



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

**Room 103-104  
100 South Brainard Avenue  
La Grange, Illinois 60525  
Tuesday, September 3, 2024 - 6:30 PM**

**AGENDA**

**I. CALL TO ORDER**

**II. PLEDGE OF ALLEGIANCE**

**III. PUBLIC PARTICIPATION**

**IV. CURRICULUM AND INSTRUCTION**

- A. Curriculum Change Proposals (First Reading) 2
- B. 2024-2025 School Year Calendar Amendment 54

**V. FINANCE**

- A. FY 25 Tentative Budget Update 56
- B. Future Facilities Funding Discussion: Willow Springs Property

**VI. PUBLIC PARTICIPATION**

**VII. ADJOURNMENT**

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


# LYONS TOWNSHIP HIGH SCHOOL

CURRICULUM OFFICE 100 S. Brainard Ave., LaGrange, IL 60525-2101  
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**SCOTT D. EGGERDING**  
Director of Curriculum and Instruction

TO: Brian Waterman  
Board of Education

FROM: Scott D. Eggerding 

DATE: September 3, 2024

RE: 2025-2026 Curriculum Change Proposals (First Reading)

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

The enclosed Curriculum Change Proposals presented for first reading has 3 parts:

1. A flow chart of steps outlining the process toward curriculum change approvals.
2. A list of proposals organized by division followed by a table that includes the summary from the proposal and the vote tally from the CSD Team.
3. Copies of original requests which include division, department, course/program, nature of change, rationale/description, cost estimate, and presentation slides submitted for review.

The proposals shared for a First Reading include all proposals that are able to be offered beginning in the fall of 2025. A formal recommendation by the administration will be included prior to the second reading. Any further information required to make a decision will be gathered, shared with the Division Chair, deliberated by the CSD Team (if necessary), reviewed by administration, and presented to the Board for a Second Reading.

A few brief explanatory notes are also in order.

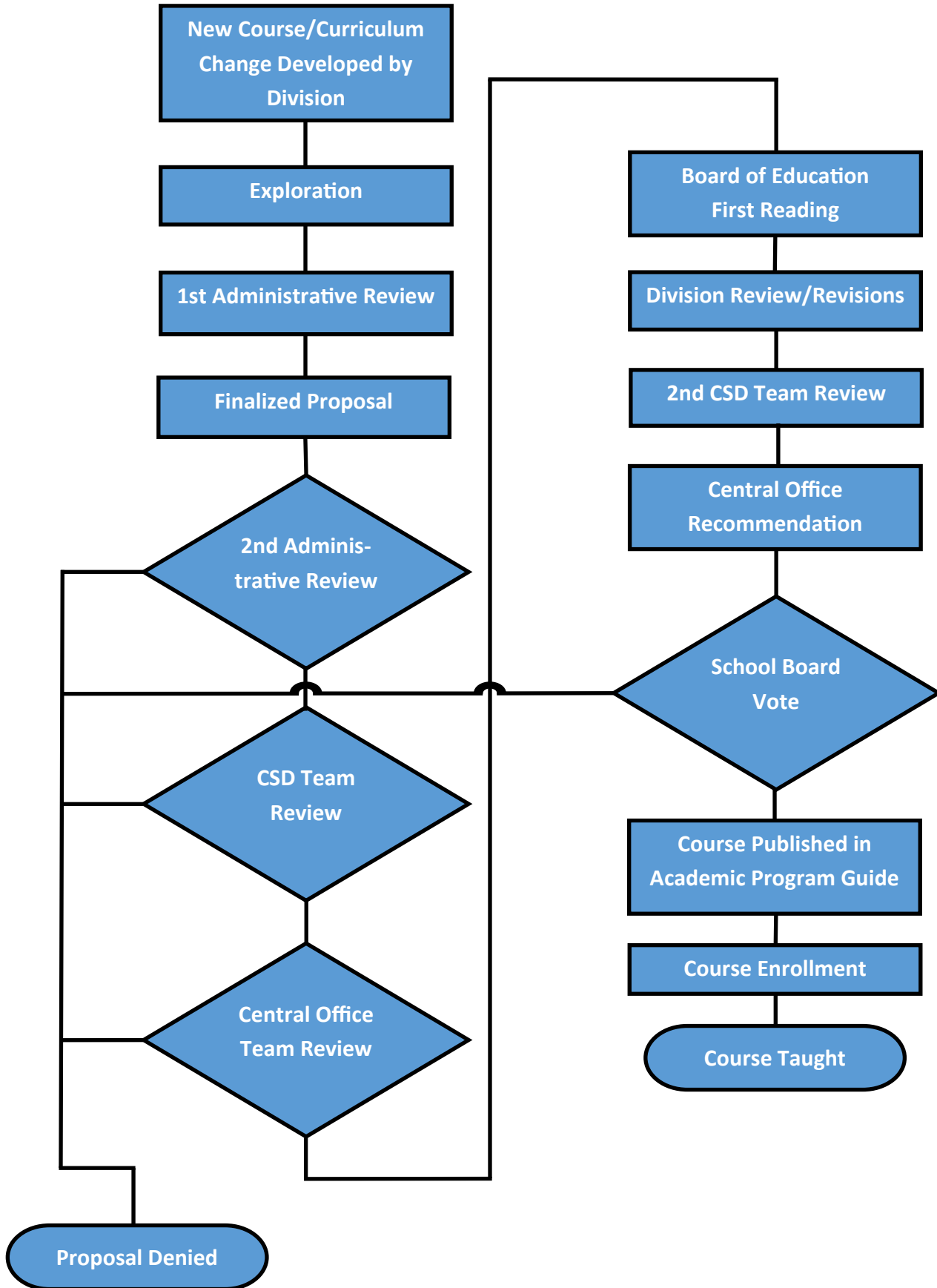
1. Proposals have been submitted from Physical Welfare (2), Math (1), Language Arts (5), Language Arts/Multilingual (1), Fine Arts (5), Global Studies (5), and Curriculum and Instruction (1).
2. Proposals were discussed within departments/divisions and then brought forward to the CSD Team for its consideration, debate, and vote. The CSD Team considered these proposals on May 1, 2024, with vote tallies noted in the attachment.
3. Estimated costs are included in the proposals, with the ability to obtain additional costs or impact to budget and facilities prior to a final vote.

## RECOMMENDATION:

I recommend that the Board consider the 2025-2026 Curriculum Change Proposals for review and comment as submitted for first reading. No action is required by the Board at this time.

*Vita Plena*

# LTHS Process for New Course and Curriculum Change Proposals



**Lyons Township High School District 204**  
**2025-2026 Curriculum Change Proposals**

<b>Course</b>	<b>Division</b>
Yoga I - <b>CHANGE</b>	Physical Welfare
Yoga III - <b>ADD</b>	Physical Welfare
Pre-Calculus (Prep) - <b>DROP</b>	Math/Science
Media Arts: Film and Television Production I - <b>CHANGE</b>	Language Arts
Media Arts: Film and Television Production II - <b>ADD</b>	Language Arts
Media Arts: Film and Television Production III - <b>ADD</b>	Language Arts
Media Arts: Television Broadcasting - <b>ADD</b>	Language Arts
Media Arts: Social Media - <b>ADD</b>	Language Arts
Spanish Language Arts / Lectoescritura - <b>ADD</b>	Language Arts/Multilingual
Graphic Design - <b>CHANGE</b>	Fine Arts
Graphic Design Advanced - <b>ADD</b>	Fine Arts
Spanish for Heritage Learners I – <b>CHANGE</b>	Fine Arts
Spanish for Heritage Learners II – <b>ADD</b>	Fine Arts
Spanish for Heritage Learners: Latin American Cinema – <b>ADD</b>	Fine Arts
International Foods - <b>DROP</b>	Global Studies
Baking and Pastry Arts – <b>ADD</b>	Global Studies
Early Childhood Education Internship – <b>DROP</b>	Global Studies
Computer Concepts and Software Applications - <b>CHANGE</b>	Global Studies
Small Engines - <b>CHANGE</b>	Global Studies
Credit/No Credit - <b>CHANGE</b>	Curriculum and Instruction

**Curriculum Change Proposals for 2025-2026**

Department/Division	Summary of Proposal	CSD Team Vote	Change
<b>PHYSICAL WELFARE - PE</b>			
Yoga I	This proposal is to offer Yoga 1 as a sophomore course offering for Physical Education credit.	<b>Vote: Ayes: 16; Nays: 0; Absent: 5</b>	Change
Yoga III	Yoga III will be a progression of Yoga I and II, providing students with an opportunity to become certified yoga instructors. Greater understanding of anatomy, physiology, and body structures. Students will regularly lead the class through their created flow.	<b>Vote: Ayes: 16; Nays: 0; Absent: 5</b>	Add
<b>MATH/SCIENCE - Math</b>			
Pre-Calculus	Eliminate offering of Pre-Calculus Prep.	<b>Vote: Ayes: 17; Nays: 0; Absent: 4</b>	Drop
<b>LANGUAGE ARTS - Media Arts</b>			
Film & Television Production I, II & III Television Broadcasting Social Media	Currently, students can enroll in LTTV for duplicate credit and take the course for up to eight semesters. When students enroll multiple times, Bill Allan (LTTV Instructor) differentiates for students based on their prior experience and ability/skill levels, essentially creating multiple versions of the course with different specific course content. The LAD would like to give students credit for the intermediate and advanced work they are currently doing by assigning course codes for the various levels of work they are doing. Additionally, this change will provide students an opportunity to work toward an endorsement for work in broadcasting through the establishment of a career pathway. Completion of the pathway would be noted on students' diplomas.	<b>Vote: Ayes: 17; Nays: 0; Absent: 4</b>	Change Add
<b>LANGUAGE ARTS - Multilingual Learners</b>			
Spanish Language Arts	Because we have more than 20 Multilingual Spanish-speaking students, we are required to offer Spanish Language Arts at Lyons Township High School. Not only will the addition of this course make us fully compliant with school code, it will offer rich, literacy experiences for our multilingual students in Spanish. This course is recommended for students who are identified as Multilingual Learners and in the future, those who have exited dual language programs.  Spanish Language Arts/Lectoescritura offers students a deep and immersive exploration of the Spanish language and its diverse literary traditions. Over the span of the course, students will develop advanced proficiency in reading, writing, listening, and speaking in Spanish. Emphasizing both linguistic and cultural fluency, the curriculum will include the study of classic and contemporary Spanish literature, as well as works from Latin American authors.		Add
<b>FINE ARTS - Art</b>			
Graphic Design	Graphic Design is currently only available to students at North Campus. In the past this made sense with the prerequisite for the class, but last year we dropped any prerequisite. The course should stand on its own and an additional digital art elective option (along with Digital Photo Art and Animation). We would like to extend the opportunity for our South Campus students to start a Graphic Design path towards AP/DC digital art.	<b>Vote: Ayes: 16; Nays: 0; Absent: 5</b>	Change
Graphic Design Advanced	We are currently looking to expand our digital arts offerings to all grade level artists. Currently, students have to switch from Graphic Design to Digital Photo Art or Animation during the second semester to take a full year of digital art before taking Studio Art Accel (recommended). We have a gap in our pathway and an inability for students interested in digital graphic arts to continue in a course sequence. This course will bridge that gap.	<b>Vote: Ayes: 16; Nays: 0; Absent: 5</b>	Add
<b>FINE ARTS - World Language</b>			
Spanish for Heritage Learners I	In order to have a guaranteed and viable/reliable curriculum, the Heritage program should have levels 1 and 2. By doing so, it will allow for vertical and horizontal alignment. Right now, the two years alternate (Years A and B). This new structure would permit for level 1 to be more of an introductory course. Not only that, this new change would allow teachers to better assist freshmen while expanding the knowledge of sophomores instead of helping freshmen catch up on information that sophomores already know.	<b>Vote: Ayes: 15; Nays: 0; Absent: 6</b>	Change

Spanish for Heritage Learners II	In order to have a guaranteed and viable/reliable curriculum, the Heritage program should have levels 1 and 2. By doing so, it will allow for vertical and horizontal alignment. Right now, the two years alternate (Years A and B). This new structure would permit for level 1 to be more of an introductory course. Not only that, this new change would allow teachers to better assist freshmen while expanding the knowledge of sophomores instead of helping freshmen catch up on information that sophomores already know.	Vote: Ayes: 15; Nays: 0; Absent: 6	Add
Latin American Cinema	By having a third level of Heritage, students will be able to acquire more knowledge about their culture and Latin American groups. Students will learn about various topics/themes while continuing to develop/expand their grammar, writing, speaking, and analytical skills through film one year and through literature another year. Film and Literature will alternate years. A prerequisite of Heritage 2 or an entrance exam will be required. There is also a possibility that the Literature course could align with the AP Spanish Literature and Composition course which would give students the opportunity to earn AP credit.	Vote: Ayes: 18; Nays: 0; Absent: 3	Add
<b>GLOBAL STUDIES - FCS</b>			
International Foods	We would like to drop International Foods from the APG and as a course offering in the FCS Department.	Vote: Ayes: 18; Nays: 0; Absent: 3	Drop
Baking & Pastry Arts	We want to add a Baking & Pastry course to our culinary pathway. Baking & Pastry is a field within the culinary arts industry and we want to expose students to a career in this field. For example: College of Dupage offers 2 routes in their culinary department: Culinary Arts OR Baking & Pastry Arts.	Vote: Ayes: 18; Nays: 0; Absent: 3	Add
Early Childhood Internship	We would like to drop the Early Childhood Education Internship from the APG and as a course offering in the FCS Department.	Vote: Ayes: 17; Nays: 0; Absent: 4	Drop
<b>GLOBAL STUDIES - Business</b>			
Computer Concepts & Software Applications	LT students are given the Google Workspace to use almost exclusively here at LT for assignments but no instruction is given on how to help students use those tools. This course will spend the second half of the semester focusing on the following Google applications and tasks: Drive, Docs, Sheets, Slides, Mail. Other applications will be introduced as time allows. COD Dual Credit opportunity will still stay in place for OFTI 1100 Keyboarding and Document Fundamentals.	Vote: Ayes: 17; Nays: 0; Absent: 4	Change
<b>GLOBAL STUDIES - Applied Tech</b>			
Small Engines	Change Small Engines from a Level III to a Level IV course. Since Small Engines is a dual enrollment class with College of Dupage, a Level 4 offering is more reflective of a course that has college-level rigor.	Vote: Ayes: 17; Nays: 0; Absent: 4	Change
<b>CURRICULUM &amp; INSTRUCTION</b>			
Credit/No Credit	When LT had a graduation requirement that all students take a creative arts class and a practical arts class, the option of taking those classes as Credit/No Credit (pass/fail) was instituted to help ensure students would take an elective they were interested in without worrying about how it would affect their GPA. At the time, LT also had a class rank, which could (and did) change when a student took a prep level course instead of an honors or accelerated course due to the weight of the prep level elective. When Civics was added as a graduation requirement, we eliminated the creative and practical arts requirement. Students were able to take either creative or practical arts courses to fulfill the elective graduation requirement. This meant that students could take a second or third course in a sequence, almost always at a higher weighted GPA level, to complete their creative or practical arts requirement.	Vote: Ayes: 17; Nays: 0; Absent: 4	Change

# 2025-2026 Curriculum Change Proposal Form

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

Date of Application: 2/16/24

Division: Physical Welfare

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

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Yoga	.5	None	11-12	III	PE8971	PE8972

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Yoga	.5	None	10-12	III	PE8976	PE8977

**Concurrent Enrollment Info:**

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

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

\*Dual Credit University Partner: COD

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

Yoga I

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

This proposal is to offer Yoga 1 as a sophomore course offering for Physical Education credit

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

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

The enrollment data from the past 2 school years exceeds the number of course sections we can accommodate from a facility standpoint at North Campus. This change will give students another PE option during their sophomore year while also helping to spread out the high demand for yoga classes so we can better accommodate the need from a facility standpoint. Additionally, this change has the added benefit of allowing students the opportunity to access other course offerings during their junior and senior year.

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

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

We will be looking at sectioning numbers for Junior and Senior requests once the change is implemented.

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

Strategic Plan Goal #1: Student Growth and Achievement: Provide a comprehensive, innovative education for every student to ensure all students grow and achieve.

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

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
No new resources needed.	\$0.00
(insert additional rows if necessary)	


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

Yoga will provide an opportunity to enhance one's muscular strength and endurance, flexibility, and kinesthetic awareness. A variety of asanas (poses) will be introduced and practiced in various types of yoga flows such as vinyasa, power, hot, restorative, etc. Mindfulness will also be studied and practiced regularly in this course. Mindfulness is a practice of being in the present moment, on purpose with non-judgement. Mindfulness practices provide numerous benefits such as a decrease in stress and anxiety, increase in focus, attention, productivity, and clarity, and improvement in both mental and physical health. **Students may receive one college credit with College of DuPage upon successful completion of this dual credit course. This course cannot be repeated\***. (If you were out for more than 50% of this course due to Athletic Study Hall or a long-term medical issue, please see your Yoga teacher for a potential exception to retake this course. Note, this course can only be retaken with teacher approval. Athletic Study Hall is not available to Sophomore students)

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

Kurt Johns, Cassie Niego, Susie Murphy

**Signatures:**

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair 	Date 2/16/24

# 2025-2026 Curriculum Change Proposal Form

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

Date of Application: 12/19/23

Division: Physical Welfare

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

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

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Yoga III	0.5	Yoga I & Yoga II	12th			
		Enrollment request for classroom size of 26				

**Concurrent Enrollment Info:**

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

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

\*Dual Credit University Partner:

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

Yoga III

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

Yoga III will be a progression of Yoga I and II, providing students with an opportunity to become certified yoga instructors. Greater understanding of anatomy, physiology, and body structures. Students will regularly lead the class through their created flow.

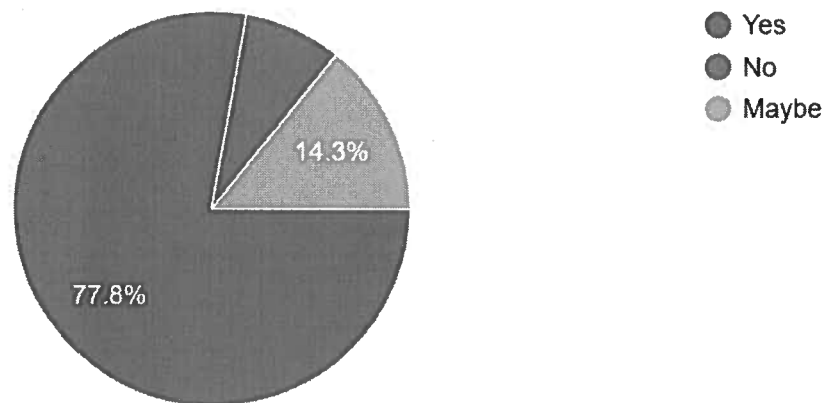
**What qualitative and/or quantitative measures were used to determine the need for this change?**

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

Student Survey - 77.8% said yes they would be interested in taking Yoga III - see below:

Would you be interested in taking a course to further your understanding of Yoga and have the OPTION of becoming Yoga Certified?

63 responses



Yoga I & Yoga II large elective enrollment numbers.

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

It is not addressed by other schools. LTHS would be innovatively leading the path on a course such as this. Other high schools in the Chicagoland area only offer a Yoga I course. We know of no other schools offering Yoga II, dual credit, or any opportunities to get certified as an instructor.

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

Students course selection.  
Number of students who elect to get certified.

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

The Yoga III course would focus on developing and enhancing the skills of the portrait of our D204 graduate. This proposed curriculum will provide students opportunities to develop critical thinking and problem solving skills. Students will not only continue to expand their knowledge of anatomy, physiology and kinesiology along with yoga history and philosophy but they will also study on how to develop a yoga flow. Students will learn the structure of a good yoga flow through collaborative exercises and real time feedback from peers

and teacher. Communication skills will be enhanced through continually instruction of rich descriptive cuing and ample opportunities for application of these communicative skills when leading peers through their yoga flow. Due to the ever changing environment in a yoga studio, students will advance their skill set of being responsive and adaptive in their teachings. Yoga III will not only enhance the students' D204 graduate characteristics but will also provide them possibilities for a 200HR Yoga certification which allows them immediate employment opportunities. Work as a yoga instructor will encourage continued development of one's individual skills as mentioned above and inspire a continued engagement in physical activity which provides physical & mental health benefits for the instructor and all of their future students.

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

No new resources needed.	\$0.00
(insert additional rows if necessary)	


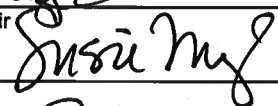
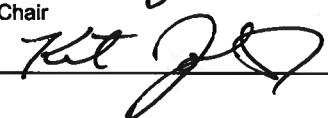
**Provide an updated Course Description that will be included in the Academic Program Guide:**

Yoga III is a continuation of Yoga I, and Yoga II. This course will offer a comprehensive, hands-on practical curriculum to deepen students' existing practice and teach students how to build a dynamic yoga class. Practices of anatomy, physiology, and body structures will be studied. Yoga history and philosophy will give meaningful context on this ancient practice. Comprehensive asana clinics, practice teaching sessions with personalized, on-the-spot feedback and other tools will help build a confident yogi. Athletic study hall not permitted.

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

Cassie Niego & Missy Mitideiro

**Signatures:**

Curriculum Coordinator/Lead Teacher 	Date 2/28/24
Assistant Division Chair 	Date 2/28/24
Division Chair 	Date 2/28/24

# 2025-2026 Curriculum Change Proposal Form

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

Date of Application: 3/12/2024

Division: Math/Science

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

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Pre-Calculus (Prep)	1	Geometry and Algebra II	11,12	III	MA633 1	MA6332

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
None (drop Pre-Cal Prep)						

**Concurrent Enrollment Info:**

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

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

\*Dual Credit University Partner:

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

PC Prep Drop

Provide a brief description of the proposal/change:

Eliminate offering of Pre-Calculus Prep

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

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

Since we are now offering the Transitional Math course, College Algebra, there is no need to offer Pre-Calculus Prep. Most students who are enrolled in Pre-Calculus Prep have scored below 510 on their PSAT/NMSQT which qualifies them for the College Algebra course. If a student earns over 510, they can take Pre-Calculus Accel, Pre-Calculus Honors, AP Statistics, Financial Algebra, or Data, Prob and Stats for their 4<sup>th</sup> year of math.

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

Many other schools do not have 3 levels for the same course.

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

Increased enrollment in other math classes, specifically College Algebra and AP Statistics.

