL	☒	☐	☐	☐	6/23/2026
2007 - WASHINGTON MIDDLE SCHOOL	☒	☐	☐	☐	6/23/2026
2008 - COSTELLO SCHOOL	☒	☐	☐	☐	6/23/2026

Describe anticipated Reorganizations:

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

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

ISBE Goals:

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

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

☐

1. School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).*
(Section 1112(b)(3))

Section 1111(d)

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

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

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

No schools identified under this part

([count] of 7500 maximum characters used)

Lyons School District 103 is committed to enhancing student achievement by implementing programs that align with our objectives to engage all stakeholders in creating a healthy and safe learning environment. Our approach emphasizes the faithful implementation of these programs by our certified staff. To ensure our students' learning, climate, and culture continue to improve, we have set forth a comprehensive plan that includes:- Training our staff to effectively implement the curriculum, understand the standards, framework, related resources, and instructional strategies.- Developing our staff professionally to assess students accurately and differentiate instruction, aiming to captivate students with relevant, inquiry-based lessons.- Building leadership capacity and fostering teamwork to guarantee equal access to programming and resources throughout the district.- Forming instructional teams comprising teachers and related service staff to analyze data and support students and schools, especially in areas with identified needs.Our district includes the following schools, each with its specific designation related to our continuous improvement efforts:- George Washington Middle School: Targeted- Costello Elementary: Comprehensive- Edison Elementary: Commendable- Home Elementary: Commendable- J. Robinson Elementary: Commendable- Lincoln Elementary: CommendableAdditionally, we will:- Conduct Teacher Team Meetings during common planning and/or district meeting times to review student data and identify those needing support, ensuring timely interventions.- Allocate funding for instructional teams to meet, develop professionally, and revise district programs.- Select and provide materials and resources that enhance and extend student learning.- Ensure regular meetings with representatives from across the district and community to revise our goals, assessments, and programming.- Evaluate faculty and staff continuously, promoting high-quality instruction and services.- Seek additional funding to support programs, services, and staff.- Implement strategies to maximize instructional time, allowing for academic and behavior interventions during school hours.- Hire bilingual teachers and staff to cater to our diverse student population.- Engage students in hands-on, real-world, inquiry-based instruction.- Monitor program and intervention fidelity to ensure they are implemented as intended.- Improve and formalize communication across the district, encompassing schools, programs, departments, and communities.- Increase the number of extracurricular activities to engage students outside regular school hours and during summer.- Research and implement best practices for new and updated programming, demonstrating our dedication to student achievement.- Involve community stakeholders to offer academic and socio-emotional support, including financial assistance, medical aid for eyeglasses, student mentoring, and WRAP services.Through these measures, we aim to foster an inclusive, supportive, and effective educational environment that meets the needs of every student in our district.

Response from the approved prior year Consolidated District Plan.