How does the change address Board Goals or school initiatives?

Removing this course focuses students to take courses more appropriate for college and career readiness.

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

None.

(insert additional rows if necessary)

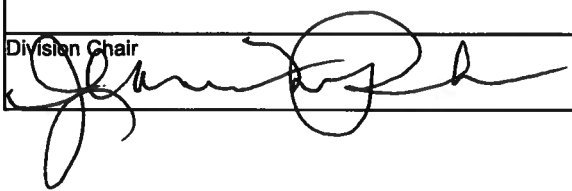
Provide an updated Course Description that will be included in the Academic Program Guide:

None. Course will be removed from APG.

Who was involved in developing this course proposal?

Laura Congelose and Jeannine Prucha

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
 Division Chair	Date 3/12/2024

# 2025-2026 Curriculum Change Proposal Form

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

Date of Application: 3.1.24

Division: LAD

**Current Course Information:**

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Media Arts: Film and Television Production	.5		9-12	III/IV	LA9271	LA9272

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Media Arts: Film and Television Production I	.5		9-12	III		
Media Arts: Film and Television Production II	.5	Media Arts: Film and Television Production I	9-12	IV		
Media Arts: Film and Television Production III	.5	Media Arts: Film and Television Production I	9-12	IV		
Media Arts: Television Broadcasting	.5	Media Arts: Film and Television Production I	10-12	V		
Media Arts: Social Media	.5	Media Arts: Film and Television Production I	10-12	IV		

**Concurrent Enrollment Info:**

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

Graduation Requirement		North Only		Interdisciplinary		Summer School	
Elective Credit	<b>X</b>	South Only		Title I		Duplicate Credit	<b>X</b>
Full Year		North & South	<b>X</b>	NCAA		Duplicate Credit Max	
Semester: 1, 2, B(oth)	<b>B</b>	Lab-Based		CTE/Perkins	<b>X</b>	1st or 8th Pd. Option	<b>X</b>

Creative or Practical Art	X	Dual Credit*		Online Delivery		State/Federal Change	
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\*Dual Credit University Partner:

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

LTTV Curriculum Change 24.25

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

Currently, students can enroll in LTTV for duplicate credit and take the course for up to eight semesters. When students enroll multiple times, Bill Allan (LTTV Instructor) differentiates for students based on their prior experience and ability/skill levels, essentially creating multiple versions of the course with different specific course content. The LAD would like to give students credit for the intermediate and advanced work they are currently doing by assigning course codes for the various levels of work they are doing. Additionally, this change will provide students an opportunity to work toward an endorsement for work in broadcasting through the establishment of a career pathway. Completion of the pathway would be noted on students' diplomas.

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

LTTV has a long history of students taking the course for duplicate credit. With name changes and course codes, LT will have a career pathway for broadcasting that is truly reflective of the work students are doing.

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

Other high schools have articulated sequences of broadcasting courses. Examples include Homewood Flossmoor H.S., Barrington High School, and Lake Forest High School. These changes would make us a leader in terms of offering the career pathway, however.

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

The numbers of students who are completing courses in the pathway.

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

It ties in with the Strategic Plan – Goal One related to student achievement and it aligns with the ISBE mandate of establishing career pathways for students.

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

None.	Estimated Cost

(insert additional rows if necessary)	
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**Provide an updated Course Description that will be included in the Academic Program Guide:**

<u>Course Descriptions</u>
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**Who was involved in developing this course proposal?**

Bill Allan, Karen Raino, and Scott Eggerding
--

**Signatures:**

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair <i>Karen Raino</i>	Date <i>3-1-24</i>

**LTTV: Film & TV Production I      Level: III (Prep)**

In this beginning level class, students learn elements of television production and digital filmmaking. The core elements of the course are storytelling, camera, lighting, sound, and editing. The course explores pre-production (writing, planning, design), production (using the cameras, lights, microphones, and other equipment), and post-production (editing, graphics, music). Students work with LTTV's studio, production truck, portable equipment, and editing suites in a hands-on, workshop environment. Students will complete a variety of individual and group projects, and will be required to work as crew members on production truck and studio shoots, outside of class time.

**LTTV: Film & TV Production II      Level: IV (Accelerated)**

In this intermediate level class, students will continue to hone their skills with digital filmmaking and television production. The course will explore more advanced camera, lighting, sound, and editing techniques. Student producers will create projects which require coordinating and managing crew, equipment, and locations. Individual projects will also take on a greater scope and higher challenge rating, and students will use more advanced equipment and accessories for their video productions. Live production truck and studio productions will also create challenges, and intermediate students will work as crew members with more responsibilities, including floor directing, tech directing, graphics, audio directing, and replay.

**LTTV: Film and TV Production III      Level: IV (Accelerated)**

This course is for those students who have completed Film and TV Production II. In addition to expanding on the Film and TV Production II activities, students will work in a team-based environment to create a variety of broadcasts. Instruction includes single and multi-camera operations, linear and nonlinear video editing, production and post-production processes, animation graphics, sound mixing, multi-track production, audio editing, and special effects. Students learn how to use digital editing equipment as well as how to regulate and monitor signal strength, volume, sound quality, brightness, and clarity of outgoing signals. This course also provides students with an understanding of the FCC and other governmental agencies regulations related to television broadcasting.

**LTTV: Television Broadcasting      Level: IV (Accelerated)**

In this course students will focus on live multicam television production, using both the studio and production truck. Students will train on all crew positions (camera, lighting, sound, floor director, tech director, graphics, replay, director) in these environments and develop proficiency across all areas of production. Student producers will also be intricately involved in pre-production and planning for live productions, setting up for productions (running cables, using I/O panel to connect video and audio lines, engineering cameras, and mixing sound sources). Through this semester, student producers will develop a greater knowledge of the technical aspects of broadcast production and the management of ongoing programs.

**LTTV: Social Media****Level: IV (Accelerated)**

In this course, advanced students will focus on learning about social media, developing engaging social media content, and producing content for social media. They will study a variety of sources to learn about search engine optimization and how to connect with trending content. They will create and produce a variety of short-form video content for social media, which will allow them to learn different video production and editing techniques. The projects they produce will also engage the school community to promote and highlight events, activities, and other school-related content.

# 2025-2026 Curriculum Change Proposal Form

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

Date of Application: 8/22/24

Division: Language Arts: Multilingual Dept.

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

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

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Spanish Language Arts: Lectoescritura	1.0	Native Spanish Proficiency	9-12	IV		

**Concurrent Enrollment Info:**

For ML Students Only	1.0	Advanced/Intermediate/ Beginning ML	9-12	III		
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**Check the Appropriate Features of the New Course:**

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

\*Dual Credit University Partner:

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

Spanish Language Arts

Provide a brief description of the proposal/change:

Because we have more than 20 Multilingual Spanish-speaking students, we are required to offer Spanish Language Arts at Lyons Township High School. Not only will the addition of this course make us fully compliant with school code, it will offer rich, literacy experiences for our multilingual students in Spanish. This course is recommended for students who are identified as Multilingual Learners and in the future, those who have exited dual language programs.

Spanish Language Arts/Lectoescritura offers students a deep and immersive exploration of the Spanish language and its diverse literary traditions. Over the span of the course, students will develop advanced proficiency in reading, writing, listening, and speaking in Spanish. Emphasizing both linguistic and cultural fluency, the curriculum will include the study of classic and contemporary Spanish literature, as well as works from Latin American authors.

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

The Spanish Language Arts (SLA) Standards were updated in 2021 for students in dual language and bilingual programs.

In the 2022-2023 school year, ISBE conducted a compliance monitoring of our ML program and found that we did not meet the requirements for offering SLA. In particular, they said that having a Heritage Spanish Speakers course did not satisfy the SLA requirement. In response, we, along with many other school districts, sought guidance from the state to address this finding.

During the 2023-2024 school year, ISBE, in collaboration with the Curriculum & Instruction faculty at the University of Illinois Chicago, led a statewide initiative to adopt the Illinois Learning Standards for Spanish Language Arts. According to the UIC panel, if a district is in the first year of implementing its TBE (Transitional Bilingual Education) program, the SLA curriculum should be implemented in the second year. Their recommendations emphasized researching and coordinating in year one, followed by implementation in year two.

For reference, LT has 152 multilingual Spanish-speaking students who should all take Spanish Language Arts.

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

All schools that have a [full-time Transitional Bilingual Education \(TBE\) program](#) are required to offer this course.

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

Growth in the annual Progress to Proficiency report, individual ACCESS scores, and overall GPA. Examining the number of students who seek the Seal of Biliteracy will also be a measure of success.

How does the change address Board Goals or school initiatives?

The proposal directly links to Goal One: Student Growth and Achievement

Resources to be determined (Class sets of books, independent reading titles, etc.)	
(insert additional rows if necessary)	

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

**Spanish Language Arts: Lectoescritura offers students a deep and immersive exploration of the Spanish language and its diverse literary traditions. Over the span of the course, students will develop advanced proficiency in reading, writing, listening, and speaking in Spanish. Emphasizing both linguistic and cultural fluency, the curriculum will include the study of classic and contemporary Spanish literature, as well as works from Latin American authors. Students identified as ML must take Advanced/Intermediate/Beginning ML concurrently.**

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

**Scott Eggerding, Julie Jacobo, Leslie Owens, Karen Raino**

**Signatures:**

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair Bilingual Coordinator for	Date 8/22/24
Division Chair	Date 8/22/24

# 2025-2026 Curriculum Change Proposal Form

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

Date of Application: 3/1/2024

Division: Fine Arts

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

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Graphic Design	.5	None	11,12	III	AR6411	AR6412

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Graphic Design	.5	None	9-12	III	AR6411 AR6416	AR6412 AR6417

**Concurrent Enrollment Info:**

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

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

\*Dual Credit University Partner:

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

Graphic Design SC

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

Graphic Design is currently only available to students at North Campus. In the past this made sense with the prerequisite for the class, but last year we dropped any prerequisite. The course should stand on its own and an additional digital art elective option (along with Digital Photo Art and Animation). We would like to extend the opportunity for our South Campus students to start a Graphic Design path towards AP/DC digital art.

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

There has been a consistent level of student interest in Graphic Design from our incoming freshman and younger art students.

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

A stand-alone graphic design course is appropriate for a modern digital art program and comparable to surrounding district offerings.

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

We will have to increase enrollment in our digital classes to sustain the need for this course.

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

Increases enrollment in pathways that lead to AP and DC coursework (Strategic Goal 1)

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

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
Nothing needed beyond staffing.	
(insert additional rows if necessary)	

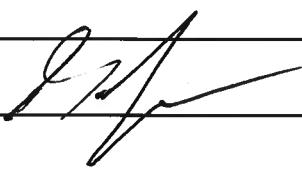
**Provide an updated Course Description that will be included in the Academic Program Guide:**

No changes needed

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

Brittany Milovanovic (Art)

**Signatures:**

Curriculum Coordinator/Lead Teacher <i>Brittany Milovanovic</i>	Date 3/19/2024
Assistant Division Chair M. Dahl	Date 3/19/2024
Division Chair G. James 	Date 4/1/2024

# 2025-2026 Curriculum Change Proposal Form

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

Date of Application: 3/1/2024

Division: Fine Arts

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

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

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Graphic Design Adv.	.5	Graphic Design I	9-12	IV		

**Concurrent Enrollment Info:**

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

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

\*Dual Credit University Partner:

Provide a short name that can be used to reference <sup>26</sup>this proposal:

Graphic Design ADV

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

We are currently looking to expand our digital arts offerings to all grade level artists. Currently, students have to switch from Graphic Design to Digital Photo Art or Animation during the second semester to take a full year of digital art before taking Studio Art Accel (recommended). We have a gap in our pathway and an inability for students interested in digital graphic arts to continue in a course sequence. This course will bridge that gap.

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

There has been a consistent level of student interest in continuing in Graphic Design coursework from our current Graphic Design students.

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

A stand-alone graphic design course sequence is appropriate for a modern digital art program and comparable to surrounding district offerings.

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

We will have to increase enrollment in our digital classes to sustain the need for this course.

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

Increases enrollment in pathways that lead to AP and DC coursework (Strategic Goal 1)

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

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
Nothing needed beyond staffing.	
(insert additional rows if necessary)	

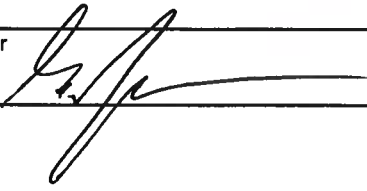
**Provide an updated Course Description that will be included in the Academic Program Guide:**

Students will continue to expand their graphic design and digital art knowledge and techniques. This class is for any student who has taken Graphic Design I and would like to advance their skills in communicating visually through digital design. Students will be exposed to the advanced skills required to make sophisticated graphic design: process, historical context, and communication through image making and typography. Students will continue to produce advertisements, logos, menus, and package designs using Adobe Photoshop, Illustrator, and InDesign. This course is designed for students considering a career in art.

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

Brittany Milovanovic (Art)

**Signatures:**

Curriculum Coordinator/Lead Teacher <i>Brittany Milovanovic</i>	Date 3/19/2024
Assistant Division Chair M. Dahl	Date 3/19/2024
Division Chair G. James 	Date 4/1/2024

# 2025-2026 Curriculum Change Proposal Form

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

Date of Application: 3/1/2024

Division: Fine Arts

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

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Spanish for Heritage Speakers	1 (DC)	Placement test	9-12	IV	WL7206 WL7201	WL7207 WL7202

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Spanish for Heritage Learners I	1	Placement Test	9	III		
Spanish for Heritage Learners II	1	Spanish For Heritage Learners I	10			

**Concurrent Enrollment Info:**

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

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

\*Dual Credit University Partner:

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

Spanish for Heritage Learners Program Restructure

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

In order to have a guaranteed and viable/reliable curriculum, the Heritage program should have levels 1 and 2. By doing so, it will allow for vertical and horizontal alignment. Right now, the two years alternate (Years A and B). This new structure would permit for level 1 to be more of an introductory course. This new change would allow teachers to better assist freshman while expanding the knowledge of sophomores instead of helping freshman catch up on information that sophomores already know.

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

I would like to have a program that is more equitable for freshman and sophomores and how they learn.

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

We are the only school we could identify in the area that does alternate years of Heritage instead of a sequential order. During professional conferences, many colleagues have strongly recommended going to this format.

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

Student success level at the end of Spanish for Heritage Learners II.

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

Increases enrollment in pathways that lead to AP and DC coursework (Strategic Goal 1)

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

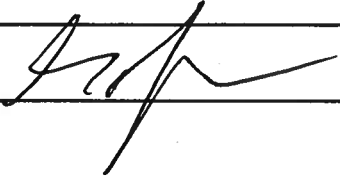
What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
TBD – Possible text	
(insert additional rows if necessary)	

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

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

Leonel Reyes Benitez (World Language)

**Signatures:**

Curriculum Coordinator/Lead Teacher L. Reyes Benitez	Date 3/19/2024
Assistant Division Chair M. Dahl	Date 3/19/2024
Division Chair G. James 	Date 4/1/2024

# 2025-2026 Curriculum Change Proposal Form

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

Date of Application: 3/1/2024

Division: Fine Arts

**Current Course Information:**

(skip if this is a new course proposal)

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

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Spanish for Heritage Learners: Latin American Cinema	1	Spanish for Heritage Learners I & II	11-12	IV		
Spanish for Heritage Learners: Latin American Literature	1	Spanish for Heritage Learners I & II	11-12	IV		

**Concurrent Enrollment Info:**

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

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

\*Dual Credit University Partner:

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

Spanish for Heritage Learners Film and Literature

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

By having a third level of Heritage, students will be able to acquire more knowledge about their culture and Latin American groups. Students will learn about various topics/themes while continuing to develop/expand their grammar, writing, speaking, and analytical skills through film. A prerequisite of Heritage 2 or an entrance exam will be required.

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

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

There is a need for a Heritage course at North campus. This past year, was the first year that there were no students from North campus in the Heritage program. On top of that, the approach to teaching Heritage students is different than second language learners. Therefore, they would benefit from a third year of this course. Offering Film and Literature in alternating years will give advanced students an opportunity for a fourth year as well.

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

We are the only school we could identify in the area that does alternate years of Heritage instead of a sequential order. During professional conferences, many colleagues have strongly recommended going to this format.

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

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

Increases enrollment in pathways that lead to AP and DC coursework (Strategic Goal 1)

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

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
TBD – Possible text	
(insert additional rows if necessary)	

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

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

Leonel Reyes Benitez (World Language)

**Signatures:**

Curriculum Coordinator/Lead Teacher L. Reyes Benitez	Date 3/19/2024
Assistant Division Chair M. Dahl	Date 3/19/2024
Division Chair G. James	Date 4/1/2024

# 2025-2026 Curriculum Change Proposal Form

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

Date of Application: 2-15-2024      Division: Global Studies

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

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
International Foods	1/2	Culinary Arts	11, 12	IV		

**Proposed Course Information:**

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

**Concurrent Enrollment Info:**

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

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

\*Dual Credit University Partner:

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

International Foods Drop

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

We would like to drop International Foods from the APG and as a course offering in the FCS Department.

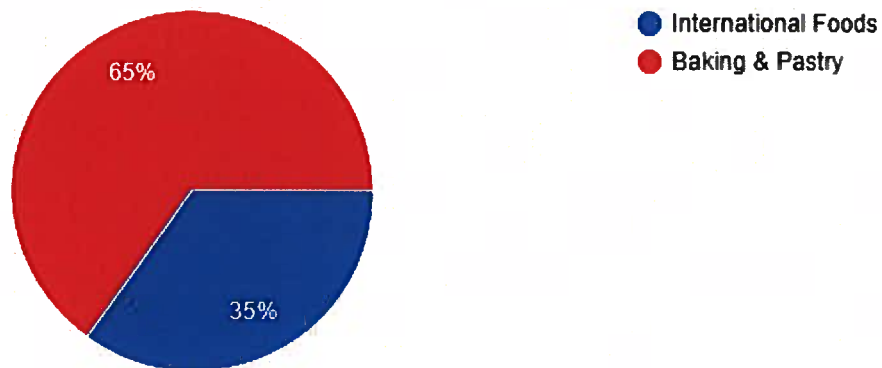
**What qualitative and/or quantitative measures were used to determine the need for this change?**

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

- 1. We want to offer a Baking & Pastry course instead. Baking & Pastry will be dual credit, is a skills-based course and better aligns with labor market jobs in the culinary industry.
- 2. 65% of students would Choose Baking & Pastry over International Foods.

If you had to choose one culinary class to take, which one would you choose?

160 responses



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

International Foods is not offered at the following high schools:

- Riverside Brookfield High School
- Hinsdale District 86 High Schools
- Naperville School District 203
- Glenbard District 87 High Schools
- Stevenson High School
- Downers Grove District 99 Schools

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

Student Enrollment in Baking & Pastry.

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

**Goal 1: Student Growth & Achievement: Provide a comprehensive, innovative education for every student to ensure all students grow and achieve.**

Baking & Pastry is a career field. By offering this course, we are preparing students and exposing them to potential careers in this field. If the course is offered for dual credit, that will allow more students to earn college credit while at LT.

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

No additional resources are needed	\$0
(insert additional rows if necessary)	



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

N/A

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

Brianna Basic, FCS Department agreed upon this change

**Signatures:**

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair 	Date 2/15/24
Division Chair 	Date 2/14/24

# 2025-2026 Curriculum Change Proposal Form

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

Date of Application: 2-1-2024

Division: Global Studies

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

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

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Baking & Pastry Arts	1/2	Culinary Arts	11, 12	IV		

**Concurrent Enrollment Info:**

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

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

\*Dual Credit University Partner: College of DuPage- [CULIN 1108](#)  
*Culinary Measurements & Conversions*  
 2 Credit Hour

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

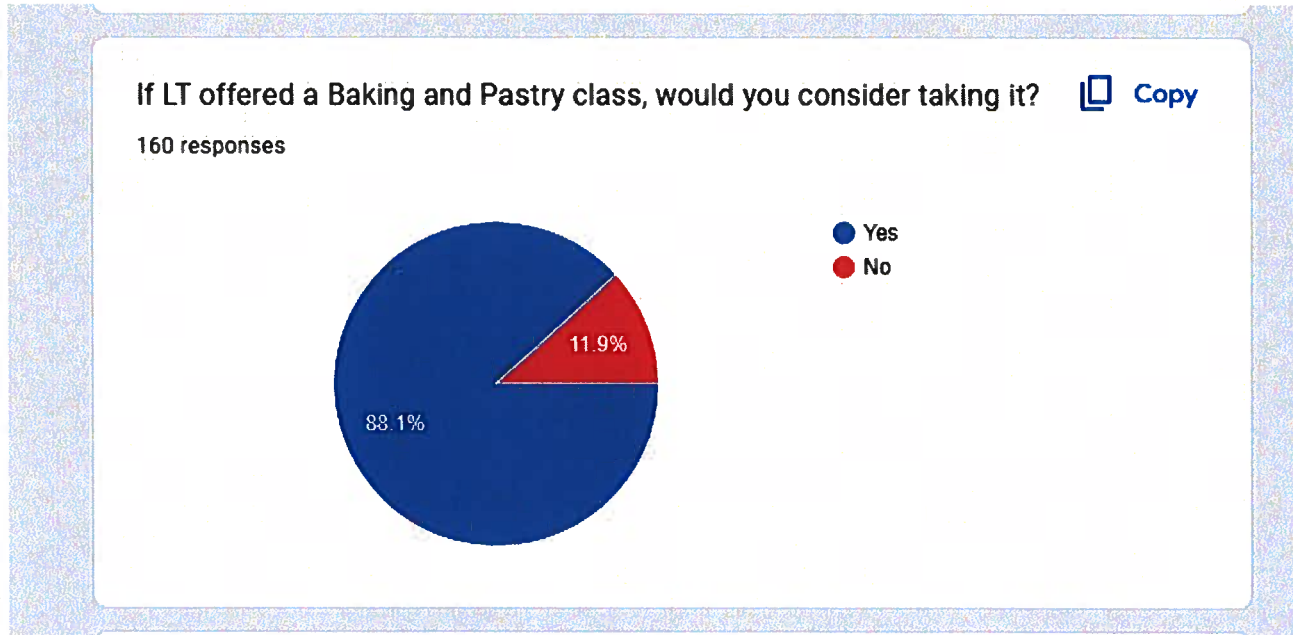
Adding Baking & Pastry Arts course

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

We want to add a Baking & Pastry course to our culinary pathway. Baking & Pastry is a field within the culinary arts industry and we want to expose students to a career in this field. For example: College of Dupage offers 2 routes in their culinary department: Culinary Arts OR Baking & Pastry Arts.

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

1. Teachers administered A Student Survey to 160 students and more than **88%** of students said they would be interested in taking a Baking & Pastry class at LT (Survey Data Attached)
2. Baking & Pastry would increase dual credit hours (6 dual credit hours are needed for the pathway)



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

The following high schools offer this course:

- Baking & Pastry - Hinsdale Township 86 (grades 9-12)
- Baking & Pastry- [Oak Park & River Forest HS](#)
- Baking & Pastry- [Riverside Brookfield HS](#) Grades 10-12)
- [Baking & Pastry Arts](#)- York High School (grades 9-12)
- [Baking & Pastries](#)- Downers Grove N & S (grades 9-12)
- [Baking & Pastry Acc](#)- Maine Township 207 (Grades 10-12)
- [Baking & Pastry](#)- Wheaton North (Grades 10-12)
- Advanced Baking- [Lemont HS](#) (Grades 11-12)

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

Student Enrollment

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

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

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
<u>Commercial Baking Sheet Rack</u> for classroom	\$240
<u>Baking Sheets- 2 sets of 12</u>	\$155
<u>Food Scales- 6 total</u>	\$115


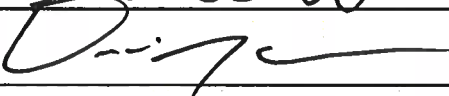
**Provide an updated Course Description that will be included in the Academic Program Guide:**

In this course, students will build on the beginning baking skills learned in Culinary Arts. Fundamentals of baking and pastry equipment, ingredients, weights and measures, conversions, preparation and storage, including the production of desserts, breads, pastries and rolls. Students may have the opportunity to earn dual credit upon successful completion of course. Tree nut and sesame seed free.

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

Brianna Basic, Martha Elliott

**Signatures:**

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair 	Date 2/1/24
Division Chair 	Date 2/2/24

# 2025-2026 Curriculum Change Proposal Form

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

Date of Application: 2/5/2024

Division: Global Studies

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

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Early Childhood Education Internship	½ or 1	Child Development 1	11, 12	IV	FC6551	FC6552

**Proposed Course Information:**

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

**Concurrent Enrollment Info:**

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

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

\*Dual Credit University Partner:

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

Early Childhood Education Internship Drop

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

We would like to drop the Early Childhood Education Internship from the APG and as a course offering in the FCS Department.

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

Upon meeting and discussing the course, there are several reasons we believe the course should be dropped.

1. This course does not fit into our State-Approved Education pathway.
2. Since this course is 1 period long, students have roughly 20 minutes of intern time, and often arrive at their cooperating schools right when the early childhood students begin packing up for the day.
3. Beginning in the 24/25 school year, Teaching Internship: Elementary will be offered to both juniors and seniors. This provides students with an additional opportunity to enroll in a dual-credit teaching internship at LT.
4. ECE Internship was a course that was offered before Child Development 2. The Child Development 2 course offers students an additional preschool lab experience for students interested in this field.

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

Hinsdale Township District 86- Only offers 1 Internship Course: Invitation to Teaching (includes preschool, elementary and middle school placements)

York High School District 205- Only offers 1 internship Course: Invitation to Teach (includes elementary and middle school placements)

Downers Grove District 99- -Only offers 1 internship Course: Invitation to Teach (includes elementary and middle school placements)

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

Increase in enrollment in Teaching Internship: Elementary and/or Child Development 2

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

This change would support Strategic Plan Goal 1: Student Growth & Achievement because it will move students to a 2 period, dual credit internship course, which is a much more viable and rigorous curricular experience.

This change would also eliminate an education course that is not a part of our education pathway, and encourage students to enroll in an internship course that is a part of a state-approved pathway endorsement.

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

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

(insert additional rows if necessary)	
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**Provide an updated Course Description that will be included in the Academic Program Guide:**

N/A
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**Who was involved in developing this course proposal?**

Dawn Saukstelis, Brianna Basic
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**Signatures:**

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair 	Date 2/5/24
Division Chair 	Date 2/7/24

# 2025-2026 Curriculum Change Proposal Form

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

Date of Application: 2/15/2024

Division: Global Studies

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

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level	Fall Code	Spring Code
Keyboarding	0.5	None	9 - 12	III	BU5411 BU5416	BU5412 BU5417

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Computer Concepts and Software Applications	0.5	None	9 - 12	III	BU5411 BU5416	BU5412 BU5417

**Concurrent Enrollment Info:**

--	--	--	--	--	--	--

**Check the Appropriate Features of the New Course:**

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

\*Dual Credit University Partner: College of Dupage OFTI 1100 - Keyboarding and Document Fundamentals (3 Hours)

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

Google Workspace addition to the Keyboarding curriculum

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

LT students are given the Google Workspace to use almost exclusively here at LT for assignments but no instruction is given on how to help students use those tools. This course will spend the second half of the semester focusing on the following Google applications and tasks: Drive, Docs, Sheets, Slides, Mail. Other applications will be introduced as time allows.

COD Dual Credit opportunity will still stay in place for OFTI 1100 Keyboarding and Document Fundamentals.

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

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

When teaching technology courses, students have noted that they have never been taught how to properly use the Google Workspace although they pick up small tidbits along the way. Teaching the Google Workspace to students will help them create better assignments and presentations for class as well as prepare them for college and the workforce as many colleges and employers adopt the Google Workspace.

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

Hinsdale, Leyden and Naperville also incorporate this into their Digital Literacy courses.

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

Student enrollment in the course

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

This change addresses *Strategic Plan Goal 1: Provide a Comprehensive, innovative education for every student to ensure all students grow and achieve*. With this curricular addition, students will learn how to navigate all of the features of Google Workspace. These relevant skills would help students develop digital organizational skills that could be used throughout the rest of their time at LT and beyond, since Google workspace is used by the district and many other post-secondary organizations.

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

Teacher Training (online course)	\$25.00
Summer Workshop (5 hours)	
(insert additional rows if necessary)	



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

This course is designed to equip students with the essential skills needed to enhance their productivity through proficient keyboarding techniques and the effective utilization of Google Workspace applications. Students will develop mastery in typing technique and efficiency, enabling them to navigate digital environments with speed and accuracy. Additionally, students will explore the diverse functionalities of Google Workspace tools such as Google Docs, Sheets, Slides, Mail and Drive, learning how to leverage these applications in their courses at Lyons Township High School. By the end of this course, students will emerge as confident typists with the ability to harness the full potential of Google Workspace tools to optimize their productivity in academic, professional, and personal endeavors. Keyboarding skills are required for further course work in Computer Applications (MOS), Programming in Python, Web Development and MobileMakersEdu. Students may receive three college credits with College of DuPage upon successful completion of this dual credit course.

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

Natalie Carlson & Krista Wilcox

**Signatures:**

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair 	Date 2/15/24
Division Chair 	Date 2/16/24

# 2025-2026 Curriculum Change Proposal Form

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

Date of Application: 12/7/2024

Division: Global Studies

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

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Small Engines	1/2	n/a	9,10	III	AT6226	AT6227

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Small Engines	1/2	n/a	9,10	IV	AT6226	AT6227

**Concurrent Enrollment Info:**

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

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

\*Dual Credit University Partner: College of Dupage

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

Small Engines Level Change

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

Change Small Engines from a Level III to a Level IV course. Since Small Engines is a dual enrollment class with College of Dupage, a Level 4 offering is more reflective of a course that has college-level rigor.

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

Every Dual Credit class in the Applied Tech department is a level 4 class (except small engines)

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

N/A

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

Seeing if student enrollment increases due to the course being a higher level and dual credit being offered.

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

This change addresses GOAL 1: STUDENT GROWTH & ACHIEVEMENT (PROVIDE A COMPREHENSIVE, INNOVATIVE EDUCATION FOR EVERY STUDENT TO ENSURE ALL STUDENTS GROW AND ACHIEVE).

Students who are enrolling in a dual credit class with College of Dupage should be earning credit reflective of their work.

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

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
N/A	
(insert additional rows if necessary)	

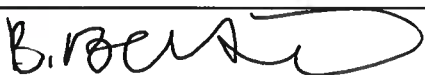
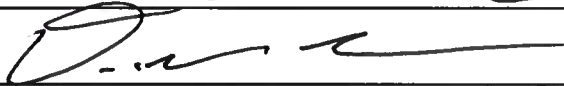
**Provide an updated Course Description that will be included in the Academic Program Guide:**

Small Engines is the first class taken on the road to become a qualified automotive technician. The course introduces the small engine and uses it to demonstrate in-depth concepts like 4 stroke theory, thermodynamics, and alternative fuel sources in a fun, lab centered environment. Students will understand the parts of an engine, how they interact together, and how to disassemble and reassemble its components. Students will also learn diagnostic procedures to resolve common issues and become proficient in rebuilding carburetors, testing ignition systems, fuel systems, and replacing broken parts. Students may receive three college credits with College of DuPage upon successful completion of this dual credit course.

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

Josh Nabasny, Brianna Basic

**Signatures:**

Curriculum Coordinator/Lead Teacher		Date	
Assistant Division Chair		Date	2/7/24
Division Chair		Date	2/10/24

# 2025-2026 Curriculum Change Proposal Form

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

Date of Application: March 1, 2024

Division: Curriculum and Instruction

**Current Course Information:**

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
See page 17 of the Academic Program Guide						

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
All courses listed on page 17 of the APG with the exception of Personal Social Development and other resources classes will have the cr/nc designation removed from their course description.						

**Check the Appropriate Features of the New Course:**

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

\*Dual Credit University Partner:

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

Elimination of Credit/No Credit for Elective Courses

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

**When LT had a graduation requirement that all students take a creative arts class and a practical arts class, the option of taking those classes as Credit/No Credit (pass/fail) was instituted to help ensure students would take an elective they were interested in without worrying about how it would affect their GPA. At the time, LT also had a class rank, which could (and did) change when a student took a prep level course instead of an honors or accelerated course due to the weight of the prep level elective. When Civics was added as a graduation requirement, we eliminated the creative and practical arts requirement. Students were able to take either creative or practical arts courses to fulfill the elective graduation requirement. This meant that students could take a second or third course in a sequence, almost always at a higher weighted GPA level, to complete their creative or practical arts requirement.**

While there have always been some colleges that recognized a “CR” grade as a D for admissions purposes, those schools were few and mainly located in California. We alerted students to this potential issue through the APG and kept the practice of allowing for CR/NC grades to be used for electives.

Following the pandemic, we began to hear of more colleges who interpreted the CR grade as a D- rather than an F since many high schools used this grade for students who struggled with remote learning and attendance issues.

Unlike the old practice of creative and practical arts, in recent years we began to align our elective courses to pathways which lead to higher level courses and dual credit. Elective selection has become based more upon student interest and future career plans rather than checking a box to enroll in a creative and a practical arts elective to satisfy a graduation requirement. This means that the grades earned are also important since they fulfill steps along a pathway.

With this proposal, we will be eliminating CR/NC in elective classes and also discontinue the use of CR/NC for 8<sup>th</sup> grade languages and Algebra I. College admissions officers are more interested in where students end up, not whether they started before high school. State graduation requirements do not recognize credit from 8<sup>th</sup> grade satisfying high school graduation requirements. We know of no other school that awards this credit. We have also learned that our students who enter the NCAA Eligibility Portal are having their 8th grade CR’s in math converted to D’s as a part of their eligibility assessment.

- Presently, when 8<sup>th</sup> graders take Algebra I at their middle school, LT awards a Credit (CR) when the student successfully completes the next course in the sequence (usually Geometry). Since this credit does not count toward a graduation requirement, cannot be used as one of the state-required three years of math in high school, and is used primarily to help place a student into the next course in a sequence, the practice of awarding a credit for Algebra I in eighth grade will end. Current Freshmen will not have the CR for this class added to their transcript.
- Similarly, when 8<sup>th</sup> graders take Spanish or French at their middle school, LT awards a Credit (CR) when the student successfully completes the next course in the sequence (usually Spanish II or French II). Since this credit does not count toward high school language credit and colleges look at the last course taken in a sequence rather than whether they took a language in middle school or high school, the practice of awarding a credit for Spanish I or French I for courses taken in eighth grade will end. Current Freshmen will not have the CR for this class added to their transcript.

The Credit/No Credit grade will continue to be used in those classes where grades are not assigned, including LIFE, Transition, Personal/Social Development, Resource Classes, other IEP and Goal-driven curricula, and PE waivers.

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

- Overwhelmingly, students who earn a CR grade have A's in the courses they are enrolled in.
- There is an underlying assumption that elective courses are not as rigorous or are not equivalent to core graduation requirements despite the alignment to career pathways and college dual credit requirements. Keeping CR/NC only reinforces that misconception.
- The number of students who elect CR/NC has diminished considerably over the past five years. (Note: the data for 2023 pertains only to semester 1)

Department	N Rows	N(2019)	N(2020)	N(2021)	N(2022)	N(2023)
Alternative Program	4	0	0	1	3	0
Applied Tech	55	14	12	14	5	10
Art	262	155	28	36	32	11
Business Ed	436	134	102	123	51	26
Driver Ed	51	13	27	5	2	4
English	44	16	11	7	8	2
Family and Consumer Sciences	230	127	11	50	32	10
Mathematics	3	0	0	1	2	0
Music	212	107	91	9	5	0
Physical Ed	4768	951	933	328	1403	1153
Science	3	0	0	0	0	3
Social Studies	43	17	5	15	6	0
World Language	25	25	0	0	0	0

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

Comparable high schools do not offer this option for general elective courses.

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

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

Our current practice does not empower all students in their quest for a fulfilling life when their college application is diminished when a CR grade from middle school is interpreted as a D.

**What are the resources needed to implement this change?**

No resources needed to eliminate the credit/no credit option.

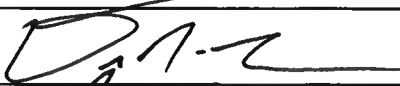



**Provide an updated Course Description that will be included in the Academic Program Guide:**

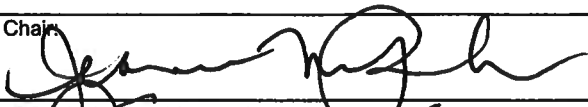
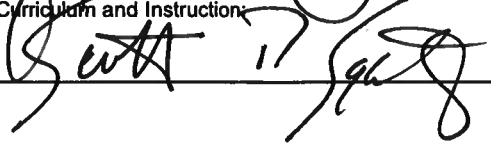
All creative and practical arts electives listed in the APG will have the CR/NC option removed. The information on page 16 of the Academic Program Guide will be updated to explain the change and the list of courses on page 17 will be eliminated.

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

Scott Eggerding, Gerry James, Jeannine Prucha, Dan Buys, Karen Raino, Kurt Johns

**Signatures:**

Division Chair:		Date: 3/1/24
Division Chair:		Date: 3/1/24
Division Chair:		Date: 3/1/24
Division Chair:		Date: 3/1/24

Division Chair: 	Date: <b>3/1/24</b>
Director of Curriculum and Instruction: 	Date: <b>3/1/24</b>

# LYONS TOWNSHIP HIGH SCHOOL

CURRICULUM OFFICE 100 S. Brainard Ave., LaGrange, IL 60525-2101  
Tel: (708) 579-6470 E-mail: seggerding@lths.net Website: www.lths.net



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

TO: Brian Waterman  
Board of Education

FROM: Scott D. Eggerding *[Signature]*

DATE: September 3, 2024

RE: 2024-2025 Calendar (Update)

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## ***Modification to 2024-2025 School Year Calendar***

After the Board approved the 2024-2025 school term calendar, the Illinois State Board of Education decided to change the assessment used for a graduation requirement from the SAT to the ACT. This change necessitates a change to the calendar to indicate which days will be used for testing. The attached calendar is updated to reflect the ACT test dates only. No other changes have been made.

## ***Background***

The ACT will be given as a computer-based test, but unlike the SAT, students with certain testing accommodations will not be able to finish the test in one day. This requires more than one day of testing to ensure extended time 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders all complete the test.

## ***Calendar Change and Schedule***

The testing schedule is as follows:

- April 10 - Sophomores will take the PreACT 10 test at South Campus in classrooms.  
- Freshman, Sophomore and Junior extended time testers will take their respective tests at South Campus in classrooms.  
- Standard Time Freshmen will not attend school.
- April 11 - Freshmen will take the PreACT 9 test at South Campus in classrooms.  
- Juniors will take the ACT test at North Campus in classrooms.  
- Freshman, Sophomore and Junior extended time testers will finish their respective tests at South Campus in classrooms.  
- Seniors and Standard Time Sophomores will not attend school.

## **RECOMMENDATION:**

Approve the 2024-2025 Calendar Change for ACT Test Administration as presented.



# LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204 2024-2025 UPDATED SCHOOL CALENDAR

4/15/24

## August 2024

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

## September 2024

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

## October 2024

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

## November 2024

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

## December 2024

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

## January 2025

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

### OPENING/CLOSING DAYS OF SCHOOL

- August 19 (A) First Day of School
- May 30 (Ω) Last Day of School

### STUDENT NON-ATTENDANCE DAYS (\*)

- August 14 District Institute Day
- August 15 Teacher Work Day
- September 2 Labor Day
- October 11 District Institute Day
- October 14 Columbus/Indigenous Peoples Day
- October 25 Non-Attendance Day
- November 5 Election Day
- November 27-29 Thanksgiving Holiday
- Dec. 23-Jan. 3 Winter Break
- January 6 Teacher Work Day
- January 20 M. L. King Jr. Day
- February 17 Presidents' Day
- February 28 District Institute Day
- March 21 District Institute Day
- March 31-April 4 Spring Break
- April 18 Non-Attendance Day
- May 26 Memorial Day

### LATE START WEDNESDAYS

First Period starts 9:15 a.m. except for:  
9/25, 11/20, 12/18, 2/5, 3/12, 5/28

### SCHOOLIMPROVEMENT DAYS – 11:30 Dismissal

September 25, November 20, February 5, March 12

### PARENT-TEACHER CONFERENCE DAYS (▲)

- October 23 Conferences 5:00-9:00 p.m.
- October 24 11:30 a.m. dismissal  
Conferences 1:00-7:30 p.m.

### GRADING PERIODS

- October 18 Q1 End 1st quarter
- December 18-20 First Semester Final Exams
- December 20 S1 End of 1<sup>st</sup> semester
- March 14 Q3 End 3rd quarter
- May 28-30 Second Semester Final Exams
- May 30 Ω End of 2<sup>nd</sup> semester

### MISCELLANEOUS

- August 7, 8, 12 Book Pick-up Days
- August 16 Frosh Experience Day
- September 5 S. C. Open House
- September 12 N. C. Open House
- April 17 ~SAT and PSAT 10 Testing
- April 21 \*PSAT 9 Testing
- May 30, June 2-5 Emergency Days
- June 9 – June 27 [Summer School Sem.1]
- June 30 – July 18 {Summer School Sem. 2}

### COMMENCEMENT (🦋)

- Wednesday, May 28 7:00 pm Bennett Field

## February 2025

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

## March 2025

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

## April 2025

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

## May 2025

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

## June 2025

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

## July 2025

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

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

# LYONS TOWNSHIP HIGH SCHOOL

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



Brian Stachacz  
Director of Business Services

## Memorandum

**To:** Dr. Brian Waterman, Board of Education  
**From:** Brian Stachacz  
**Date:** 8/28/2024  
**Re:** FY25 Tentative District 204 Budget

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Attached you will find information pertaining to the FY25 Tentative District 204 Budget. The following information is included for your review in this packet:

- Highlights/Summary of major factors driving the FY25 Tentative District Budget.
- Combined and Individual Summary for all major operating funds for the FY25 Tentative Budget.
- Illinois State Board of Education Form 50-36 (Official State Budget Form) containing the FY25 official Tentative Budget.

It can be noted that this current budget contains a \$.6 million surplus. The main driver of this surplus is the 5% increase to the tax levy and the continued increase of CPPRT. We received the CPPRT estimate for FY25 and it is estimated to be \$5.0 million which is \$1.0 million less than what was originally in the budget. I am also estimating the cost for the ongoing projects in Fund 60 for the coming year. I believe that I will be adjusting the final expenditure number as I look at total costs charged to the prior year. Also, as we discussed in May of 2024, we are transferring \$3.0 million from the Education Fund and \$2.0 million from the O&M Fund to Fund 60 to cover the costs of the ongoing projects that are above the remaining bond sale proceeds.

### Highlights and Factors Driving the FY25 Tentative Budget:

- Tax levy increase of 5%. This amounts to an estimated \$4.6 million increase over the prior year.
- Corporate Personal Property Replacement Taxes (CPPRT) is budgeted at \$4.9 million. This amounts to \$1.5 million above historical norms for the district (\$3.5 million).
- Interest earnings are expected to be \$1.8 million during the fiscal year in the operating funds.
- Salaries are expected to be 6.1% higher than in FY24
- Benefits are expected to be 11.6% higher than in FY24.
- There is \$1.5 million budgeted for capital projects outside of the “Bond Sale” projects.

### Changes Since Adoption of the Tentative Budget

- Decrease in CPPRT Revenue of roughly \$1.0 million based on the estimate that was received from the Illinois Department of Revenue.
- The estimated surplus for the budget has dropped from \$1.7 million to \$.6 million due to the loss of revenue from CPPRT.

- Additionally, I am working with our lawyers to determine the best procedural way to transfer money from the Education Fund and O&M Fund to the Capital Projects Fund. We may need to have two public hearings at the regular September meeting. The first would be for the adoption of the budget and the second would be for the transfer of money from the Education Fund to the O&M Fund. We may also need two resolutions to transfer the money between the funds. I will explain that process during the meeting and answer any questions you may have.

Any additional changes to the Tentative Budget between the September Committee of the Whole meeting and the regular Board meeting will be discussed at the regular meeting prior to adopting the budget.

Should you have any questions, please do not hesitate to contact me.