Lyons School District 103 is committed to enhancing student achievement by implementing programs that align with our objectives to engage all stakeholders in creating a healthy and safe learning environment. Our approach emphasizes the faithful implementation of these programs by our certified staff. To ensure our students' learning, climate, and culture continue to improve, we have set forth a comprehensive plan that includes:- Training our staff to effectively implement the curriculum, understand the standards, framework, related resources, and instructional strategies.- Developing our staff professionally to assess students accurately and differentiate instruction, aiming to captivate students with relevant, inquiry-based lessons.- Building leadership capacity and fostering teamwork to guarantee equal access to programming and resources throughout the district.- Forming instructional teams comprising teachers and related service staff to analyze data and support students and schools, especially in areas with identified needs.Our district includes the following schools, each with its specific designation related to our continuous improvement efforts:- George Washington Middle School: Commendable- Costello Elementary: Comprehensive- Edison Elementary: Commendable- Home Elementary: Commendable- J. Robinson Elementary: Commendable- Lincoln Elementary: CommendableAdditionally, we will:- Conduct Teacher Team Meetings during common planning and/or district meeting times to review student data and identify those needing support, ensuring timely interventions.- Allocate funding for instructional teams to meet, develop professionally, and revise district programs.- Select and provide materials and resources that enhance and extend student learning.- Ensure regular meetings with representatives from across the district and community to revise our goals, assessments, and programming.- Evaluate faculty and staff continuously, promoting high-quality instruction and services.- Seek additional funding to support programs, services, and staff.- Implement strategies to maximize instructional time, allowing for academic and behavior interventions during school hours.- Hire bilingual teachers and staff to cater to our diverse student population.- Engage students in hands-on, real-world, inquiry-based instruction.- Monitor program and intervention fidelity to ensure they are implemented as intended.- Improve and formalize communication across the district, encompassing schools, programs, departments, and communities.- Increase the number of extracurricular activities to engage students outside regular school hours and during summer.- Research and implement best practices for new and updated programming, demonstrating our dedication to student achievement.- Involve community stakeholders to offer academic and socio-emotional support, including financial assistance, medical aid for eyeglasses, student mentoring, and WRAP services.Through these measures, we aim to foster an inclusive, supportive, and effective educational environment that meets the needs of every student in our district.

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

- ☐ Yes
- ☒ No

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

Measures of Poverty from 1113(5)(A) and (B)

- ☒ School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),

- ☐ TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- ☐ Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or
- ☐ Direct Certification.

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

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

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

([count] of 7500 maximum characters used)

Costello Elementary School, designated for Comprehensive school improvement, will receive multifaceted support from the district to enhance educational outcomes. This support will encompass several key areas: Core Instructional Programs: The district will ensure that Costello Elementary has access to qualified teachers and related service staff. Student performance data from various assessments, including IAR, Fastbridge, ACCESS, and Lexile levels, will be actively used to inform instructional decisions. This approach will be complemented by targeted intervention support based on individual student needs, employing interventionists and related service staff to work in small groups or one-on-one settings. Professional Development: A comprehensive professional development plan will be implemented to enhance teacher effectiveness, focusing on data utilization and instructional practices. This plan includes specific training on the district's curriculum frameworks and educational strategies to support consistent and effective teaching across grade levels. Support and Enrichment Programs: The school will use data-driven methods to identify and support students in need, utilizing research-based resources and strategies for academic and social-emotional development. Programs and clubs will be expanded to increase student engagement, and summer school offerings will address the needs of students requiring additional academic intervention. Health, Safety, and Wellness Programs: Initiatives will be rolled out to promote physical and mental health, including access to wellness resources and comprehensive safety training. The school will work closely with parents and the community to create robust support networks for students. Leadership and Strategic Planning: The Building Leadership Team (BLT) will receive support to revise the master schedule, facilitating effective Tier II interventions. Moreover, the district will fund professional development for the BLT, ensuring that leadership at Costello Elementary is well-equipped to lead improvement efforts. Technology and Infrastructure: Navigate 360 software will be integral to these initiatives, enhancing safety protocols and supporting student well-being through emergency preparedness and mental health tools. By focusing on these areas, the district aims to create a supportive and effective learning environment at Costello Elementary School, addressing both academic needs and overall student well-being in line with 21st-century educational standards.

Response from the approved prior year Consolidated District Plan.