**Recommendation:** For Information.

**Updated FY 25 Tentative Budget By Fund Summary  
(Ed., O&M, Transportation, SS/IMRF, Capital Projects and Working Cash)**

	<u>Education Fund</u>	<u>O&amp;M Fund</u>	<u>Trans. Fund</u>	<u>SS &amp; IMR Fund</u>	<u>Capital Projects Fund</u>	<u>Working Cash Fund</u>	<u>Total All Funds</u>
<b>Estimated Beginning Fund Balance*</b>	<b>40,894,791</b>	<b>14,210,455</b>	<b>5,586,279</b>	<b>2,135,128</b>	<b>27,496,905</b>	<b>4,289,165</b>	<b>94,612,723</b>
<b>Revenue</b>							
Property Taxes	68,173,479	9,703,559	2,288,958	3,107,461			83,273,457
CPPRT	4,636,710			300,000			4,936,710
Earnings on Investments	1,025,256	388,256	201,257	53,876	282,830	145,266	2,096,741
Other Local Sources	3,216,665	178,000					3,394,665
Evidence Based Funding	2,803,000						2,803,000
State Aid Categorical	913,300		975,000				1,888,300
Federal Aid	1,407,500						1,407,500
Transfer from Ed & OM Funds					5,000,000		
<b>Total Revenue (All Sources)</b>	<b>82,175,910</b>	<b>10,269,815</b>	<b>3,465,215</b>	<b>3,461,337</b>	<b>282,830</b>	<b>145,266</b>	<b>99,800,373</b>
<b>Expenditures</b>							
Salaries	54,725,704	4,431,837					59,157,541
Employee Benefits	8,147,780	804,187		3,449,907			12,401,874
Purchased Services	8,560,092	2,117,000	3,382,000				14,059,092
Supplies	2,177,585	2,229,200					4,406,785
Capital Outlay	768,375	2,440,000	210,000		32,496,905		35,915,280
Other Objects	3,854,870	600					3,855,470
Non Capital Equipment	1,607,256						1,607,256
<b>Total Expenditures (All Uses)</b>	<b>79,841,662</b>	<b>12,022,824</b>	<b>3,592,000</b>	<b>3,449,907</b>	<b>32,496,905</b>	<b>0</b>	<b>131,403,298</b>
<b>Excess Revenue over Expenses w/Fund 60</b>	<b>2,334,248</b>	<b>(1,753,009)</b>	<b>(126,785)</b>	<b>11,430</b>	<b>(32,214,075)</b>	<b>145,266</b>	<b>(31,602,925)</b>
<b>Excess Revenue over Expenses w/o Fund 60</b>							<b>611,150</b>
Transfer To Capital Projects Fund	3,000,000	2,000,000					
<b>Estimated Ending Fund Balance</b>	<b>40,229,039</b>	<b>10,457,446</b>	<b>5,459,494</b>	<b>2,146,558</b>	<b>282,830</b>	<b>4,434,431</b>	<b>63,009,798</b>

\*Unaudited amounts that are June 30, 2024 cash balances.

District Type:

- School District
- Joint Agreement

ILLINOIS STATE BOARD OF EDUCATION  
School Business Services Division

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM \*  
July 1, 2024 - June 30, 2025

Accounting Basis:

- Cash
- Accrual

Is this an amended budget? No \_\_\_\_\_

Date of Amended Budget: \_\_\_\_\_  
(MM/DD/YY)

District Name: Lyons Twp HSD 204

District RCDT No: 06016204017

Balanced budget; no Deficit Reduction Plan is required.

**If your FY2024 AFR states that you need to do a deficit reduction plan and your FY2025 budget is balanced, please state the measures you took to have your budget become balanced. (Bckgrnd-Assumpt 25-26)**

Budget of Lyons Twp HSD 204, County of Cook,  
State of Illinois, for the Fiscal Year beginning July 1, 2024 and ending June 30, 2025.

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

AND WHEREAS a public hearing was held as to such budget on the 16th day of September, 2024,  
notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

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

Section 1: That the fiscal year of this school district be and the same hereby is fixed and declared to be  
beginning July 1, 2024 and ending June 30, 2025.

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

**ADOPTION OF BUDGET**

The budget shall be approved and signed below by members of the School Board. Adopted this 16th day of September, 2024  
by a roll call vote of \_\_\_\_\_ Yeas, and \_\_\_\_\_ Nays, to wit:

** MEMBERS VOTING YEA:	** MEMBERS VOTING NAY:

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

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
3	ESTIMATED BEGINNING FUND BALANCE (without Student Activity Funds) <sup>1</sup> as of July 1, 2024		40,894,791	14,210,455	1,250,489	5,586,279	2,135,128	27,496,905	4,289,165	0	0	
4	<b>RECEIPTS/REVENUES (without Student Activity Funds)</b>											
5	<b>LOCAL SOURCES</b>	1000	77,052,110	10,269,815	3,024,075	2,490,215	3,461,337	282,830	145,266	0	0	
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000										
7	STATE SOURCES	3000	3,716,300	0	0	975,000	0	0	0	0	0	
8	FEDERAL SOURCES	4000	1,407,500	0	0	0	0	0	0	0	0	
9	Total Direct Receipts/Revenues <sup>8</sup>		82,175,910	10,269,815	3,024,075	3,465,215	3,461,337	282,830	145,266	0	0	
10	Receipts/Revenues for "On Behalf" Payments <sup>2</sup>	3998										
11	Total Receipts/Revenues		82,175,910	10,269,815	3,024,075	3,465,215	3,461,337	282,830	145,266	0	0	
12	<b>DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)</b>											
13	<b>INSTRUCTION</b>	1000	52,244,197				1,153,969			0	0	
14	<b>SUPPORT SERVICES</b>	2000	24,318,268	12,022,824		3,592,000	2,275,140	32,496,905		0	0	
15	<b>COMMUNITY SERVICES</b>	3000	386,697	0		0	20,798			0	0	
16	<b>PAYMENTS TO OTHER DISTRICTS &amp; GOVT UNITS</b>	4000	2,892,500	0	0	0	0	0		0	0	
17	<b>DEBT SERVICES</b>	5000	0	0	2,775,000	0	0			0	0	
18	<b>PROVISION FOR CONTINGENCIES</b>	6000	0	0	0	0	0	0		0	0	
19	Total Direct Disbursements/Expenditures <sup>9</sup>		79,841,662	12,022,824	2,775,000	3,592,000	3,449,907	32,496,905		0	0	
20	Disbursements/Expenditures for "On Behalf" Payments <sup>2</sup>	4180	0	0	0	0	0	0		0	0	
21	Total Disbursements/Expenditures		79,841,662	12,022,824	2,775,000	3,592,000	3,449,907	32,496,905		0	0	
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		2,334,248	(1,753,009)	249,075	(126,785)	11,430	(32,214,075)	145,266	0	0	
23	<b>OTHER SOURCES/USES OF FUNDS</b>											
24	<b>OTHER SOURCES OF FUNDS (7000)</b>											
25	<b>PERMANENT TRANSFER FROM VARIOUS FUNDS</b>											
26	Abolishment the Working Cash Fund <sup>16</sup>	7110										
27	Abatement of the Working Cash Fund <sup>16</sup>	7110										
28	Transfer of Working Cash Fund Interest	7120										
29	Transfer Among Funds	7130		3,000,000								
30	Transfer of Interest	7140										
31	Transfer from Capital Projects Fund to O&M Fund	7150		0								
32	Transfer of Excess Fire Prev & Safety Tax & Interest <sup>3</sup> Proceeds to O&M Fund	7160		0								
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int <sup>3a</sup> Proceeds to Debt Service Fund	7170			0							
34	<b>SALE OF BONDS (7200)</b>											
35	Principal on Bonds Sold <sup>4</sup>	7210										
36	Premium on Bonds Sold	7220										
37	Accrued Interest on Bonds Sold	7230										
38	Sale or Compensation for Fixed Assets <sup>5</sup>	7300										
39	Transfer to Debt Service to Pay Principal on GASB 87 Leases	7400			0							
40	Transfer to Debt Service to Pay Interest on GASB 87 Leases	7500			0							
41	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			0							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
43	Transfer to Capital Projects Fund	7800						5,000,000				
44	ISBE Loan Proceeds	7900										
45	Other Sources Not Classified Elsewhere	7990										
46	Total Other Sources of Funds <sup>8</sup>		0	3,000,000	0	0	0	5,000,000	0	0	0	

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
47	<b>OTHER USES OF FUNDS (8000)</b>											
49	<b>TRANSFER TO VARIOUS OTHER FUNDS (8100)</b>											
50	Abolishment or Abatement of the Working Cash Fund <sup>16</sup>	8110							0			
51	Transfer of Working Cash Fund Interest	8120							0			
52	Transfer Among Funds	8130	3,000,000									
53	Transfer of Interest <sup>6</sup>	8140										
54	Transfer from Capital Projects Fund to O&M Fund	8150										
55	Transfer of Excess Fire Prev & Safety Tax & Interest <sup>3</sup> Proceeds to O&M Fund	8160										
56	Transfer of Excess Accumulated Fire Prev & Safety Bond <sup>3a</sup> and Int Proceeds to Debt Service Fund	8170										
57	Taxes Pledged to Pay Principal on GASB 87 Leases	8410										
58	Grants/Reimbursements Pledged to Pay Principal on GASB 87 Leases	8420										
59	Other Revenues Pledged to Pay Principal on GASB 87 Leases	8430										
60	Fund Balance Transfers Pledged to Pay Principal on GASB 87 Leases	8440										
61	Taxes Pledged to Pay Interest on GASB 87 Leases	8510										
62	Grants/Reimbursements Pledged to Pay Interest on GASB 87 Leases	8520										
63	Other Revenues Pledged to Pay Interest on GASB 87 Leases	8530										
64	Fund Balance Transfers Pledged to Pay Interest on GASB 87 Leases	8540										
65	Taxes Pledged to Pay Principal on Revenue Bonds	8610										
66	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620										
67	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630										
68	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640										
69	Taxes Pledged to Pay Interest on Revenue Bonds	8710										
70	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720										
71	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730										
72	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740										
73	Taxes Transferred to Pay for Capital Projects	8810										
74	Grants/Reimbursements Pledged to Pay for Capital Projects	8820										
75	Other Revenues Pledged to Pay for Capital Projects	8830										
76	Fund Balance Transfers Pledged to Pay for Capital Projects	8840		5,000,000								
77	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910										
78	Other Uses Not Classified Elsewhere	8990										
79	<b>Total Other Uses of Funds <sup>9</sup></b>		3,000,000	5,000,000	0	0	0	0	0	0	0	0
80	<b>Total Other Sources/Uses of Fund</b>		(3,000,000)	(2,000,000)	0	0	0	5,000,000	0	0	0	0
81	<b>ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2025</b>		40,229,039	10,457,446	1,499,564	5,459,494	2,146,558	282,830	4,434,431	0	0	0
82												
83	<b>Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2024</b>		2,240,222									
84	<b>RECEIPTS/REVENUES (For Student Activity Funds)</b>											
85	<b>Total Student Activity Direct Receipts/Revenues (Local Sources)</b>	1799	2,350,000									
86	<b>DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)</b>											
87	<b>Total Student Activity Direct Disbursements/Expenditures</b>	1999	2,275,000									
88	<b>Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures</b>		75,000									
89	<b>Student Activity ESTIMATED ENDING FUND BALANCE as of June 30, 2025</b>		2,315,222									
90												

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
91	<b>Total ESTIMATED BEGINNING FUND BALANCE (All Sources Including Student Activity Funds) as of July 1, 2024</b>		43,135,013	14,210,455	1,250,489	5,586,279	2,135,128	27,496,905	4,289,165	0	0	
92	<b>RECEIPTS/REVENUES (All Sources with Student Activity Funds)</b>											
93	<b>LOCAL SOURCES</b>	1000	79,402,110	10,269,815	3,024,075	2,490,215	3,461,337	282,830	145,266	0	0	
94	<b>FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT</b>	2000	0	0	0	0	0	0	0	0	0	
95	<b>STATE SOURCES</b>	3000	3,716,300	0	0	975,000	0	0	0	0	0	
96	<b>FEDERAL SOURCES</b>	4000	1,407,500	0	0	0	0	0	0	0	0	
97	<b>Total Direct Receipts/Revenues <sup>8</sup></b>		84,525,910	10,269,815	3,024,075	3,465,215	3,461,337	282,830	145,266	0	0	
98	Receipts/Revenues for "On Behalf" Payments <sup>2</sup>	3998	0	0	0	0	0	0	0	0	0	
99	<b>Total Receipts/Revenues</b>		84,525,910	10,269,815	3,024,075	3,465,215	3,461,337	282,830	145,266	0	0	
100	<b>DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)</b>											
101	<b>INSTRUCTION</b>	1000	54,519,197				1,153,969			0		
102	<b>SUPPORT SERVICES</b>	2000	24,318,268	12,022,824		3,592,000	2,275,140	32,496,905		0	0	
103	<b>COMMUNITY SERVICES</b>	3000	386,697	0		0	20,798			0		
104	<b>PAYMENTS TO OTHER DISTRICTS &amp; GOVT UNITS</b>	4000	2,892,500	0	0	0	0	0	0	0	0	
105	<b>DEBT SERVICES</b>	5000	0	0	2,775,000	0	0			0	0	
106	<b>PROVISION FOR CONTINGENCIES</b>	6000	0	0	0	0	0	0	0	0	0	
107	<b>Total Direct Disbursements/Expenditures <sup>9</sup></b>		82,116,662	12,022,824	2,775,000	3,592,000	3,449,907	32,496,905		0	0	
108	Disbursements/Expenditures for "On Behalf" Payments <sup>2</sup>	4180	0	0	0	0	0	0	0	0	0	
109	<b>Total Disbursements/Expenditures</b>		82,116,662	12,022,824	2,775,000	3,592,000	3,449,907	32,496,905		0	0	
110	<b>Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures</b>		2,409,248	(1,753,009)	249,075	(126,785)	11,430	(32,214,075)	145,266	0	0	
111	<b>OTHER SOURCES/USES OF FUNDS</b>											
112	<b>OTHER SOURCES OF FUNDS (7000)</b>											
113	<b>Total Other Sources of Funds <sup>8</sup></b>		0	3,000,000	0	0	0	5,000,000	0	0	0	
114	<b>OTHER USES OF FUNDS (8000)</b>											
116	<b>Total Other Uses of Funds <sup>9</sup></b>		3,000,000	5,000,000	0	0	0	0	0	0	0	
117	<b>Total Other Sources/Uses of Fund</b>		(3,000,000)	(2,000,000)	0	0	0	5,000,000	0	0	0	
118	<b>ESTIMATED ENDING FUND BALANCE (All Sources with Student Activity Funds) as of June 30, 2025</b>		42,544,261	10,457,446	1,499,564	5,459,494	2,146,558	282,830	4,434,431	0	0	
119												
120	<b>SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)</b>											
121	Description	Acct #	(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	Total By Object
122			Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
123	<b>Object Name</b>											
124	Salaries	100	54,725,704	4,431,837		0		0		0	0	59,157,541
125	Employee Benefits	200	8,147,780	804,187		0	3,449,907	0		0	0	12,401,874
126	Purchased Services	300	8,560,092	2,117,000	0	3,382,000		0		0	0	14,059,092
127	Supplies & Materials	400	2,177,585	2,229,200		0		0		0	0	4,406,785
128	Capital Outlay	500	768,375	2,440,000		210,000		32,496,905		0	0	35,915,280
129	Other Objects	600	3,854,870	600	2,775,000	0	0	0		0	0	6,630,470
130	Non-Capitalized Equipment	700	1,607,256	0		0		0		0	0	1,607,256
131	Termination Benefits	800	0	0		0				0		0
132	<b>Total Expenditures</b>		79,841,662	12,022,824	2,775,000	3,592,000	3,449,907	32,496,905		0	0	134,178,298

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	<b>BEGINNING CASH BALANCE ON HAND (without Student Activity Funds)7 as of July 1, 2024</b>		40,894,791	14,210,455	1,250,489	5,586,279	2,135,128	27,496,905	4,289,165	0	0
4	<b>Total Direct Receipts &amp; Other Sources <sup>8</sup></b>		82,175,910	13,269,815	3,024,075	3,465,215	3,461,337	5,282,830	145,266	0	0
5	<b>OTHER RECEIPTS</b>										
6	Interfund Loans Payable (Loans from Other Funds)	411									
7	Interfund Loans Receivable (Repayment of Loans)	141									
8	Notes and Warrants Payable	433									
9	Other Current Assets	199									
10	<b>Total Other Receipts</b>		0	0	0	0	0	0	0	0	0
11	<b>Total Direct Receipts, Other Sources, &amp; Other Receipts</b>		82,175,910	13,269,815	3,024,075	3,465,215	3,461,337	5,282,830	145,266	0	0
12	<b>Total Amount Available</b>		123,070,701	27,480,270	4,274,564	9,051,494	5,596,465	32,779,735	4,434,431	0	0
13	<b>Total Direct Disbursements &amp; Other Uses <sup>9</sup></b>		82,841,662	17,022,824	2,775,000	3,592,000	3,449,907	32,496,905	0	0	0
14	<b>OTHER DISBURSEMENTS</b>										
15	Interfund Loans Receivable (Loans to Other Funds) <sup>10</sup>	141									
16	Interfund Loans Payable (Repayment of Loans)	411									
17	Notes and Warrants Payable	433									
18	Other Current Liabilities	499									
19	<b>Total Other Disbursements</b>		0	0	0	0	0	0	0	0	0
20	<b>Total Direct Disbursements, Other Uses, &amp; Other Disbursements</b>		82,841,662	17,022,824	2,775,000	3,592,000	3,449,907	32,496,905	0	0	0
21	<b>ENDING CASH BALANCE ON HAND (without Student Activity Funds) as of June 30, 2025</b>		40,229,039	10,457,446	1,499,564	5,459,494	2,146,558	282,830	4,434,431	0	0
22											
23	<b>Activity Funds BEGINNING CASH BALANCE ON HAND7 as of July 1, 2024</b>		2,240,222								
24	<b>Total Direct Receipts &amp; Other Sources <sup>8</sup></b>		2,350,000								
25	<b>Total Amount Available</b>		4,590,222								
26	<b>Total Direct Disbursements &amp; Other Uses <sup>9</sup></b>		2,275,000								
27	<b>Activity funds ENDING CASH BALANCE ON HAND7 as of June 30, 2025</b>		2,315,222								
28											
29	<b>Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds)7 as of July 1, 2024</b>		43,135,013	14,210,455	1,250,489	5,586,279	2,135,128	27,496,905	4,289,165	0	0
30	<b>Total Direct Receipts &amp; Other Sources <sup>8</sup></b>		84,525,910	13,269,815	3,024,075	3,465,215	3,461,337	5,282,830	145,266	0	0
31	<b>Total Other Receipts</b>		0	0	0	0	0	0	0	0	0
32	<b>Total Direct Receipts, Other Sources, &amp; Other Receipts</b>		84,525,910	13,269,815	3,024,075	3,465,215	3,461,337	5,282,830	145,266	0	0
33	<b>Total Amount Available</b>		127,660,923	27,480,270	4,274,564	9,051,494	5,596,465	32,779,735	4,434,431	0	0
34	<b>Total Direct Disbursements &amp; Other Uses <sup>9</sup></b>		85,116,662	17,022,824	2,775,000	3,592,000	3,449,907	32,496,905	0	0	0
35	<b>Total Other Disbursements</b>		0	0	0	0	0	0	0	0	0
36	<b>Total Direct Disbursements, Other Uses, &amp; Other Disbursements</b>		85,116,662	17,022,824	2,775,000	3,592,000	3,449,907	32,496,905	0	0	0
37	<b>Total ENDING CASH BALANCE ON HAND (with Student Activity Funds)7 as of June 30, 2025</b>		42,544,261	10,457,446	1,499,564	5,459,494	2,146,558	282,830	4,434,431	0	0

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	<b>RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)</b>										
4	<b>AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY</b>	<b>1100</b>									
5	Designated Purposes Levies <sup>11 (1110-1120)</sup>	-	67,769,908	9,703,559	2,982,810	2,288,958	3,107,461				
6	Leasing Purposes Levy <sup>12</sup>	1130									
7	Special Education Purposes Levy	1140	403,571								
8	FICA and Medicare Only Levies	1150									
9	Area Vocational Construction Purposes Levy	1160									
10	Summer School Purposes Levy	1170									
11	Other Tax Levies (Describe & Itemize)	1190									
12	<b>Total Ad Valorem Taxes Levied by District</b>		<b>68,173,479</b>	<b>9,703,559</b>	<b>2,982,810</b>	<b>2,288,958</b>	<b>3,107,461</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
13	<b>PAYMENTS IN LIEU OF TAXES</b>	<b>1200</b>									
14	Mobile Home Privilege Tax	1210									
15	Payments from Local Housing Authority	1220									
16	Corporate Personal Property Replacement Taxes <sup>13</sup>	1230	4,636,710				300,000				
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290									
18	<b>Total Payments in Lieu of Taxes</b>		<b>4,636,710</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>300,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
19	<b>TUITION</b>	<b>1300</b>									
20	Regular Tuition from Pupils or Parents (In State)	1311									
21	Regular Tuition from Other Districts (In State)	1312									
22	Regular Tuition from Other Sources (In State)	1313									
23	Regular Tuition from Other Sources (Out of State)	1314									
24	Summer School Tuition from Pupils or Parents (In State)	1321	260,000								
25	Summer School Tuition from Other Districts (In State)	1322									
26	Summer School Tuition from Other Sources (In State)	1323									
27	Summer School Tuition from Other Sources (Out of State)	1324									
28	CTE Tuition from Pupils or Parents (In State)	1331									
29	CTE Tuition from Other Districts (In State)	1332									
30	CTE Tuition from Other Sources (In State)	1333									
31	CTE Tuition from Other Sources (Out of State)	1334									
32	Special Education Tuition from Pupils or Parents (In State)	1341									
33	Special Education Tuition from Other Districts (In State)	1342									
34	Special Education Tuition from Other Sources (In State)	1343									
35	Special Education Tuition from Other Sources (Out of State)	1344									
36	Adult Tuition from Pupils or Parents (In State)	1351									
37	Adult Tuition from Other Districts (In State)	1352									
38	Adult Tuition from Other Sources (In State)	1353									
39	Adult Tuition from Other Sources (Out of State)	1354									
40	<b>Total Tuition</b>		<b>260,000</b>								
41	<b>TRANSPORTATION FEES</b>	<b>1400</b>									
42	Regular Transportation Fees from Pupils or Parents (In State)	1411									
43	Regular Transportation Fees from Other Districts (In State)	1412									
44	Regular Transportation Fees from Other Sources (In State)	1413									
45	Regular Transportation Fees from Co-curricular Activities (In State)	1415									
46	Regular Transportation Fees from Other Sources (Out of State)	1416									
47	Summer School Transportation Fees from Pupils or Parents (In State)	1421									
48	Summer School Transportation Fees from Other Districts (In State)	1422									
49	Summer School Transportation Fees from Other Sources (In State)	1423									
50	Summer School Transportation Fees from Other Sources (Out of State)	1424									
51	CTE Transportation Fees from Pupils or Parents (In State)	1431									
52	CTE Transportation Fees from Other Districts (In State)	1432									
53	CTE Transportation Fees from Other Sources (In State)	1433									
54	CTE Transportation Fees from Other Sources (Out of State)	1434									
55	Special Education Transportation Fees from Pupils or Parents (In State)	1441									
56	Special Education Transportation Fees from Other Districts (In State)	1442									

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	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
57	Special Education Transportation Fees from Other Sources (In State)	1443									
58	Special Education Transportation Fees from Other Sources (Out of State)	1444									
59	Adult Transportation Fees from Pupils or Parents (In State)	1451									
60	Adult Transportation Fees from Other Districts (In State)	1452									
61	Adult Transportation Fees from Other Sources (In State)	1453									
62	Adult Transportation Fees from Other Sources (Out of State)	1454									
63	<b>Total Transportation Fees</b>					0					
64	<b>EARNINGS ON INVESTMENTS</b>	<b>1500</b>									
65	Interest on Investments	1510	1,025,256	388,256	41,265	201,257	53,876	282,830	145,266		
66	Gain or Loss on Sale of Investments	1520									
67	<b>Total Earnings on Investments</b>		1,025,256	388,256	41,265	201,257	53,876	282,830	145,266	0	0
68	<b>FOOD SERVICE</b>	<b>1600</b>									
69	Sales to Pupils - Lunch	1611	925,000								
70	Sales to Pupils - Breakfast	1612									
71	Sales to Pupils - A la Carte	1613	195,000								
72	Sales to Pupils - Other (Describe & Itemize)	1614									
73	Sales to Adults	1620									
74	Other Food Service (Describe & Itemize)	1690									
75	<b>Total Food Service</b>		1,120,000								
76	<b>DISTRICT/SCHOOL ACTIVITY INCOME</b>	<b>1700</b>									
77	Admissions - Athletic	1711	30,000								
78	Admissions - Other	1719									
79	Fees	1720	665,250								
80	Book Store Sales	1730									
81	Other District/School Activity Revenue (Describe & Itemize)	1790	422,250								
82	Student Activity Fund Revenues	1799	2,350,000								
83	<b>Total District/School Activity Income (without Student Activity Funds 1799)</b>		1,117,500	0							
84	<b>Total District/School Activity Income (with Student Activity Funds 1799)</b>		3,467,500								
85	<b>TEXTBOOK INCOME</b>	<b>1800</b>									
86	Textbook Rentals - Regular Textbooks	1811	235,000								
87	Textbook Rentals - Summer School Textbooks	1812									
88	Textbook Rentals - Adult/Continuing Education Textbooks	1813									
89	Textbook Rentals - Other (Describe & Itemize)	1819									
90	Textbook Sales - Regular Textbooks	1821	305,000								
91	Textbook Sales - Summer School	1822									
92	Textbook Sales - Adult/Continuing Education	1823									
93	Textbook Sales - Other (Describe & Itemize)	1829									
94	Other Textbook Income (Describe & Itemize)	1890									
95	<b>Total Textbooks</b>		540,000								
96	<b>OTHER REVENUE FROM LOCAL SOURCES</b>	<b>1900</b>									
97	Rentals	1910		175,000							
98	Contributions and Donations from Private Sources	1920									
99	Impact Fees from Municipal or County Governments	1930									
100	Services Provided Other Districts	1940									
101	Refund of Prior Years' Expenditures	1950									
102	Payments of Surplus Moneys from TIF Districts	1960									
103	Drivers' Education Fees	1970	55,000								
104	Proceeds from Vendors' Contracts	1980	25,000								
105	School Facility Occupation Tax Proceeds	1983									
106	Payment from Other Districts	1991									
107	Sale of Vocational Projects	1992									
108	Other Local Fees (Describe & Itemize)	1993									
109	Other Local Revenues (Describe & Itemize)	1999	99,165	3,000							
110	<b>Total Other Revenue from Local Sources</b>		179,165	178,000	65	0	0	0	0	0	0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Acct #	(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2			Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
111	Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)	1000	77,052,110	10,269,815	3,024,075	2,490,215	3,461,337	282,830	145,266	0	0
112	Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)		79,402,110								
<b>FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)</b>											
113											
114	Flow-Through Revenue from State Sources	2100									
115	Flow-Through Revenue from Federal Sources	2200									
116	Other Flow-Through Revenue (Describe & Itemize)	2300									
117	Total Flow-Through Receipts/Revenues From One District to Another District	2000	0	0		0	0				
<b>RECEIPTS/REVENUES FROM STATE SOURCES (3000)</b>											
<b>UNRESTRICTED GRANTS-IN-AID (3001-3099)</b>											
119											
120	Evidence Based Funding Formula (Section 18-8.15)	3001	2,803,000								
121	Reorganization Incentives (Accounts 3005-3021)	3005									
122	Fast Growth District Grants	3030									
123	Other Unrestricted Grants-In-Aid From State Sources (Describe & Itemize)	3099									
124	Total Unrestricted Grants-In-Aid		2,803,000	0	0	0	0	0		0	0
<b>RESTRICTED GRANTS-IN-AID (3100-3900)</b>											
<b>SPECIAL EDUCATION</b>											
126											
127	Special Education - Private Facility Tuition	3100	710,000								
128	Special Education - Funding for Children Requiring Sp Ed Services	3105									
129	Special Education - Personnel	3110									
130	Special Education - Orphanage - Individual	3120									
131	Special Education - Orphanage - Summer Individual	3130									
132	Special Education - Summer School	3145									
133	Special Education - Other (Describe & Itemize)	3199									
134	Total Special Education		710,000	0		0					
<b>CAREER AND TECHNICAL EDUCATION (CTE)</b>											
135											
136	CTE - Technical Education - Tech Prep	3200	95,000								
137	CTE - Secondary Program Improvement (CTEI)	3220									
138	CTE - WECEP	3225									
139	CTE - Agriculture Education	3235									
140	CTE - Instructor Practicum	3240									
141	CTE - Student Organizations	3270									
142	CTE - Other (Describe & Itemize)	3299									
143	Total Career and Technical Education		95,000	0			0				
<b>BILINGUAL EDUCATION</b>											
144											
145	Bilingual Education - Downstate - TPI and TBE	3305									
146	Bilingual Education - Downstate - Transitional Bilingual Education	3310									
147	Total Bilingual Education		0				0				
148	State Free Lunch & Breakfast	3360	800								
149	School Breakfast Initiative	3365									
150	Driver Education	3370	105,000								
151	Adult Education (from ICCB)	3410									
152	Adult Education - Other (Describe & Itemize)	3499									
<b>TRANSPORTATION</b>											
153											
154	Transportation - Regular and Vocational	3500				50,000					
155	Transportation - Special Education	3510				925,000					
156	Transportation - Other (Describe & Itemize)	3599									
157	Total Transportation		0	0		975,000	0				
158	Learning Improvement - Change Grants	3610									
159	Scientific Literacy	3660									
160	Truant Alternative/Optional Education	3695									

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	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
161	Early Childhood - Block Grant	3705									
162	Chicago General Education Block Grant	3766									
163	Chicago Educational Services Block Grant	3767									
164	School Safety & Educational Improvement Block Grant	3775									
165	Technology - Technology for Success	3780									
166	State Charter Schools	3815									
167	Extended Learning Opportunities - Summer Bridges	3825									
168	Infrastructure Improvements - Planning/Construction	3920									
169	School Infrastructure - Maintenance Projects	3925									
170	Other Restricted Revenue from State Sources <i>(Describe &amp; Itemize)</i>	3999	2,500								
171	<b>Total Restricted Grants-In-Aid</b>		913,300	0	0	975,000	0	0	0	0	0
172	<b>Total Receipts/Revenues from State Sources</b>	3000	3,716,300	0	0	975,000	0	0	0	0	0
173	<b>RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)</b>										
174	<b>UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)</b>										
175	Federal Impact Aid	4001									
176	Other Unrestricted Grants-In-Aid Received from Fed. Govt. <i>(Describe &amp; Itemize)</i>	4009									
177	<b>Total Unrestricted Grants-In-Aid Received Directly from Fed Govt</b>		0	0	0	0	0	0	0	0	0
178	<b>RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)</b>										
179	Head Start	4045									
180	Construction (Impact Aid)	4050									
181	MAGNET	4060									
182	Other Restricted Grants-In-Aid Received from Fed. Govt. <i>(Describe &amp; Itemize)</i>	4090									
183	<b>Total Restricted Grants-In-Aid Received Directly from Federal Govt.</b>		0	0		0	0	0			0
184	<b>RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT. THRU THE STATE (4100-4999)</b>										
185	<b>TITLE V</b>										
186	Title V - Flexibility and Accountability	4100									
187	Title V - SEA Projects	4105									
188	Title V - Rural Education Initiative (REI)	4107									
189	Title V - Other <i>(Describe &amp; Itemize)</i>	4199									
190	<b>Total Title V</b>		0	0		0	0				
191	<b>FOOD SERVICE</b>										
192	Breakfast Start-Up Expansion	4200									
193	National School Lunch Program	4210									
194	Special Milk Program	4215	8,500								
195	School Breakfast Program	4220									
196	Summer Food Service Admin/Program	4225									
197	Child and Adult Care Food Program	4226									
198	Fresh Fruit and Vegetables	4240									
199	Food Service - Other <i>(Describe &amp; Itemize)</i>	4299									
200	<b>Total Food Service</b>		8,500				0				
201	<b>TITLE I</b>										
202	Title I - Low Income	4300	150,000								
203	Title I - Low Income - Neglected, Private	4305									
204	Title I - Migrant Education	4340									
205	Title I - Other <i>(Describe &amp; Itemize)</i>	4399									
206	<b>Total Title I</b>		150,000	0		0	0				
207	<b>TITLE IV</b>										
208	Title IV - Student Support & Academic Enrichment Grant	4400	14,000								
209	Title IV - Part A - Student Support & Academic Enrichment Grants Safe and Drug Free Schools	4415									

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1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
210	Title IV - 21st Century	4421									
211	Title IV - Other (Describe & Itemize)	4499									
212	<b>Total Title IV</b>		14,000	0		0	0				
213	<b>FEDERAL - SPECIAL EDUCATION</b>										
214	Federal Special Education - Preschool Flow-Through	4600									
215	Federal Special Education - Preschool Discretionary	4605									
216	Federal Special Education - IDEA Flow Through	4620	850,000								
217	Federal Special Education - IDEA Room & Board	4625	200,000								
218	Federal Special Education - IDEA Discretionary	4630									
219	Federal Special Education - IDEA - Other (Describe & Itemize)	4699									
220	<b>Total Federal Special Education</b>		1,050,000	0		0	0				
221	<b>CTE - PERKINS</b>										
222	CTE - Perkins-Title III E Tech Prep	4770	40,000								
223	CTE - Other (Describe & Itemize)	4799									
224	<b>Total CTE - Perkins</b>		40,000	0			0				
225	Federal - Adult Education	4810									
226	ARRA - General State Aid - Education Stabilization	4850									
227	ARRA - Title I - Low Income	4851									
228	ARRA - Title I - Neglected, Private	4852									
229	ARRA - Title I - Delinquent, Private	4853									
230	ARRA - Title I - School Improvement (Part A)	4854									
231	ARRA - Title I - School Improvement (Section 1003g)	4855									
232	ARRA - IDEA - Part B - Preschool	4856									
233	ARRA - IDEA - Part B - Flow-Through	4857									
234	ARRA - Title IID - Technology - Formula	4860									
235	ARRA - Title IID - Technology - Competitive	4861									
236	ARRA - McKinney - Vento Homeless Education	4862									
237	ARRA - Child Nutrition Equipment Assistance	4863									
238	Impact Aid Formula Grants	4864									
239	Impact Aid Competitive Grants	4865									
240	Qualified Zone Academy Bond Tax Credits	4866									
241	Qualified School Construction Bond Credits	4867									
242	Build America Bond Tax Credits	4868									
243	Build America Bond Interest Reimbursement	4869									
244	ARRA - General State Aid - Other Government Services Stabilization	4870									
245	Other ARRA Funds - II	4871									
246	Other ARRA Funds - III	4872									
247	Other ARRA Funds - IV	4873									
248	Other ARRA Funds - V	4874									
249	ARRA - Early Childhood	4875									
250	Other ARRA Funds - VII	4876									
251	Other ARRA Funds - VIII	4877									
252	Other ARRA Funds - IX	4878									
253	Other ARRA Funds - X	4879									
254	Other ARRA Funds - Ed Job Fund Program	4880									
255	<b>Total Stimulus Programs</b>		0	0	0	0	0	0		0	0
256	Race to the Top Program	4901									
257	Race to the Top - Preschool Expansion Grant	4902									
258	Title III - Instruction for English Learners & Immigrant Students	4905									
259	Title III - English Language Acquisition	4909									
260	McKinney Education for Homeless Children	4920									
261	Title II - Eisenhower - Professional Development Formula	4930									
262	Title II - Teacher Quality	4932	60,000								
263	Title II - Part A - Supporting Effective Instruction - State Grants	4935									
264	Federal Charter Schools	4960			68						
265	State Assessment Grants	4981									

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
266	Grant for State Assessments and Related Activities	4982									
267	Medicaid Matching Funds - Administrative Outreach	4991	65,000								
268	Medicaid Matching Funds - Fee-For-Service Program	4992	20,000								
269	Other Restricted Grants Received from Fed. Govt. thru State <i>(Describe &amp; Itemize)</i>	4998									
270	<b>Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State</b>		1,407,500	0	0	0	0	0		0	0
271	<b>TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES</b>	4000	1,407,500	0	0	0	0	0	0	0	0
272	<b>TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)</b>		82,175,910	10,269,815	3,024,075	3,465,215	3,461,337	282,830	145,266	0	0
273	<b>TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)</b>		84,525,910								

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
3	<b>10 - EDUCATIONAL FUND (ED)</b>										
4	<b>INSTRUCTION (ED)</b>	<b>1000</b>									
5	Regular Programs	1100	29,671,419	4,033,164	780,876	913,317	53,766	5,295	1,036,210		36,494,047
6	Tuition Payment to Charter Schools	1115									0
7	Pre-K Programs	1125									0
8	Special Education Programs (Functions 1200 - 1220)	1200	7,049,831	1,192,347	50,550	43,900	30,041	2,850	4,434		8,373,953
9	Special Education Programs Pre-K	1225									0
10	Remedial and Supplemental Programs K-12	1250	40,000	23,447	71,500	50,000					184,947
11	Remedial and Supplemental Programs Pre-K	1275									0
12	Adult/Continuing Education Programs	1300	5,500	2,315							7,815
13	CTE Programs	1400			10,000	16,500					26,500
14	Interscholastic Programs	1500	1,661,893	18,314	427,550	263,715	50,152	12,000	8,000		2,441,624
15	Summer School Programs	1600	239,847	2,450	202,000	8,250					452,547
16	Gifted Programs	1650									0
17	Driver's Education Programs	1700	481,981	82,874	51,700	9,350		150			626,055
18	Bilingual Programs	1800			4,500	5,000					9,500
19	Truant Alternative & Optional Programs	1900	446,279	95,030	32,200	700		3,053,000			3,627,209
20	Pre-K Programs - Private Tuition	1910									0
21	Regular K-12 Programs Private Tuition	1911									0
22	Special Education Programs K-12 Private Tuition	1912									0
23	Special Education Programs Pre-K Tuition	1913									0
24	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
25	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
26	Adult/Continuing Education Programs Private Tuition	1916									0
27	CTE Programs Private Tuition	1917									0
28	Interscholastic Programs Private Tuition	1918									0
29	Summer School Programs Private Tuition	1919									0
30	Gifted Programs Private Tuition	1920									0
31	Bilingual Programs Private Tuition	1921									0
32	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
33	Student Activity Fund Expenditures	1999						2,275,000			2,275,000
34	<b>Total Instruction<sup>14</sup> (Without Student Activity Funds 1999)</b>	<b>1000</b>	<b>39,596,750</b>	<b>5,449,941</b>	<b>1,630,876</b>	<b>1,310,732</b>	<b>133,959</b>	<b>3,073,295</b>	<b>1,048,644</b>	<b>0</b>	<b>52,244,197</b>
35	<b>Total Instruction<sup>14</sup> (With Student Activity Funds 1999)</b>	<b>1000</b>	<b>39,596,750</b>	<b>5,449,941</b>	<b>1,630,876</b>	<b>1,310,732</b>	<b>133,959</b>	<b>5,348,295</b>	<b>1,048,644</b>	<b>0</b>	<b>54,519,197</b>
36	<b>SUPPORT SERVICES (ED)</b>	<b>2000</b>									
37	<b>Support Services - Pupil</b>	<b>2100</b>									
38	Attendance & Social Work Services	2110	1,582,044	427,716	13,850	5,900		1,000			2,030,510
39	Guidance Services	2120	4,070,918	625,411	211,430	51,600		3,150	13,147		4,975,656
40	Health Services	2130	284,850	65,988	42,530	9,650	5,216				408,234
41	Psychological Services	2140									0
42	Speech Pathology & Audiology Services	2150									0
43	Other Support Services - Pupils (Describe & Itemize)	2190	131,450	426	88,005	52,800					272,681
44	<b>Total Support Services - Pupil</b>	<b>2100</b>	<b>6,069,262</b>	<b>1,119,541</b>	<b>355,815</b>	<b>119,950</b>	<b>5,216</b>	<b>4,150</b>	<b>13,147</b>	<b>0</b>	<b>7,687,081</b>
45	<b>Support Services - Instructional Staff</b>	<b>2200</b>									
46	Improvement of Instruction Services	2210	407,267	85,446	140,150	26,700	31,200	375	30,465		721,603
47	Educational Media Services	2220	1,986,322	349,819	437,056	126,650	598,000	1,800	265,000		3,764,647
48	Assessment & Testing	2230	279,112	15,300	220,745	37,250					552,407
49	<b>Total Support Services - Instructional Staff</b>	<b>2200</b>	<b>2,672,701</b>	<b>450,565</b>	<b>797,951</b>	<b>190,600</b>	<b>629,200</b>	<b>2,175</b>	<b>295,465</b>	<b>0</b>	<b>5,038,657</b>
50	<b>Support Services - General Administration</b>	<b>2300</b>									
51	Board of Education Services	2310			447,000	29,000		25,000			501,000
52	Executive Administration Services	2320	361,363	105,996	59,000	8,450		7,500			542,309
53	Special Area Administration Services	2330									0
54	Tort Immunity Services	2361, 2365									0
55	<b>Total Support Services - General Administration</b>	<b>2300</b>	<b>361,363</b>	<b>105,996</b>	<b>506,000</b>	<b>37,450</b>	<b>0</b>	<b>32,500</b>	<b>0</b>	<b>0</b>	<b>1,043,309</b>
56	<b>Support Services - School Administration</b>	<b>2400</b>									
57	Office of the Principal Services	2410	3,938,017	612,737	83,350	46,100		3,850			4,684,054
58	Other Support Services - School Administration (Describe & Itemize)	2490			32,800	1,000					33,800
59	<b>Total Support Services - School Administration</b>	<b>2400</b>	<b>3,938,017</b>	<b>612,737</b>	<b>116,150</b>	<b>47,100</b>	<b>0</b>	<b>3,850</b>	<b>0</b>	<b>0</b>	<b>4,717,854</b>

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
60	<b>Support Services - Business</b>	<b>2500</b>									
61	Direction of Business Support Services	2510	216,697	60,520	1,500			550			279,267
62	Fiscal Services	2520	387,689	71,509	31,050	4,650		150,000			644,898
63	Operation & Maintenance of Plant Services	2540			173,500	3,500					177,000
64	Pupil Transportation Services	2550									0
65	Food Services	2560			1,310,000	11,000			250,000		1,571,000
66	Internal Services	2570	212,956	73,942	37,500	355,500					679,898
67	<b>Total Support Services - Business</b>	<b>2500</b>	<b>817,342</b>	<b>205,971</b>	<b>1,553,550</b>	<b>374,650</b>	<b>0</b>	<b>150,550</b>	<b>250,000</b>	<b>0</b>	<b>3,352,063</b>
68	<b>Support Services - Central</b>	<b>2600</b>									
69	Direction of Central Support Services	2610									0
70	Planning, Research, Development & Evaluation Services	2620									0
71	Information Services	2630	254,981	25,888	150,050	2,050		500			433,469
72	Staff Services	2640	498,460	107,752	345,000	7,500		2,500			961,212
73	Data Processing Services	2660	223,028	33,248	180,450	500		350			437,576
74	<b>Total Support Services - Central</b>	<b>2600</b>	<b>976,469</b>	<b>166,888</b>	<b>675,500</b>	<b>10,050</b>	<b>0</b>	<b>3,350</b>	<b>0</b>	<b>0</b>	<b>1,832,257</b>
75	<b>Other Support Services - Misc. (Describe &amp; Itemize)</b>	<b>2900</b>		34,047	613,000						647,047
76	<b>Total Support Services</b>	<b>2000</b>	<b>14,835,154</b>	<b>2,695,745</b>	<b>4,617,966</b>	<b>779,800</b>	<b>634,416</b>	<b>196,575</b>	<b>558,612</b>	<b>0</b>	<b>24,318,268</b>
77	<b>COMMUNITY SERVICES (ED)</b>	<b>3000</b>	293,800	2,094	3,750	87,053					386,697
78	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (ED)</b>	<b>4000</b>									
79	<b>Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>									
80	Payments for Regular Programs	4110									0
81	Payments for Special Education Programs	4120			2,307,500			15,000			2,322,500
82	Payments for Adult/Continuing Education Programs	4130									0
83	Payments for CTE Programs	4140									0
84	Payments for Community College Programs	4170									0
85	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
86	<b>Total Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>			<b>2,307,500</b>			<b>15,000</b>			<b>2,322,500</b>
87	Payments for Regular Programs - Tuition	4210									0
88	Payments for Special Education Programs - Tuition	4220						570,000			570,000
89	Payments for Adult/Continuing Education Programs - Tuition	4230									0
90	Payments for CTE Programs - Tuition	4240									0
91	Payments for Community College Programs - Tuition	4270									0
92	Payments for Other Programs - Tuition	4280									0
93	Other Payments to In-State Govt Units - Tuition (Describe & Itemize)	4290									0
94	<b>Total Payments to Other Dist &amp; Govt Units - Tuition (In State)</b>	<b>4200</b>						<b>570,000</b>			<b>570,000</b>
95	Payments for Regular Programs - Transfers	4310									0
96	Payments for Special Education Programs - Transfers	4320									0
97	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
98	Payments for CTE Programs - Transfers	4340									0
99	Payments for Community College Program - Transfers	4370									0
100	Payments for Other Programs - Transfers	4380									0
101	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390									0
102	<b>Total Payments to Other Dist &amp; Govt Units-Transfers (In State)</b>	<b>4300</b>			<b>0</b>			<b>0</b>			<b>0</b>
103	Payments to Other Dist & Govt Units (Out of State)	4400									0
104	<b>Total Payments to Other Dist &amp; Govt Units</b>	<b>4000</b>			<b>2,307,500</b>			<b>585,000</b>			<b>2,892,500</b>
105	<b>DEBT SERVICE (ED)</b>	<b>5000</b>									
106	<b>Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>									
107	Tax Anticipation Warrants	5110									0
108	Tax Anticipation Notes	5120									0
109	Corporate Personal Property Repl Tax Anticipated Notes	5130									0
110	State Aid Anticipation Certificates	5140									0
111	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
112	<b>Total Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>						<b>0</b>			<b>0</b>
113	<b>Debt Service - Interest on Long-Term Debt</b>	<b>5200</b>									<b>0</b>
114	<b>Total Debt Service</b>	<b>5000</b>						<b>0</b>			<b>0</b>
115	<b>PROVISION FOR CONTINGENCIES (ED)</b>	<b>6000</b>									<b>0</b>
116	<b>Total Direct Disbursements/Expenditures (without Student Activity Funds (1999))</b>		<b>54,725,704</b>	<b>8,147,780</b>	<b>8,560,092</b>	<b>2,177,585</b>	<b>768,375</b>	<b>3,854,870</b>	<b>1,607,256</b>	<b>0</b>	<b>79,841,662</b>