Costello Elementary School, designated for Comprehensive school improvement, will receive multifaceted support from the district to enhance educational outcomes. This support will encompass several key areas: Core Instructional Programs: The district will ensure that Costello Elementary has access to qualified teachers and related service staff. Student performance data from various assessments, including IAR, Fastbridge, ACCESS, and Lexile levels, will be actively used to inform instructional decisions. This approach will be complemented by targeted intervention supports based on individual student needs, employing interventionists and related service staff to work in small groups or one-on-one settings. Professional Development: A comprehensive professional development plan will be implemented to enhance teacher effectiveness, focusing on data utilization and instructional practices. This plan includes specific training on the district's curriculum frameworks and educational strategies to support consistent and effective teaching across grade levels. Support and Enrichment Programs: The school will use data-driven methods to identify and support students in need, utilizing research-based resources and strategies for academic and social-emotional development. Programs and clubs will be expanded to increase student engagement, and summer school offerings will address the needs of students requiring additional academic intervention. Health, Safety, and Wellness Programs: Initiatives will be rolled out to promote physical and mental health, including access to wellness resources and comprehensive safety training. The school will work closely with parents and the community to create robust support networks for students. Leadership and Strategic Planning: The Building Leadership Team (BLT) will receive support to revise the master schedule, facilitating effective Tier II interventions. Moreover, the district will fund professional development for the BLT, ensuring that leadership at Costello Elementary is well-equipped to lead improvement efforts. Technology and Infrastructure: Navigate 360 software will be integral to these initiatives, enhancing safety protocols and supporting student well-being through emergency preparedness and mental health tools. By focusing on these areas, the district aims to create a supportive and effective learning environment at Costello Elementary School, addressing both academic needs and overall student well-being in line with 21st-century educational standards.

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

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

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

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

([count] of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

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

*Required field

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

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

ISBE Goals:

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

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

☐ _____

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

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

([count] of 7500 maximum characters used)

The Needs assessment survey provides information on areas of improvement for staff and programming. Continual PD in the areas of Smart Goal Writing, technology-Google Suite training, Wilson Reading System, Wilson Reading Program training Professional Development in the areas of IEP Smart Goal Training Staffing resources in the area of Related Services--Psychologists, SLPs, Social Worker, OT/PTs Provide a brief description of the professional development funded specifically by Title I, Part A- School Improvement 1003 funds. If professional development will not be provided utilizing these funds, enter NONE PROVIDED.

Response from the approved prior year Consolidated District Plan.

The Needs assessment survey provides information on areas of improvement for staff and programming. Continual PD in the areas of Smart Goal Writing, technology-Google Suite training, Wilson Reading System, Wilson Reading Program training Professional Development in the areas of IEP Smart Goal Training Staffing resources in the area of Related Services--Psychologists, SLPs, Social Worker, OT/PTs Provide a brief description of the professional development funded specifically by Title I, Part A- School Improvement 1003 funds. If professional development will not be provided utilizing these funds, enter NONE PROVIDED.

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

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

([count] of 7500 maximum characters used)

Wilson Reading Program training, Trauma Informed Care, Linda Mood Bell training Professional Development in the areas of IEP Smart Goal Training Staffing resources in the area of Related Services--Psychologists, SLPs, Social Worker, OT/PTs

Response from the approved prior year Consolidated District Plan.

Wilson Reading Program training, Trauma Informed Care, Linda Mood Bell training Professional Development in the areas of IEP Smart Goal Training Staffing resources in the area of Related Services--Psychologists, SLPs, Social Worker, OT/PTs

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

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

([count] of 7500 maximum characters used)

None

Response from the approved prior year Consolidated District Plan.

None

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.

<https://www.isbe.net/Pages/Special-Education-Programs.aspx>

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

([count] of 7500 maximum characters used)