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	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
117	Total Direct Disbursements/Expenditures (with Student Activity Funds (1999))		54,725,704	8,147,780	8,560,092	2,177,585	768,375	6,129,870	1,607,256	0	82,116,662
118	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds 1999)										2,334,248
119	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds 1999)										2,409,248
120											
121	<b>20 - OPERATIONS AND MAINTENANCE FUND (O&amp;M)</b>										
122	<b>SUPPORT SERVICES (O&amp;M)</b>	<b>2000</b>									
123	Support Services - Pupil	2100									
124	Other Support Services - Pupils (Describe & Itemize)	2190									0
125	<b>Support Services - Business</b>	<b>2500</b>									
126	Direction of Business Support Services	2510									0
127	Facilities Acquisition & Construction Services	2530									0
128	Operation & Maintenance of Plant Services	2540	4,431,837	804,187	2,117,000	2,229,200	2,425,000	600			12,007,824
129	Pupil Transportation Services	2550									0
130	Food Services	2560					15,000				15,000
131	<b>Total Support Services - Business</b>	<b>2500</b>	<b>4,431,837</b>	<b>804,187</b>	<b>2,117,000</b>	<b>2,229,200</b>	<b>2,440,000</b>	<b>600</b>	<b>0</b>	<b>0</b>	<b>12,022,824</b>
132	<b>Other Support Services - Misc. (Describe &amp; Itemize)</b>	<b>2900</b>									0
133	<b>Total Support Services</b>	<b>2000</b>	<b>4,431,837</b>	<b>804,187</b>	<b>2,117,000</b>	<b>2,229,200</b>	<b>2,440,000</b>	<b>600</b>	<b>0</b>	<b>0</b>	<b>12,022,824</b>
134	<b>COMMUNITY SERVICES (O&amp;M)</b>	<b>3000</b>									0
135	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (O&amp;M)</b>	<b>4000</b>									
136	<b>Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>									
137	Payments for Regular Programs	4110									0
138	Payments for Special Education Programs	4120									0
139	Payments for CTE Program	4140									0
140	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
141	<b>Total Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>			0			0			0
142	Payments to Other Dist & Govt Units (Out of State) <sup>14</sup>	4400									0
143	<b>Total Payments to Other Dist &amp; Govt Unit</b>	<b>4000</b>			0			0			0
144	<b>DEBT SERVICE (O&amp;M)</b>	<b>5000</b>									
145	<b>Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>									
146	Tax Anticipation Warrants	5110									0
147	Tax Anticipation Notes	5120									0
148	Corporate Personal Prop Repl Tax Anticipated Notes	5130									0
149	State Aid Anticipation Certificates	5140									0
150	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
151	<b>Total Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>						0			0
152	<b>Debt Service - Interest on Long-Term Debt</b>	<b>5200</b>									0
153	<b>Total Debt Service</b>	<b>5000</b>						0			0
154	<b>PROVISION FOR CONTINGENCIES (O&amp;M)</b>	<b>6000</b>									0
155	<b>Total Direct Disbursements/Expenditures</b>		<b>4,431,837</b>	<b>804,187</b>	<b>2,117,000</b>	<b>2,229,200</b>	<b>2,440,000</b>	<b>600</b>	<b>0</b>	<b>0</b>	<b>12,022,824</b>
156	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(1,753,009)
157											
158	<b>30 - DEBT SERVICE FUND (DS)</b>										
159	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (DS)</b>	<b>4000</b>									
160	<b>Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>									
161	Payments for Regular Programs	4110									0
162	Payments for Special Education Programs	4120									0
163	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
164	<b>Total Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4000</b>						0			0
165	<b>DEBT SERVICE (DS)</b>	<b>5000</b>									
166	<b>Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>									
167	Tax Anticipation Warrants	5110									0
168	Tax Anticipation Notes	5120									0
169	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
170	State Aid Anticipation Certificates	5140									0

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	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
171	Other Interest on Short-Term Debt <i>(Describe &amp; Itemize)</i>	5150									0
172	<b>Total Debt Service - Interest On Short-Term Debt</b>	<b>5100</b>						0			0
173	<b>Debt Service - Interest on Long-Term Debt</b>	<b>5200</b>						1,195,000			1,195,000
174	<b>Debt Service - Payments of Principal on Long-Term Debt <sup>15</sup> (Lease/Purchase Principal Retired) <i>(Describe &amp; Itemize)</i></b>	<b>5300</b>						1,580,000			1,580,000
175	<b>Debt Service - Other <i>(Describe &amp; Itemize)</i></b>	<b>5400</b>									0
176	<b>Total Debt Service</b>	<b>5000</b>			0			2,775,000			2,775,000
177	<b>PROVISION FOR CONTINGENCIES (DS)</b>	<b>6000</b>									0
178	<b>Total Direct Disbursements/Expenditures</b>				0			2,775,000			2,775,000
179	<b>Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures</b>										249,075
180											
181	<b>40 - TRANSPORTATION FUND (TR)</b>										
182	<b>SUPPORT SERVICES (TR)</b>	<b>2000</b>									
183	<b>Support Services - Pupils</b>	<b>2100</b>									
184	Other Support Services - Pupils <i>(Describe &amp; Itemize)</i>	2190									0
185	<b>Support Services - Business</b>										
186	Pupil Transportation Services	2550			3,382,000		210,000				3,592,000
187	Other Support Services - Business <i>(Describe &amp; Itemize)</i>	2900									0
188	<b>Total Support Services</b>	<b>2000</b>	0	0	3,382,000	0	210,000	0	0	0	3,592,000
189	<b>COMMUNITY SERVICES (TR)</b>	<b>3000</b>									0
190	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (TR)</b>	<b>4000</b>									
191	<b>Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>									
192	Payments for Regular Program	4110									0
193	Payments for Special Education Programs	4120									0
194	Payments for Adult/Continuing Education Programs	4130									0
195	Payments for CTE Programs	4140									0
196	Payments for Community College Programs	4170									0
197	Other Payments to In-State Govt Units - Programs <i>(Describe &amp; Itemize)</i>	4190									0
198	<b>Total Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>			0			0			0
199	<b>Payments to Other Dist &amp; Govt Units (Out-of-State) <i>(Describe &amp; Itemize)</i></b>	<b>4400</b>									0
200	<b>Total Payments to Other Dist &amp; Govt Units</b>	<b>4000</b>			0			0			0
201	<b>DEBT SERVICE (TR)</b>	<b>5000</b>									
202	<b>Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>									
203	Tax Anticipation Warrants	5110									0
204	Tax Anticipation Notes	5120									0
205	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
206	State Aid Anticipation Certificates	5140									0
207	Other Interest on Short-Term Debt <i>(Describe &amp; Itemize)</i>	5150									0
208	<b>Total Debt Service - Interest On Short-Term Debt</b>	<b>5100</b>						0			0
209	<b>Debt Service - Interest on Long-Term Debt</b>	<b>5200</b>									0
210	<b>Debt Service - Payments of Principal on Long-Term Debt <sup>15</sup> (Lease/Purchase Principal Retired) <i>(Describe &amp; Itemize)</i></b>	<b>5300</b>									0
211	<b>Debt Service - Other <i>(Describe &amp; Itemize)</i></b>	<b>5400</b>									0
212	<b>Total Debt Service</b>	<b>5000</b>						0			0
213	<b>PROVISION FOR CONTINGENCIES (TR)</b>	<b>6000</b>									0
214	<b>Total Direct Disbursements/Expenditures</b>		0	0	3,382,000	0	210,000	0	0	0	3,592,000
215	<b>Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures</b>										(126,785)
216											
217	<b>50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)</b>										
218	<b>INSTRUCTION (MR/SS)</b>	<b>1000</b>									
219	Regular Program	1100		566,180							566,180
220	Pre-K Programs	1125									0
221	Special Education Programs (Functions 1200-1220)	1200		417,415							417,415
222	Special Education Programs Pre-K	1225									0
223	Remedial and Supplemental Programs K-12	1250		2,350							2,350

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1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
224	Remedial and Supplemental Programs Pre-K	1275									0
225	Adult/Continuing Education Programs	1300		1,750							1,750
226	CTE Programs	1400									0
227	Interscholastic Programs	1500		120,093							120,093
228	Summer School Programs	1600		20,500							20,500
229	Gifted Programs	1650									0
230	Driver's Education Programs	1700		19,871							19,871
231	Bilingual Programs	1800									0
232	Truant Alternative & Optional Programs	1900		5,810							5,810
233	<b>Total Instruction</b>	<b>1000</b>		<b>1,153,969</b>							<b>1,153,969</b>
234	<b>SUPPORT SERVICES (MR/SS)</b>	<b>2000</b>									
235	<b>Support Services - Pupil</b>	<b>2100</b>									
236	Attendance & Social Work Services	2110		226,792							226,792
237	Guidance Services	2120		199,060							199,060
238	Health Services	2130		19,187							19,187
239	Psychological Services	2140									0
240	Speech Pathology & Audiology Services	2150									0
241	Other Support Services - Pupils (Describe & Itemize)	2190		21,371							21,371
242	<b>Total Support Services - Pupil</b>	<b>2100</b>		<b>466,410</b>							<b>466,410</b>
243	<b>Support Services - Instructional Staff</b>	<b>2200</b>									
244	Improvement of Instruction Services	2210		20,102							20,102
245	Educational Media Services	2220		326,159							326,159
246	Assessment & Testing	2230		19,400							19,400
247	<b>Total Support Services - Instructional Staff</b>	<b>2200</b>		<b>365,661</b>							<b>365,661</b>
248	<b>Support Services - General Administration</b>	<b>2300</b>									
249	Board of Education Services	2310									0
250	Executive Administration Services	2320		23,770							23,770
251	Special Area Administrative Services	2330									0
252	Claims Paid from Self Insurance Fund	2361									0
253	Risk Management and Claims Services Payments	2365									0
254	<b>Total Support Services - General Administration</b>	<b>2300</b>		<b>23,770</b>							<b>23,770</b>
255	<b>Support Services - School Administration</b>	<b>2400</b>									
256	Office of the Principal Services	2410		204,838							204,838
257	Other Support Services - School Administration (Describe & Itemize)	2490									0
258	<b>Total Support Services - School Administration</b>	<b>2400</b>		<b>204,838</b>							<b>204,838</b>
259	<b>Support Services - Business</b>	<b>2500</b>									
260	Direction of Business Support Services	2510		3,005							3,005
261	Fiscal Services	2520		80,757							80,757
262	Facilities Acquisition & Construction Services	2530									0
263	Operation & Maintenance of Plant Service	2540		939,693							939,693
264	Pupil Transportation Services	2550									0
265	Food Services	2560									0
266	Internal Services	2570		38,499							38,499
267	<b>Total Support Services - Business</b>	<b>2500</b>		<b>1,061,954</b>							<b>1,061,954</b>
268	<b>Support Services - Central</b>	<b>2600</b>									
269	Direction of Central Support Services	2610									0
270	Planning, Research, Development & Evaluation Services	2620									0
271	Information Services	2630		52,746							52,746
272	Staff Services	2640		52,863							52,863
273	Data Processing Services	2660		46,898							46,898
274	<b>Total Support Services - Central</b>	<b>2600</b>		<b>152,507</b>							<b>152,507</b>
275	<b>Other Support Services - Misc. (Describe &amp; Itemize)</b>	<b>2900</b>									0
276	<b>Total Support Services</b>	<b>2000</b>		<b>2,275,140</b>							<b>2,275,140</b>
277	<b>COMMUNITY SERVICES (MR/SS)</b>	<b>3000</b>		<b>20,798</b>							<b>20,798</b>
278	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (MR/SS)</b>	<b>4000</b>									
279	Payments for Regular Programs	4110			74						0
280	Payments for Special Education Programs	4120									0
281	Payments for CTE Programs	4140									0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
282	Total Payments to Other Dist & Govt Units	4000		0							0
283	<b>DEBT SERVICE (MR/SS)</b>	<b>5000</b>									
284	Debt Service - Interest on Short-Term Debt	5100									
285	Tax Anticipation Warrants	5110									0
286	Tax Anticipation Notes	5120									0
287	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
288	State Aid Anticipation Certificates	5140									0
289	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
290	<b>Total Debt Service</b>	<b>5000</b>						0			0
291	<b>PROVISION FOR CONTINGENCIES (MR/SS)</b>	<b>6000</b>									0
292	<b>Total Direct Disbursements/Expenditures</b>			3,449,907				0			3,449,907
293	<b>Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures</b>										11,430
294											
295	<b>60 - CAPITAL PROJECTS (CP)</b>										
296	<b>SUPPORT SERVICES (CP)</b>	<b>2000</b>									
297	Support Services - Business										
298	Facilities Acquisition & Construction Services	2530					32,496,905				32,496,905
299	Other Support Services - Business (Describe & Itemize)	2900									0
300	<b>Total Support Services</b>	<b>2000</b>	0	0	0	0	32,496,905	0	0		32,496,905
301	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (CP)</b>	<b>4000</b>									
302	Payments to Other Dist & Govt Units (In-State)	4100									
303	Payments to Regular Programs	4110									0
304	Payment for Special Education Programs	4120									0
305	Payment for CTE Programs	4140									0
306	Payments to Other Govt Units - Programs (In-State) (Describe & Itemize)	4190									0
307	<b>Total Payments to Other Districts &amp; Govt Units</b>	<b>4000</b>						0			0
308	<b>PROVISION FOR CONTINGENCIES (CP)</b>	<b>6000</b>									0
309	<b>Total Direct Disbursements/Expenditures</b>		0	0	0	0	32,496,905	0	0		32,496,905
310	<b>Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures</b>										(32,214,075)
311											
312	<b>70 WORKING CASH FUND (WC)</b>										
313											
314	<b>80 - TORT FUND (TF)</b>										
315	<b>INSTRUCTION (TF)</b>	<b>1000</b>									
316	Regular Programs	1100									0
317	Tuition Payment to Charter Schools	1115									0
318	Pre-K Programs	1125									0
319	Special Education Programs (Functions 1200 - 1220)	1200									0
320	Special Education Programs Pre-K	1225									0
321	Remedial and Supplemental Programs K-12	1250									0
322	Remedial and Supplemental Programs Pre-K	1275									0
323	Adult/Continuing Education Programs	1300									0
324	CTE Programs	1400									0
325	Interscholastic Programs	1500									0
326	Summer School Programs	1600									0
327	Gifted Programs	1650									0
328	Driver's Education Programs	1700									0
329	Bilingual Programs	1800									0
330	Truant Alternative & Optional Programs	1900									0
331	Pre-K Programs - Private Tuition	1910									0
332	Regular K-12 Programs Private Tuition	1911									0
333	Special Education Programs K-12 Private Tuition	1912									0
334	Special Education Programs Pre-K Tuition	1913									0
335	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
336	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
337	Adult/Continuing Education Programs Private Tuition	1916									0
338	CTE Programs Private Tuition	1917									0

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1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
339	Interscholastic Programs Private Tuition	1918									0
340	Summer School Programs Private Tuition	1919									0
341	Gifted Programs Private Tuition	1920									0
342	Bilingual Programs Private Tuition	1921									0
343	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
344	<b>Total Instruction<sup>14</sup></b>	<b>1000</b>	0	0	0	0	0	0	0	0	0
345	<b>SUPPORT SERVICES (TF)</b>	<b>2000</b>									
346	<b>Support Services - Pupil</b>	<b>2100</b>									
347	Attendance & Social Work Services	2110									0
348	Guidance Services	2120									0
349	Health Services	2130									0
350	Psychological Services	2140									0
351	Speech Pathology & Audiology Services	2150									0
352	Other Support Services - Pupils (Describe & Itemize)	2190									0
353	<b>Total Support Services - Pupil</b>	<b>2100</b>	0	0	0	0	0	0	0	0	0
354	<b>Support Services - Instructional Staff</b>	<b>2200</b>									
355	Improvement of Instruction Services	2210									0
356	Educational Media Services	2220									0
357	Assessment & Testing	2230									0
358	<b>Total Support Services - Instructional Staff</b>	<b>2200</b>	0	0	0	0	0	0	0	0	0
359	<b>Support Services - General Administration</b>	<b>2300</b>									
360	Board of Education Services	2310									0
361	Executive Administration Services	2320									0
362	Special Area Administration Services	2330									0
363	Claims Paid from Self Insurance Fund	2361									0
364	Risk Management and Claims Services Payments	2365									0
365	<b>Total Support Services - General Administration</b>	<b>2300</b>	0	0	0	0	0	0	0	0	0
366	<b>Support Services - School Administration</b>	<b>2400</b>									
367	Office of the Principal Services	2410									0
368	Other Support Services - School Administration (Describe & Itemize)	2490									0
369	<b>Total Support Services - School Administration</b>	<b>2400</b>	0	0	0	0	0	0	0	0	0
370	<b>Support Services - Business</b>	<b>2500</b>									
371	Direction of Business Support Services	2510									0
372	Fiscal Services	2520									0
373	Facilities Acquisition & Construction Services	2530									0
374	Operation & Maintenance of Plant Services	2540									0
375	Pupil Transportation Services	2550									0
376	Food Services	2560									0
377	Internal Services	2570									0
378	<b>Total Support Services - Business</b>	<b>2500</b>	0	0	0	0	0	0	0	0	0
379	<b>Support Services - Central</b>	<b>2600</b>									
380	Direction of Central Support Services	2610									0
381	Planning, Research, Development & Evaluation Services	2620									0
382	Information Services	2630									0
383	Staff Services	2640									0
384	Data Processing Services	2660									0
385	<b>Total Support Services - Central</b>	<b>2600</b>	0	0	0	0	0	0	0	0	0
386	<b>Other Support Services - Misc. (Describe &amp; Itemize)</b>	<b>2900</b>									
387	<b>Total Support Services</b>	<b>2000</b>	0	0	0	0	0	0	0	0	0
388	<b>COMMUNITY SERVICES (TF)</b>	<b>3000</b>									
389	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (TF)</b>	<b>4000</b>									
390	<b>Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>									
391	Payments for Regular Programs	4110									0
392	Payments for Special Education Programs	4120									0
393	Payments for Adult/Continuing Education Programs	4130									0
394	Payments for CTE Programs	4140									0
395	Payments for Community College Programs	4170									0