Indicators 1 & 2: Graduation Rates and Dropout Not applicable to Elementary & Middle Schools. Indicator 3: Statewide Assessments We're allocating funds to enhance academic programs through curriculum enrichment, the provision of advanced placement courses, and supplemental after-school tutoring (WIN). By leveraging technology, we personalize learning and closely monitor student progress, identifying and supporting struggling students early. Financial support ensures equitable access to assessments for special populations, including students with disabilities and English learners, by providing necessary accommodations and materials. Additionally, we invest in professional development for educators to administer assessments effectively and use data to improve teaching methods. Indicator 4: Suspension and Expulsion Rates We're directing resources towards positive behavior supports and restorative justice practices to improve school climate and discipline. Training in trauma-informed practices and professional development for the Caring School Community Social Emotional curriculum are provided to staff, reducing reliance on punitive measures. Indicators 5 & 6: Educational Environments Funds support professional development for educators to accommodate students with disabilities in the least restrictive environments. Investments in assistive technologies and accessible materials further this inclusion. Indicator 7: Early Childhood Outcomes Investments are being made to expand access to quality early childhood education, focusing on inclusivity for children with disabilities. Early intervention and family engagement efforts are also financially supported. Indicator 8: Parental Involvement We're enhancing parental involvement through workshops, conferences, and events. Funds are also allocated for translation services to ensure all families can participate fully. Indicators 9 & 10: Disproportionality We tackle overrepresentation in special education and disciplinary actions through comprehensive training in evaluation, referral processes, and the implementation of Multi-Tiered Student Supports (MTSS). Restorative justice practices are emphasized to address disciplinary disparities alongside training in cultural competency and implicit bias. Targeted support and intervention programs are in place to address academic disparities. Efforts to ensure fair access to gifted and talented programs involve eliminating identification barriers and implementing universal screening. Our commitment to early childhood education aims to reduce disproportionality by expanding access to inclusive programs supported by collaborations with community partners. Indicator 11: Evaluation Timelines We ensure timely and thorough evaluations, adhering to regulations and involving parents in the development of IEPs or 504 plans. This ensures that students receive needed support promptly. Indicator 12: Early Childhood Transition We focus on smooth transitions into early childhood education, collaborating with families and partners to share relevant information and support. Indicators 13 & 14: Secondary Transition and Post-School Outcomes Not applicable to Elementary and Middle Schools. Our district's dedicated

efforts across these indicators showcase our commitment to creating an equitable, supportive, and inclusive educational environment for every student.

*Required field

Overview

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

PROGRAM:	Youth in Care Stability
PURPOSE:	To comply with ESSA requirements for educational stability for students who are Youth in Care.
REQUIRED FOR:	All Illinois school districts and state-authorized charter schools
RESOURCES:	ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014 US Department of Education (USDE) web page for Students in Foster Care The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351) Educational Stability Requirements (Effective October 7, 2008) Public Act 099-0781 (effective 8/12/2016) USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (June 23, 2016) Finance, Budgets & Funding Transportation Programs (scroll to Foster Care Transportation section) ESEA of 1965 as Amended, Section 6312(c)

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
West	Kim	Director of Student Services	westk@lyons103.org
Phone*			
708	821	6969	

☐ Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Channel	William	Business Manager	channellw@lyons103.org
Phone*			
708	783	4100	

☐ Click here to add information for other personnel involved in the plan development.

*Required field

Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

See IDEA legislation here See Section 504 here

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are identified as Youth in Care.

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

*Required field

Youth in Care Stability Plan Development

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

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

☐ h. Other - describe

☐ i. Other - describe

☐ j. Other - describe

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

*Required field

BSP Overview

Program Name:	EL - Bilingual Service Plan
Purpose:	The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.
Rules:	23 Ill. Admin. Code, Part 228.50
Contact:	Multilingual Department at 312-814-3850 multilingual@isbe.net

BSP Contact Information

734 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Provide information below for the Bilingual Director (Administrator overseeing EL Services)

Last Name*

First Name*

Middle
Initial

Phone*

Email*

EL Program Director Requirements:

- a. Administrative Endorsement ☒
- AND
- b. ESL/Bilingual Endorsement ☐
- OR
- Eight (8) Hours of Professional Development Related to EL Education ☒

*Required field

Attendance Center Enrollment Information

Instructions

734 English Learners (ELs) are in the district(This number was current as of the date the application was published and became available for application.)

Types of Instructional Design Offered in Your District (Mark all that apply.)

- ☐ Dual Language One-Way
- ☐ Dual Language Two-Way
- ☒ Transitional Bilingual Education Program
- ☒ Transitional Program of Instruction

Staffing Levels in Your District (Mark all that apply.)