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1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
396	Other Payments to In-State Govt Units - Programs <i>(Describe &amp; Itemize)</i>	4190									0
397	<b>Total Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>			0			0			0
398	Payments for Regular Programs - Tuition	4210									0
399	Payments for Special Education Programs - Tuition	4220									0
400	Payments for Adult/Continuing Education Programs - Tuition	4230									0
401	Payments for CTE Programs - Tuition	4240									0
402	Payments for Community College Programs - Tuition	4270									0
403	Payments for Other Programs - Tuition	4280									0
404	Other Payments to In-State Govt Units - Tuition <i>(Describe &amp; Itemize)</i>	4290									0
405	<b>Total Payments to Other Dist &amp; Govt Units - Tuition (In State)</b>	<b>4200</b>						0			0
406	Payments for Regular Programs - Transfers	4310									0
407	Payments for Special Education Programs - Transfers	4320									0
408	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
409	Payments for CTE Programs - Transfers	4340									0
410	Payments for Community College Program - Transfers	4370									0
411	Payments for Other Programs - Transfers	4380									0
412	Other Payments to In-State Govt Units - Transfers <i>(Describe &amp; Itemize)</i>	4390									0
413	<b>Total Payments to Other Dist &amp; Govt Units-Transfers (In State)</b>	<b>4300</b>			0			0			0
414	Payments to Other Dist & Govt Units (Out of State)	4400									0
415	<b>Total Payments to Other Dist &amp; Govt Units</b>	<b>4000</b>			0			0			0
416	<b>DEBT SERVICE (TF)</b>	<b>5000</b>									
417	<b>Debt Service - Interest on Short-Term Debt</b>										
418	Tax Anticipation Warrants	5110									0
419	Tax Anticipation Notes	5120									0
420	Corporate Personal Property Replacement Tax Anticipation Notes	5130									0
421	State Aid Anticipation Certificates	5140									0
422	Other Interest or Short-Term Debt <i>(Describe &amp; Itemize)</i>	5150									0
423	<b>Debt Service - Interest on Long-Term Debt</b>	<b>5200</b>									0
424	Debt Service - Payments of Principal on Long-Term Debt <sup>15</sup> <i>(Lease/Purchase Principal Retired) (Describe &amp; Itemize)</i>	5300									0
425	<b>Debt Service - Other (Describe &amp; Itemize)</b>	<b>5400</b>									0
426	<b>Total Debt Service</b>	<b>5000</b>			0			0			0
427	<b>PROVISION FOR CONTINGENCIES (TF)</b>	<b>6000</b>									0
428	<b>Total Direct Disbursements/Expenditures</b>		0	0	0	0	0	0	0	0	0
429	<b>Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures</b>										0
430											
431	<b>90 - FIRE PREVENTION &amp; SAFETY FUND (FP&amp;S)</b>										
432	<b>SUPPORT SERVICES (FP&amp;S)</b>	<b>2000</b>									
433	<b>Support Services - Business</b>	<b>2500</b>									
434	Facilities Acquisition & Construction Services	2530									0
435	Operation & Maintenance of Plant Service	2540									0
436	<b>Total Support Services - Business</b>	<b>2500</b>	0	0	0	0	0	0	0		0
437	<b>Other Support Services - Misc. (Describe &amp; Itemize)</b>	<b>2900</b>									0
438	<b>Total Support Services</b>	<b>2000</b>	0	0	0	0	0	0	0		0
439	<b>PAYMENTS TO OTHER DISTRICTS &amp; GOVT UNITS (FP&amp;S)</b>	<b>4000</b>									
440	Payments to Regular Programs	4110									0
441	Payments to Special Education Programs	4120									0
442	Other Payments to In-State Govt Units - Programs <i>(Describe &amp; Itemize)</i>	4190									0
443	<b>Total Payments to Other Districts &amp; Govt Units (FPS)</b>	<b>4000</b>						0			0
444	<b>DEBT SERVICE (FP&amp;S)</b>	<b>5000</b>									
445	<b>Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>									
446	Tax Anticipation Warrants	5110									0
447	Other Interest on Short-Term Debt <i>(Describe &amp; Itemize)</i>	5150									0
448	<b>Total Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>						0			0
449	<b>Debt Service - Interest on Long-Term Debt</b>	<b>5200</b>									0
450	Debt Service - Payments of Principal on Long-Term Debt <sup>15</sup> <i>(Lease/Purchase Principal Retired) (Describe &amp; Itemize)</i>	5300									0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
451	Total Debt Service	5000						0			0
452	PROVISIONS FOR CONTINGENCIES (FP&S)	6000									0
453	Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0		0
454	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0

	B	C	D	E	F	G	H
1	If there is an amount in column C or column G, please describe the type of revenue or expenditure in column D or column H.						
2	Revenue Check: OK						
3	Expenditure Check: OK						
4	Revenues Acct. (EstRev tab)	Amount	Describe Revenue	Expenditures Fund-Function (EstExp tab)	Amount	Describe Expenditures	
5	1190			10-2190	\$ 272,681	Supervision for cafeteria, Corral and district events.	
6	1290			10-2490	\$ 33,800	Postage	
7	1614			10-2900	\$ 647,047	P&C Insurance and Work Comp. Insurance payments	
8	1690			10-4190			
9	1790	\$ 422,250	Revenue from District athletic and club summer camps.	10-4290			
10	1819			10-4390			
11	1829			10-4400			
12	1890			10-5150			
13	1993			20-2190			
14	1999	\$ 102,165	Donations from vrious organizations.	20-2900			
15	2300			20-4190			
16	3099			20-4400			
17	3199			20-5150			
18	3299			30-4190			
19	3499			30-5150			
20	3599			30-5300	\$ 1,580,000	Current year's debt service principal payment.	
21	3999	\$ 2,500	School Library Grant	30-5400			
22	4009			40-2190			
23	4090			40-2900			
24	4199			40-4190			
25	4299			40-4400			
26	4399			40-5150			
27	4499			40-5300			
28	4699			40-5400			
29	4799			50-2190	\$ 21,371	Benefits related to the salaries of student supervision.	
30	4998			50-2490			
31				50-2900			
32				50-5150			
33				60-2900			
34				60-4190			
35				80-2190			
36				80-2490			
37				80-2900			
38				80-4190			
39				80-4290			
40				80-4390			
41				80-4400			
42				80-5150			
43				80-5300			
44				80-5400			
45				90-2900			
46				90-4190			
47				90-5150			
48				90-5300			

DEFICIT BUDGET SUMMARY INFORMATION - Operating Funds Only (School Districts Only)					
Description	EDUCATIONAL FUND (10)	OPERATIONS & MAINTENANCE FUND (20)	TRANSPORTATION FUND (40)	WORKING CASH FUND (70)	TOTAL
Direct Revenues	82,175,910	10,269,815	3,465,215	145,266	96,056,206
Direct Expenditures	79,841,662	12,022,824	3,592,000		95,456,486
Difference	2,334,248	(1,753,009)	(126,785)	145,266	599,720
Estimated Fund Balance - June 30, 2025	40,229,039	10,457,446	5,459,494	4,434,431	60,580,410

**Balanced budget; no Deficit Reduction Plan is required.**

A deficit reduction plan is required if the local board of education adopts (or amends) the 2024-2025 school district budget in which the "operating funds" listed above result in direct revenues (line 9, BudgetSum 2-4) being less than direct expenditures (line 19, BudgetSum 2-4) by an amount equal to or greater than one-third (1/3) of the ending fund balance (line 81, BudgetSum 2-4).

**Note:** The balance is determined using only the four funds listed above. That is, if the estimated ending fund balance is less than three times the deficit spending, the district must adopt and file with ISBE a deficit reduction plan to balance the shortfall within three years.

Per School Code (105 ILCS 5/17-1) - If the Deficit AFR Summary Information tab from the 2023-2024 Annual Financial Report (AFR) reflects a deficit as defined above, then the school district shall adopt and submit a deficit reduction plan (found here on page 23-27) to ISBE within 30 days after acceptance of the AFR.

The deficit reduction plan, if required, is developed using ISBE guidelines and format.

	A	B	C	D	E	F	G
1	<b>*School Districts Only</b>		<b>DEFICIT REDUCTION PLAN ESTIMATED BUDGET FY2024-2025</b>				
2							
3	<b>06016204017</b>						
4	<i>District Number</i>						
5	<b>Lyons Twp HSD 204</b>						
6	<i>District Name</i>		<b>Educational Fund</b>	<b>Operations &amp; Maintenance Fund</b>	<b>Transportation Fund</b>	<b>Working Cash Fund</b>	<b>Total</b>
7	<b>ESTIMATED BEGINNING FUND BALANCE</b> <i>(must equal prior Ending Fund Balance)</i>		40,894,791	14,210,455	5,586,279	4,289,165	64,980,690
8	<b>RECEIPTS/REVENUES</b>	<b>Acct #</b>					
9	<b>LOCAL SOURCES</b>	<b>1000</b>	77,052,110	10,269,815	2,490,215	145,266	89,957,406
10	<b>FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT</b>	<b>2000</b>	0	0	0		0
11	<b>STATE SOURCES</b>	<b>3000</b>	3,716,300	0	975,000	0	4,691,300
12	<b>FEDERAL SOURCES</b>	<b>4000</b>	1,407,500	0	0	0	1,407,500
13	<b>Total Receipts/Revenues</b>		82,175,910	10,269,815	3,465,215	145,266	96,056,206
14	<b>DISBURSEMENTS/EXPENDITURES</b>	<b>Funct #</b>					
15	<b>INSTRUCTION</b>	<b>1000</b>	52,244,197				52,244,197
16	<b>SUPPORT SERVICES</b>	<b>2000</b>	24,318,268	12,022,824	3,592,000		39,933,092
17	<b>COMMUNITY SERVICES</b>	<b>3000</b>	386,697	0	0		386,697
18	<b>PAYMENTS TO OTHER DISTRICTS &amp; GOVT. UNITS</b>	<b>4000</b>	2,892,500	0	0		2,892,500
19	<b>DEBT SERVICES</b>	<b>5000</b>	0	0	0		0
20	<b>PROVISION FOR CONTINGENCIES</b>	<b>6000</b>	0	0	0		0
21	<b>Total Disbursements/Expenditures</b>		79,841,662	12,022,824	3,592,000		95,456,486
22	<b>Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures</b>		2,334,248	(1,753,009)	(126,785)	145,266	599,720
23	<b>OTHER SOURCES/USES OF FUNDS</b>						
24	<b>OTHER SOURCES OF FUNDS (7000)</b>		0	3,000,000	0	0	3,000,000
25	<b>OTHER USES OF FUNDS (8000)</b>		3,000,000	5,000,000	0	0	8,000,000
26	<b>TOTAL OTHER SOURCES/USES OF FUNDS</b>		(3,000,000)	(2,000,000)	0	0	(5,000,000)
27	<b>ESTIMATED ENDING FUND BALANCE</b>		40,229,039	10,457,446	5,459,494	4,434,431	60,580,410

	A	B	H	I	J	K	L
1	<b>*School Districts Only</b>		<b>ESTIMATED BUDGET FY2025-2026</b>				
2							
3	<b>06016204017</b>						
4	<i>District Number</i>						
5	<b>Lyons Twp HSD 204</b>						
6	<i>District Name</i>		<b>Educational Fund</b>	<b>Operations &amp; Maintenance Fund</b>	<b>Transportation Fund</b>	<b>Working Cash Fund</b>	<b>Total</b>
7	<b>ESTIMATED BEGINNING FUND BALANCE</b> <i>(must equal prior Ending Fund Balance)</i>		40,229,039	10,457,446	5,459,494	4,434,431	60,580,410
8	<b>RECEIPTS/REVENUES</b>		<b>Acct #</b>				
9	<b>LOCAL SOURCES</b>		<b>1000</b>				0
10	<b>FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT</b>		<b>2000</b>				0
11	<b>STATE SOURCES</b>		<b>3000</b>				0
12	<b>FEDERAL SOURCES</b>		<b>4000</b>				0
13	<b>Total Receipts/Revenues</b>		0	0	0	0	0
14	<b>DISBURSEMENTS/EXPENDITURES</b>		<b>Funct #</b>				
15	<b>INSTRUCTION</b>		<b>1000</b>				0
16	<b>SUPPORT SERVICES</b>		<b>2000</b>				0
17	<b>COMMUNITY SERVICES</b>		<b>3000</b>				0
18	<b>PAYMENTS TO OTHER DISTRICTS &amp; GOVT. UNITS</b>		<b>4000</b>				0
19	<b>DEBT SERVICES</b>		<b>5000</b>				0
20	<b>PROVISION FOR CONTINGENCIES</b>		<b>6000</b>				0
21	<b>Total Disbursements/Expenditures</b>		0	0	0		0
22	<b>Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures</b>		0	0	0	0	0
23	<b>OTHER SOURCES/USES OF FUNDS</b>						
24	<b>OTHER SOURCES OF FUNDS (7000)</b>						0
25	<b>OTHER USES OF FUNDS (8000)</b>						0
26	<b>TOTAL OTHER SOURCES/USES OF FUNDS</b>		0	0	0	0	0
27	<b>ESTIMATED ENDING FUND BALANCE</b>		40,229,039	10,457,446	5,459,494	4,434,431	60,580,410

	A	B	M	N	O	P	Q
1	<b>*School Districts Only</b>		<b>ESTIMATED BUDGET FY2026-2027</b>				
2							
3	<b>06016204017</b>						
4	<i>District Number</i>						
5	<b>Lyons Twp HSD 204</b>						
6	<i>District Name</i>		<b>Educational Fund</b>	<b>Operations &amp; Maintenance Fund</b>	<b>Transportation Fund</b>	<b>Working Cash Fund</b>	<b>Total</b>
7	<b>ESTIMATED BEGINNING FUND BALANCE</b> <i>(must equal prior Ending Fund Balance)</i>		40,229,039	10,457,446	5,459,494	4,434,431	60,580,410
8	<b>RECEIPTS/REVENUES</b>	<b>Acct #</b>					
9	<b>LOCAL SOURCES</b>	<b>1000</b>					0
10	<b>FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT</b>	<b>2000</b>					0
11	<b>STATE SOURCES</b>	<b>3000</b>					0
12	<b>FEDERAL SOURCES</b>	<b>4000</b>					0
13	<b>Total Receipts/Revenues</b>		0	0	0	0	0
14	<b>DISBURSEMENTS/EXPENDITURES</b>	<b>Funct #</b>					
15	<b>INSTRUCTION</b>	<b>1000</b>					0
16	<b>SUPPORT SERVICES</b>	<b>2000</b>					0
17	<b>COMMUNITY SERVICES</b>	<b>3000</b>					0
18	<b>PAYMENTS TO OTHER DISTRICTS &amp; GOVT. UNITS</b>	<b>4000</b>					0
19	<b>DEBT SERVICES</b>	<b>5000</b>					0
20	<b>PROVISION FOR CONTINGENCIES</b>	<b>6000</b>					0
21	<b>Total Disbursements/Expenditures</b>		0	0	0		0
22	<b>Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures</b>		0	0	0	0	0
23	<b>OTHER SOURCES/USES OF FUNDS</b>						
24	<b>OTHER SOURCES OF FUNDS (7000)</b>						0
25	<b>OTHER USES OF FUNDS (8000)</b>						0
26	<b>TOTAL OTHER SOURCES/USES OF FUNDS</b>		0	0	0	0	0
27	<b>ESTIMATED ENDING FUND BALANCE</b>		40,229,039	10,457,446	5,459,494	4,434,431	60,580,410

	A	B	R	S	T	U	V
1	<b>*School Districts Only</b>		<b>ESTIMATED BUDGET FY2027-2028</b>				
2							
3	<b>06016204017</b>						
4	<i>District Number</i>						
5	<b>Lyons Twp HSD 204</b>						
6	<i>District Name</i>		<b>Educational Fund</b>	<b>Operations &amp; Maintenance Fund</b>	<b>Transportation Fund</b>	<b>Working Cash Fund</b>	<b>Total</b>
7	<b>ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)</b>		40,229,039	10,457,446	5,459,494	4,434,431	60,580,410
8	<b>RECEIPTS/REVENUES</b>	<b>Acct #</b>					
9	<b>LOCAL SOURCES</b>	<b>1000</b>					0
10	<b>FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT</b>	<b>2000</b>					0
11	<b>STATE SOURCES</b>	<b>3000</b>					0
12	<b>FEDERAL SOURCES</b>	<b>4000</b>					0
13	<b>Total Receipts/Revenues</b>		0	0	0	0	0
14	<b>DISBURSEMENTS/EXPENDITURES</b>	<b>Funct #</b>					
15	<b>INSTRUCTION</b>	<b>1000</b>					0
16	<b>SUPPORT SERVICES</b>	<b>2000</b>					0
17	<b>COMMUNITY SERVICES</b>	<b>3000</b>					0
18	<b>PAYMENTS TO OTHER DISTRICTS &amp; GOVT. UNITS</b>	<b>4000</b>					0
19	<b>DEBT SERVICES</b>	<b>5000</b>					0
20	<b>PROVISION FOR CONTINGENCIES</b>	<b>6000</b>					0
21	<b>Total Disbursements/Expenditures</b>		0	0	0		0
22	<b>Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures</b>		0	0	0	0	0
23	<b>OTHER SOURCES/USES OF FUNDS</b>						
24	<b>OTHER SOURCES OF FUNDS (7000)</b>						0
25	<b>OTHER USES OF FUNDS (8000)</b>						0
26	<b>TOTAL OTHER SOURCES/USES OF FUNDS</b>		0	0	0	0	0
27	<b>ESTIMATED ENDING FUND BALANCE</b>		40,229,039	10,457,446	5,459,494	4,434,431	60,580,410

	A	B	W	X	Y	Z
1	<b>*School Districts Only</b>		<b>SUMMARY</b> <b>BUDGET ADDENDUM - DEFICIT REDUCTION PLAN</b> <b>ESTIMATED BUDGET</b> Date of Adoption: <input type="text"/> <i>(Enter as MM/DD/YY)</i>			
2						
3	<b>06016204017</b>					
4	District Number					
5	<b>Lyons Twp HSD 204</b>					
6	District Name		<b>FY2024-2025</b>	<b>FY2025-2026</b>	<b>FY2026-2027</b>	<b>FY2027-2028</b>
7	<b>ESTIMATED BEGINNING FUND BALANCE</b> <i>(must equal prior Ending Fund Balance)</i>		64,980,690	60,580,410	60,580,410	60,580,410
8	<b>RECEIPTS/REVENUES</b>	<b>Acct #</b>				
9	<b>LOCAL SOURCES</b>	<b>1000</b>	89,957,406	0	0	0
10	<b>FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT</b>	<b>2000</b>	0	0	0	0
11	<b>STATE SOURCES</b>	<b>3000</b>	4,691,300	0	0	0
12	<b>FEDERAL SOURCES</b>	<b>4000</b>	1,407,500	0	0	0
13	<b>Total Receipts/Revenues</b>		96,056,206	0	0	0
14	<b>DISBURSEMENTS/EXPENDITURES</b>	<b>Funct #</b>				
15	<b>INSTRUCTION</b>	<b>1000</b>	52,244,197	0	0	0
16	<b>SUPPORT SERVICES</b>	<b>2000</b>	39,933,092	0	0	0
17	<b>COMMUNITY SERVICES</b>	<b>3000</b>	386,697	0	0	0
18	<b>PAYMENTS TO OTHER DISTRICTS &amp; GOVT. UNITS</b>	<b>4000</b>	2,892,500	0	0	0
19	<b>DEBT SERVICES</b>	<b>5000</b>	0	0	0	0
20	<b>PROVISION FOR CONTINGENCIES</b>	<b>6000</b>	0	0	0	0
21	<b>Total Disbursements/Expenditures</b>		95,456,486	0	0	0
22	<b>Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures</b>		599,720	0	0	0
23	<b>OTHER SOURCES/USES OF FUNDS</b>					
24	<b>OTHER SOURCES OF FUNDS (7000)</b>		3,000,000	0	0	0
25	<b>OTHER USES OF FUNDS (8000)</b>		8,000,000	0	0	0
26	<b>TOTAL OTHER SOURCES/USES OF FUNDS</b>		(5,000,000)	0	0	0
27	<b>ESTIMATED ENDING FUND BALANCE</b>		60,580,410	60,580,410	60,580,410	60,580,410

**Deficit Reduction Plan-Background/Assumptions (School Districts Only)**

**Fiscal Year 2024-2025  
through Fiscal Year 2027-2028**

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**Lyons Twp HSD 204      06016204017**

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

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

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

**- EBF and Estimated New Tier Funding:**

**- Equal Assessed Valuation and Tax Rates:**

**- Employee Salaries and Benefits:**

***Deficit Reduction Plan-Background/Assumptions (School Districts Only)***

***Fiscal Year 2024-2025***

***through Fiscal Year 2027-2028***

- Short- and Long-Term Borrowing:

- Educational Impact:

- Other Assumptions:

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

**Evidence-Based Funding: Fiscal Year 2025 Spending Plan**

**LYONS TWP H S DIST 204**

**Part I: Achieving Student Growth and Making Progress Toward State Education Goals**

The questions below allow you to indicate the strategic priorities and strategies that will drive your efforts to achieve student growth and make progress toward state education goals. These may involve investing in any combination of an Organizational Unit's core resources: time, money, people, and programs.

*Collaboration Opportunity - Organizational Units may find that Part I is most easily and effectively completed if led by program leaders in consultation with finance leaders.*

1) What are the Organizational Unit's strategic goals for student success for the 2024-25 school year? What measures will be used to evaluate progress? (No more than 2000 characters, including spaces. )

The primary focus areas of the District 204 Strategic Plan include: Student Growth and Achievement, Learning Environment and Supports, High Quality, Diverse Staff, Family and Community Partnerships, Resource Effectiveness and Efficiency. The District will utilize metrics for each of the five areas mentioned to monitor and evaluate progress in conjunction with the District's Strategic Plan. An updated scorecard is available on the District's website.

	Top Strategy 1	Top Strategy 2	Top Strategy 3
2) Select the top three strategies that the Organizational Unit will employ to achieve student growth and make progress toward state education goals. (Select three different responses from the dropdown list.)	Improve programs, curriculum, and/or learning tools	Maintain or increase equitable resource allocation for students so that more dollars benefit students in greater need	Focus increased time and attention on special student groups
If "Other" was selected in question 2, please describe. (No more than 1000 characters, including spaces. )	N/A		

**Part II: Planned Use of Evidence-Based Funding**

The questions below provide an opportunity to document the stakeholders with whom you consulted and the data you analyzed as you determined your strategic allocations of FY 2025 EBF dollars. Key statistics related to EBF distributions are provided for your reference. Form 50-36/50-39 is typically released before current-year appropriations are known. Therefore, the figures provided are for the prior fiscal year.

*Collaboration Opportunity - Organizational Units may find that questions in this section are most easily and effectively completed if led by finance leaders in consultation with program leaders.*

Evidence-Based Funding Organizational Unit Results (FY 2024)	Final Resources / Adequacy Target = Percent of Adequacy	Average Student Enrollment	3,935.99	Adequacy Target	\$58,217,067
		Final Resources	\$79,677,440	Percent of Adequacy	137%
	Base Funding Minimum + Tier Funding = Gross State Contribution	Tier Assignment	4	Gross State Contribution	\$2,804,057
		FY24 Base Funding Minimum	\$2,800,348	FY 2024 Tier Funding	\$3,708
	Within FY 2024 Gross State Contribution, Resources Attributable to Specific Populations	Low-Income Students	\$283,592		
		English Learners (ELs)	\$10,583		
		Special Education	\$1,052,732		
1) FY 2025 Tier Funding Allocation*: Enter the dollar amount of Tier Funding (e.g., NEW MONEY only) allocated to the Organizational Unit for FY 2025. Select whether the amount is estimated or actual funding.	FY 2025 Tier Funding	\$3,730	Funding Type (Select)	Actual	*Note: Tier Funding allocations are published annually at <a href="https://www.isbe.net/Pages/ebfdistribution.aspx">https://www.isbe.net/Pages/ebfdistribution.aspx</a> . Amounts are available in early August. Districts must use actual funding amounts if they are available before submitting the budget to ISBE.