- ☒ We have sufficient ESL-certified staff to provide services.
- ☒ We have sufficient bilingual-endorsed staff to provide services.
- ☐ We do not have sufficient staff and are working to increase the number of bilingual/ESL-endorsed staff to meet district needs.

734 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional development activities must be provided to all staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff.

*The required professional development will be provided.

☒ Yes

☐ No

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

*Required field

BSP TBE RequirementsInstructions

734 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes ☒ No ☐

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30(c)(3).

Yes ☒ No ☐

Does your district have a full-time TBE Spanish program?

Yes ☐ No ☐

Does your district use Spanish Language Arts Standards?

Yes ☒ No ☐

*Required field

TBE Parent Advisory CommitteeInstructions

734 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Does your district offer a TBE program?

Yes ☒
No ☐

Please check all that apply to the districts Bilingual Parent Advisory Committee (BPAC).

The district attests that:

- ☒ The BPAC meets at least 4 times a year.
- ☒ The BPAC minutes, bylaws, and attendance information is maintained by the district.
- ☒ The BPAC reviews the bilingual service plan and EL-EBF plan annually.
- ☒ The BPAC is composed of a majority of TBE parents.

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

Board Approval, Certification, and Assurances

Instructions

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

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

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

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

v.02.17.2026

Grant Application Certifications and Assurances

Instructions

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

<https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1>

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

<https://www.ilga.gov/Legislation/ILCS/Articles?ActID=3559&ChapterID=7>

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

<https://ilga.gov/agencies/JCAR/Sections?PartID=04407000>

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

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

INVOLUNTARY TERMINATION

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

grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Educations employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

- a) Publishing a statement:
 - i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.

- ii) Specifying the actions that will be taken against employees for violations of such prohibition.
 - iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
 - 1) Abide by the terms of the statement; and
 - 2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
 - b) Establishing a drug-free awareness program to inform employees about:
 - i) The dangers of drug abuse in the workplace;
 - ii) The grantees or contractors policy of maintaining a drug-free workplace;
 - iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - iv) The penalties that may be imposed upon an employee for drug violations.
 - c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
 - d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
 - e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
 - f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
 - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

v.02.17.2026

Certification Regarding Lobbying

Instructions

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

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

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

v.02.17.2026

GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

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

v.02.17.2026

Assurances

Instructions

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

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

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

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

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

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

v.02.17.2026

Not calling IWAS Web Service

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

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

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

Application was created on:

3/7/2026

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

This Application has not been submitted

☒ Expand All

Consolidated District Plan

Page Status

**Open Page
for editing**

[Consolidated District Plan](#)

Contact Information		OPEN	☐
Needs Assessment and Programs		OPEN	☐
Plan Specifics			
Needs Assessment Impact	OPEN	☐	
Stakeholders	OPEN	☐	
Parent and Family Engagement	OPEN	☐	
Private Schools Participation	OPEN	☐	
Preschool Coordination	OPEN	☐	
Student Achievement	OPEN	☐	
College and Career	OPEN	☐	
Professional Development	OPEN	☐	
Safe Learning Environment	OPEN	☐	
Title I Specific Pages			
Title I Specific - Part One	OPEN	☐	
Title I Specific - Part Two	OPEN	☐	
IDEA Specific Requirements		OPEN	☐
Youth in Care Stability Plan			
Youth in Care Stability Plan Contacts	OPEN	☐	
Best Interest Determination Plan	OPEN	☐	
Youth In Care Transportation Plan	OPEN	☐	
Bilingual Service Plan			
BSP Plan Specifics			
BSP Program Contact	OPEN	☐	
Attendance Center Enrollment Information	OPEN	☐	
BSP Professional Development	OPEN	☐	
BSP TBE Requirements	OPEN	☐	
BSP Parent Advisory Committee	OPEN	☐	
Assurance Pages			
Plan Assurances	OPEN	☐	
State Assurances	OPEN	☐	
Debarment	OPEN	☐	
Lobbying	OPEN	☐	
GEPA 442	OPEN	☐	
AssurancesText	OPEN	☐	

Save



MEMORANDUM OF UNDERSTANDING

Standard Reunification Method ("SRM") Memorandum of Understanding ("MOU") with The "I Love U Guys" Foundation ("The Foundation")

This Memorandum of Understanding ("MOU") between The Foundation and the undersigned School District or Individual School (collectively, the "Organization") is effective as of the date it is signed by Organization.

Standard Reunification Method Program Description:

The Foundation created its Standard Reunification Method ("SRM") for school and district response when the need for a student/parent-guardian reunification is required after any incident. The SRM contains guidelines for structuring an orderly and accountable reunification and includes language and actions that comply with the Incident Command System which is used by outside public safety agencies likely to be involved with a reunification.

Agreement by Organization:

1. Organization agrees to incorporate SRM in the official, existing, written safety plans for the district or school, as applicable, either in the body or as an addendum or amendment.
2. Organization agrees to customize the SRM according to their local and regional structure.
3. Organization agrees to appoint an SRM Liaison who will act as the primary contact regarding communication with The Foundation and other department, district or agency SRP Liaisons.
4. Organization agrees to practice the SRM in their schools at least once per school year.
5. Organization agrees to provide staff with training on the SRM at least once per school year.
6. Organization agrees to provide parents with either printed material or notice of online availability of material at <https://www.iloveguys.org>.
7. Organization is responsible for physical material production of any online resources provided by The Foundation.
8. Organization will engage in a best effort to provide The Foundation with contact information for other agencies, departments, services, schools participating with the School District regarding the SRM.

Agreement by The "I Love U Guys" Foundation:

1. The Foundation agrees to host training and resource materials on the Website (<https://iloveguys.org>) available publicly at the Uniform Resource Locator <http://iloveguys.org>. Such materials may be updated from time to time by The Foundation.
2. The Foundation provides hands-on training sessions on request for a charge in locations around the United States. Organization is under no obligation to host or attend these training sessions.
3. The Foundation will notify the SRM Liaison via Written or Electronic communications in the event of new or updated materials available on the Website.
4. The Foundation will maintain a record of all Written or Electronic communication with the Organization.

Updates to SRM: The Foundation may update its materials and Terms of Art from time to time and will notify Organization of any such updates. The Organization agrees to implement any such changes in a reasonable time frame.

Term/Termination: This MOU is effective as of the date it is signed by the Organization and shall continue in effect for two (2) years ("Term"). Organization and Foundation may agree to extend the upon mutual written agreement. Organization may terminate this MOU via Written or Electronic notification at any time. Upon termination, Organization will cease using any Standard Response Protocol materials provided by The Foundation. The Foundation may terminate this MOU upon notice if it determines that Organization is not performing its obligations under this MOU, including using the Terms of Art as they may change from time to time.

Notices: All notices and other communications required or permitted under this MOU shall either be sent by email to the email addresses set forth below or by certified mail, return receipt requested, by reputable courier service with confirmation of delivery and addressed to the Parties at their addresses first set forth below. The parties shall notify each other if such contact information changes.

No Partnership. Nothing contained in this MOU shall create or be deemed to create a partnership or agency between the Organization and The Foundation.

Counterparts/Electronic Execution. This MOU may be executed in counterparts and digital copies, each of which shall be deemed an original and all of which shall constitute a single instrument.

Name of Organization: Lyons School District 103
Address/City/State/ZIP: 4100 Solist Ave., Lyons IL 60534
Authorized Representative Name: Chris Jamrose

Signature: 
Title: Director of Safety
Date: 6-3-2026
Email Address: jamrosec@Lyons103.org
Phone: 708-476-5695

The I Love U Guys Foundation Authorized Representative: Megan Corley

Signature: 
Title: Assistant Training Coordinator

Date: June 9, 2026

Email to: SRM_MOU@iloveguys.org
or Mail to: The "I Love U Guys" Foundation, PO Box 919, Conifer, CO 80433