		Data Source 1	Data Source 2	Data Source 3			
2)	Select the <b>top three</b> sources of data used to inform the Organizational Unit's planned allocation of EBF dollars. (Select three different responses.)	Student growth and achievement data, disaggregated by student groups	Student discipline and behavior data	Climate and culture survey data (e.g., Five Essentials Survey)			
3)	Indicate with which groups the Organizational Unit engaged to inform its intended allocation of EBF dollars. (Select any that apply; otherwise leave blank.)	Bilingual Program Director(s)	Yes	Principals	Yes	Bilingual Parent Advisory Committee	Yes
		Special Ed. Program Director(s)	Yes	School Improvement Teams	Yes	Other Parent Group(s)	Yes
		Other Program Leaders		Teacher or Support Staff Unions	Yes	Community Focus Group(s)	Yes
		School Board Members		Other School Staff		Other	
[Optional] Provide a brief description of the Organizational Unit's process for consulting with internal and external stakeholders in determining the allocation of EBF dollars. (No more than 1000 characters, including spaces.)							
		Priority Investment 1	Priority Investment 2	Priority Investment 3			
4)	Given the data analyzed, the stakeholders consulted, and the priorities identified in Part I, indicate the top three priority investments the Organizational Unit will make with its FY 2025 Base Funding Minimum (e.g., excluding Tier Funding). Choose "Other" if investments do not match the provided list. (Select three different responses. "Other" may be selected more than once if needed.)	Core Teachers	Core Intervention Teacher	Specialist Teachers			
If "Other" was selected in question 4, please describe. (No more than 1000 characters, including spaces.)							

**Cost Factor Table**

The table below presents the regionally adjusted amount embedded in the Organizational Unit's FY 2024 Adequacy Target for each of the 34 cost factors in the Evidence-Based Funding model (Column F). Column G is required for all Organizational Units that receive at least \$5,000 in Tier Funding, while column H is optional. Organizational Units may choose to provide additional narrative context in Columns I-M to elaborate on the figures included in the table. ISBE has produced guidance for populating the cost factor table. The guidance includes a definition for each cost factor, along with suggestions for using Employee Information System position codes and common expenditure accounts to support a determination of expenditures. This guidance is available at <https://www.isbe.net/ebfspendingplan>.

**Column G:** If the Organizational Unit will receive at least \$5,000 in FY 2025 Tier Funding (as entered in Q2.1/cell G31), column G is required. Please indicate the Organizational Unit's planned expenditures in FY 2025 from Tier Funds only. Organizational Units are not expected to place a value in each cell. Rather, the table allows for the communication of priority investments with new state resources for the current fiscal year. During years in which there is no new Tier Funding, column G will not be required. During years in which Tier Funding is available, the amount of new Tier Funding entered in Q2.1/cell G31 above must equal the sum in cell G90 below. If some or all Tier Funding is invested outside of the cost factors, enter a dollar amount in cell G89 and provide additional context in the space for a narrative beginning in row 93.

**Column H:** Optionally, Organizational Units may populate column H with total planned expenditures in FY 2025 for each cost factor from all revenue sources (e.g., not just from EBF). By comparing the figures in column F to the figures entered in column H, the Organizational Unit may engage local stakeholders in productive dialogue about resource allocation decisions.

Cost Factors	Amount in FY 2024 Adjusted Adequacy Target	Budgeted FY 2025 Investments with New Tier Funding [Optional]	Budgeted FY 2025 Expenditures (All Resources) [Optional]	Optional District Narratives
Core Investments	Core Teachers	\$13,844,513		Enter optional context for core investment decisions.
	Specialist Teachers	\$4,614,376		
	Instructional Facilitator	\$1,668,330		
	Core Intervention Teacher	\$555,545		
	Substitute Teachers	\$443,200		
	Guidance Counselor	\$1,425,802		
	Nurse	\$338,919		
	Supervisory Aide	\$617,826		
	Librarian	\$557,699		
	Librarian Aide	\$411,779		
	Principal	\$827,364		
	Assistant Principal	\$712,362		
	School Site Staff	\$741,362		
	<b>Subtotal</b>	<b>\$26,759,078</b>		

<b>Per Student Investments</b>	Gifted	\$354,239			Enter optional context for per student investment decisions.
	Professional Development	\$491,999	\$3,730		
	Instructional Materials	\$1,279,197			
	Assessments	\$133,824			
	Computer & Tech Equipment	\$1,123,725			
	Student Activities	\$3,381,015			
	Maintenance & Operations	\$5,356,882			
	Central Office	\$3,688,023			
	Employee Benefits	\$10,102,075			
<b>Subtotal*</b>		<b>\$26,126,370</b>	<b>\$3,730</b>		
<b>Additional Investments</b>	Low-Income Intervention Teacher	\$359,788			Enter optional context for additional investment decisions.
	Low-Income Pupil Support Staff	\$359,788			
	Low-Income Extended Day Teacher	\$374,520			
	Low-Income Summer School Teacher	\$374,520			
	EL Intervention Teacher	\$91,498			
	EL Pupil Support Staff	\$91,498			
	EL Extended Day Teacher	\$94,599			
	EL Summer School Teacher	\$94,599			
	EL Core Teacher	\$113,984			
	Sp Ed Teacher	\$2,164,154			
	Sp Ed Instructional Assistant	\$876,641			
	Sp Ed Psychologist	\$336,028			
	<b>Subtotal</b>		<b>\$5,331,618</b>		
<b>Other Investments</b>					
<b>Total**</b>		<b>\$58,217,067</b>	<b>\$3,730</b>		
				<b>Tier Funding Check (Cell G90)</b>	<b>Complete, G90=G31</b>
<p>*The subtotal for Per Student Investments is a calculated figure that adjusts salary portions of Central Office and Maintenance &amp; Operations to account for regional salary differences. As a result, the sum of each individual cost factor will not equal the subtotal.</p> <p>**The total is the Final Adequacy Target (adjusted for Regionalization Factor) calculated in the Full FY 2024 EBF Calculation file. Due to differences in rounding, this figure may vary slightly from the sum of the subtotals in this table.</p>					
<p>If some or all Tier Funding was invested outside of the cost factors, please describe. (No more than 1000 characters, including spaces.)</p>					
<b>Part III: Support for Special Student Groups</b>					
<p>EBF statute sets aside specific allocations to be spent for special education, English learners, and low-income students. Per statute these designated funds must be spent on programs and services benefiting these specific student groups. Funds for English learners and low-income students must be spent in addition to, and not in lieu of, funding that supports general programs of instruction for all students. Funds attributable to special education must be used for the provision of special education facilities and services as outlined in ILCS 14-1.08. Current-year EBF amounts attributable to each of the special student groups must be reported in cells G100-G102 below. If the Organizational Unit received at least \$5,000 for any of the student groups, a response to the questions below is required. For amounts less than \$5,000, a response is optional. All other EBF funds may be spent in any manner deemed appropriate by the school district.</p> <p><b>Collaboration Opportunity</b> - Organizational Units may find that questions in this section are most easily and effectively completed through collaboration between program leaders affiliated with each student group and finance leaders.</p>					
<b>1)</b>	<b>FY 2025 Student Population Allocations*:</b> Enter the dollar amount of resources attributable to Specific Populations within the FY25 Gross State Contribution. Enter "0" if no funds are allocated for a student group. Select whether amounts are estimated or actual.	<b>Low-Income Students</b>	Enter Amounts	Select type	*Note: Allocations for each of the three student groups are published annually at <a href="http://isbe.net/ebfdist">isbe.net/ebfdist</a> under "Reports." Amounts are typically available by September 1. Districts must use actual funding amounts if they are available before submitting the budget to ISBE.
		English Learners	\$283,761	Actual	
		Special Education	\$10,629	Actual	
			\$1,053,011	Actual	

2)	<b>Organizational Unit investment of EBF dollars for low-income students: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.)</b> Response Required	Low-Income Intervention Teacher		Low-Income Extended Day Teacher		Other Investments	Yes
		[Optional - Enter \$]		[Optional - Enter \$]		[Optional - Enter \$]	
		Low-Income Pupil Support Staff		Low-Income Summer School Teacher			
		[Optional - Enter \$]		[Optional - Enter \$]			
Additional context for the Organizational Unit's planned use of dollars attributable to low-income students in FY 2025. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.) Required		Intervention Academy teachers and Prep Level core course teachers and Paraprofessionals.					

3)	<b>Organizational Unit investment of EBF dollars for English learners: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.)</b> Response Required	English Learner Intervention Teacher		English Learner Extended Day Teacher		English Learner Core Teacher	
		[Optional - Enter \$]		[Optional - Enter \$]		[Optional - Enter \$]	
		English Learner Pupil Support Staff		English Learner Summer School Teacher		Other Investments	Yes
		[Optional - Enter \$]		[Optional - Enter \$]		[Optional - Enter \$]	
Additional context for the Organizational Unit's planned use of dollars attributable to English learners in FY 2025. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.) Required		Educational materials that include software and books.					

4)	<b>Organizational Units investment of EBF dollars for Special Education: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.)</b> Response Required	Special Education Teacher	Yes	Special Education Psychologist			
		[Optional - Enter \$]		[Optional - Enter \$]			
		Special Education Instructional Assistant		Other Investments			
		[Optional - Enter \$]		[Optional - Enter \$]			
Additional context for the Organizational Unit's planned use of dollars attributable to Special Education students in FY 2025. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)							

**Plan Assurances**

Please complete the assurances below related to Article 14C of the Illinois School Code, which stipulates allowable expenditures for English learners. Organizational Units should maintain supporting documentation (e.g., sign-in sheets, meeting agendas) to affirm the veracity of the below assurances. Note that a separate collection of the Bilingual Service Plan takes place before each school year and must be separately reviewed by the Bilingual Parent Advisory Committee (BPAC). Responses in this plan should be aligned with information contained in the Bilingual Service Plan. Responses in this section are only required if an Organizational Unit receives any amount of EBF dollars attributable to English learners.

**Collaboration Opportunity** - Organizational Units may find that the plan assurances are most easily and effectively completed if led by program leaders.

1). "I hereby affirm that at least 60% of the school district's state funds attributable to English learners will be used for instructional costs of programs and services for English learners (function 1000), in accordance with Article 14C of the Illinois School Code. The remaining balance of state funds attributable to English learners will also be used to serve English learners."

Required

2). "My school district has at least one attendance center with 20 or more English learners (including parental refusals) who speak the same home language other than English in grades K-12. Alternatively and/or additionally, my school district has at least one attendance center with 20 or more English learners (including parent refusals) who speak the same home language other than English in pre-K."

Required

3). "I hereby affirm that the school district's BPAC will review this EBF Spending Plan by or before October 31, 2024."

Required

4). Enter the anticipated date on which the BPAC review will take place and the name of the BPAC chair for SY 2024-25.

Required	BPAC Meeting (MM/DD/YYYY)	10/10/2024
	Name of Chair	Julie Jacobo

Spending Plan Completion Tracker		
Use the information below to confirm completion of all required questions. Note that the "status" column adjusts to responses, so the tracker is most helpful to consult after you have completed the spending plan.		
Question	Status	Acceptance Criteria
Part 1, Q1	Complete	Character length of response must be >10 and <=2000, including spaces.
Part 1, Q2	Complete	A different response must be selected in G11, I11, and L11; cells cannot be blank.
Part 1, Q1 (Narrative)	Complete	Response required only if "Other" selected in G11, I11, or L11; character length of response must be >10 and <=1000, including spaces.
Part 2, Q1	Complete	A numeric value must be entered in cell G31 (estimated or actual Tier Funding, or 0 if appropriations did not include Tier Funding). A type must be selected in cell H31.
Part 2, Q2	Complete	A different response must be selected in G35, I35, and L35; cells cannot be blank.
Part 2, Q3	Complete	At least one response must be selected.
Part 2, Q4	Complete	Cells G43, I43, and L43 cannot be blank. "Other" may be selected more than once, but other responses may not be repeated.
Part 2, Q4 (Narrative)	Complete	Response required only if "Other" selected in G43, I43, or L43; character length of response must be >10 and <=1000, including spaces.
Part 2, Q5 (Cell G90)	Complete	Cell G90 must be equal to the value in cell G31.
Part 2, Q5 (Narrative)	Complete	Response required only if a value was entered in cell G89; character length of response must be >10 and <=1000, including spaces.
Part 3, Q1 Low-Income Funds	Complete	A numeric value must be entered. A type must be selected in cell H100.
Part 3, Q1 English Learner Funds	Complete	A numeric value must be entered, which may be "0" if the organizational unit received no funding for the specified student group. A type must be selected in cell H101.
Part 3, Q1 Spec. Ed. Funds	Complete	A numeric value must be entered. A type must be selected in cell H102.
Part 3, Q2	Complete	At least one response must be selected.
Part 3, Q2 (Narrative)	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
Part 3, Q3	Complete	At least one response must be selected.
Part 3, Q3 (Narrative)	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
Part 3, Q4	Complete	At least one response must be selected.
Part 3, Q4 (Narrative)	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
Assurances 1	Complete	Response required if the value entered in cell G101>0.
Assurances 2	Complete	Response required if the value entered in cell G101>0.
Assurances 3	Complete	Response required if "Yes" selected in cell E133.
Assurances 4 (Meeting Date)	Complete	Response required if "Yes" selected in cell E133; enter date in MM/DD/YYYY format.
Assurances 4 (Name of Chair)	Complete	Response required if "Yes" selected in cell E133.

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

*(For Local Use Only)*

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

The worksheet is intended for use during the budgeting process to estimate the district's percent increase of FY2025 budgeted expenditures over actual FY2024 expenditures. Budget information is copied to this page. Insert the prior year estimated actual expenditures to compute the estimated percentage increase (decrease).

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

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

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

School District Name: **Lyons Twp HSD 204**

RCDT Number: **06016204017**

		Estimated Actual Expenditures, Fiscal Year 2024				Budgeted Expenditures, Fiscal Year 2025			
		(10)	(20)	(80)		(10)	(20)	(80)	
Description	Funct. No.	Educational Fund	Operations & Maintenance Fund	Tort Fund	Total	Educational Fund	Operations & Maintenance Fund	Tort Fund	Total
1. Executive Administration Services	2320				0	542,309		0	542,309
2. Special Area Administration Services	2330				0	0		0	0
3. Other Support Services - School Administration	2490				0	33,800		0	33,800
4. Direction of Business Support Services	2510				0	279,267	0	0	279,267
5. Internal Services	2570				0	679,898		0	679,898
6. Direction of Central Support Services	2610				0	0		0	0
7. Deduct - Early Retirement or other pension obligations required by state law and included above.					0				0
<b>8. Totals</b>		0	0	0	0	1,535,274	0	0	1,535,274
<b>9. Estimated Percent Increase (Decrease) for FY2025 (Budgeted) over (Actual) FY 2024</b>									Enter Actual Data



## Reference Description

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

The proceeds from the sale of school sites, buildings, or other real estate shall be used first to pay the principal and interest on any outstanding bonds on the property being sold, and after all such bonds have been retired, the remaining proceeds from the sale next shall be used by the school board to meet any urgent district needs as determined under Sections 2-3.12 and 17-2.11 of the School Code. Once these issues have been addressed, any remaining proceeds may be used for any other authorized purpose and for deposit into any district fund.
- 6 The School Code, Section 10-22.44 prohibits the transfer of interest earned on the investment of "any funds for purposes of Illinois Municipal Retirement under the Pension Code." This prohibition does not include funds for Social Security and Medicare-only purposes. For additional requirements on interest earnings, see 23 Illinois Administrative Code, Part 100, Section 100.50.
- 7 Cash plus investments must be greater than or equal to zero.
- 8 For cash basis budgets, this total will equal the Budget Summary - Total Direct Receipts/Revenues (Line 9) plus Total Other Sources of Funds (Line 46).
- 9 For cash basis budgets, this total will equal the Budget Summary - Total Direct Disbursements/Expenditures (Line 19) plus Total Other Uses of Funds (Line 79).
- 10 Working Cash Fund loans may be made to any district fund for which taxes are levied (Section 20-5 of the School Code).
- 11 Include revenue accounts 1110 through 1115, 1117,1118 & 1120.
- 12 The School Code Section 17-2.2c. Tax for leasing educational facilities or computer technology or both, and for temporary relocation expense purposes.
- 13 Corporate personal property replacement tax revenue must be first applied to the Municipal Retirement/Social Security Fund to replace tax revenue lost due to the abolition of the corporate personal property tax (30 ILCS 115/12). This provision does not apply to taxes levied for Medicare-Only purposes.
- 14
 

Only tuition payments made to private facilities. See Functions 4200 or 4400 for estimated public facility disbursements/expenditures.
- 15 Payment towards the retirement of lease/purchase agreements or bonded/other indebtedness (principal only) otherwise reported within the fund - e.g.: alternate revenue bonds. (Describe & Itemize)
- 16 Only abolishment of Working Cash Fund must transfer its funds directly to the Educational Fund upon adoption of a resolution and at the close of the current school Year (see 105 ILCS 5/20-8 for further explanation)
 

Only abatement of working cash fund can transfer its funds to any fund in most need of money (see 105 ILCS 5/20-10 for further explanation)

**CHECK FOR ERRORS**

This worksheet checks various cells to assure that selected items are in balance.

Please fix errors below before submitting to ISBE.

Budget Item References	Message
<b>1. Deficit Reduction Plan (DefReductPlan 23-27 tab)</b>	
Is Deficit Reduction Plan Required? (Joint Agreements do not complete Deficit Reduction Plan.)	Deficit Reduction Plan is not required
If required, is Deficit Reduction Plan completed? (DefReductPlan 23-27 tab)	
<b>2. Cover Page (Cover tab)</b>	
District Name must be selected from drop-down. (Cell H13)	OK
Accounting Basis must be selected on Cover sheet.	OK
Dates (Day, Month, Year) must be input on Cover sheet.	OK
Board Names must be typed on Cover sheet.	ERROR - TYPE BOARD NAMES
<b>3. Budget Summary: Other Sources (BudgetSum 2-4 tab - Acct 7000) must equal Other Uses (BudgetSum 2-4 tab - Acct 8000).</b>	
Estimated Beginning Fund Balance July, 1 2023 for all Funds (Cells C3 - K3) (Line must have a number or zero. Do not leave blank.)	OK
Estimated Activity Fund Beginning Fund Balance July, 1 2023 (Cell C83) (Cell must have a number or zero. Do not leave blank.)	OK
Transfer Among Funds (Funds 10, 20, 40 - Acct 7130 - Cells C29, D29, F29), must equal (Funds 10, 20 & 40 - Acct 8130 - Cells C52, D52, F52).	OK
Transfer of Interest (Funds 10 thru 90 - Acct 7140 - Cells C30:K30), must equal (Funds 10 thru 60, & 80 - Acct 8140 - Cells C53:H53, J53).	OK
Transfer to Debt Service to Pay Principal on GASB 87 Leases (Fund 30 - Acct 7400 - Cell E39) must equal (Funds 10, 20 & 60 - Acct 8400 Cells C57:H60).	OK
Transfer to Debt Service to Pay Interest on GASB 87 Leases (Fund 30 - Acct 7500 - Cell E40) must equal (Funds 10, 20 & 60 - Acct 8500 - Cells C61:H64).	OK
Transfer to Debt Service Fund to Pay Principal on Revenue Bonds (Fund 30 - Acct 7600 - Cell E41) must equal (Funds 10 & 20 - Acct 8600 - Cells C65:D68).	OK
Transfer to Debt Service to Pay Interest on Revenue Bonds (Fund 30 - Acct 7700 - Cell E42) must equal (Funds 10 & 20 - Acct 8700 - Cells C69:D72).	OK
Transfer to Capital Projects Fund (Fund 60 - Acct 7800 - Cell H43) must equal (Fund 10 & 20, Acct 8800 - Cells C73:D76).	OK
<b>4. Summary of Cash Transactions: Beginning Cash Balance on Hand July 1, 2023 (CashSum 5 tab, All Funds) cannot be negative.</b>	
Educational (Fund 10 - Cell C3)	OK
Operations & Maintenance (Fund 20 - Cell D3)	OK
Debt Service (Fund 30 - Cell E3)	OK
Transportation (Fund 40 - Cell F3)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G3)	OK
Capital Projects (Fund 60 - Cell H3)	OK
Working Cash (Fund 70 - Cell I3)	OK
Tort (Fund 80 - Cell J3)	OK
Fire Prevention & Safety (Fund 90 - Cell K3)	OK
Activity Funds (Cell C23)	OK
<b>5. Summary of Cash Transactions: Ending Cash Balance on Hand June 30, 2024 (CashSum 5 tab - All Funds) cannot be negative.</b>	
Educational (Fund 10 - Cell C21)	OK
Operations & Maintenance (Fund 20 - Cell D21)	OK
Debt Service (Fund 30 - Cell E21)	OK
Transportation (Fund 40 - Cell F21)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G21)	OK
Capital Projects (Fund 60 - Cell H21)	OK
Working Cash (Fund 70 - Cell I21)	OK
Tort (Fund 80 - Cell J21)	OK
Fire Prevention & Safety (Fund 90 - Cell K21)	OK
<b>6. Summary of Cash Transactions: Other Receipts (CashSum 5 tab) must equal Other Disbursements (CashSum 5 tab).</b>	
Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C6:H6, J6:K6) must equal Interfund Loans Receivable (Funds 10:20, 40, 70 - Acct 141 - Cells C15:D15, F15, I15).	OK
Interfund Loans Receivable (Funds 10, 20, 40, 70 - Acct 141 - Cells C7:D7, F7, I7) must equal Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C16:H16, J16, K16).	OK
<b>7. Estimated Revenue (EstRev 6-11 tab)</b>	
Amounts must be input for revenue.	OK
<b>8. Estimated Expenditures (EstExp 12-20 tab)</b>	
Amounts must be input for expenditures.	OK
<b>9. Itemization Notes: Revenues/Expenditures reported that require note on Itemize 21 tab.</b>	
Include brief note(s) describing revenue source.	OK
Include brief note(s) describing expenditure use.	OK
<b>10. EBF Spending Plan</b>	
All required questions have been answered.	OK

End of Balancing

Certificate of the Publisher

La Grange Suburban Life

Description: TENTATIVE BUDGET  
2183299

LYONS TOWNSHIP HIGH SCHOOL D204  
100 S BRAINARD AVE  
LAGRANGE IL 60525-2100



Shaw Media certifies that it is the publisher of the La Grange Suburban Life. The La Grange Suburban Life is a secular newspaper, has been continuously published weekly for more than fifty (50) weeks prior to the first publication of the attached notice, is published in the Village of Westchester, County of Cook, State of Illinois, is of general circulation throughout that county and surrounding area, and is a newspaper as defined by 715 ILCS 5/5.

A notice, a true copy of which is attached, was published 1 time(s) in the La Grange Suburban Life, namely one time per week for one successive week(s). Publication of the notice was made in the newspaper, dated and published on 08/08/2024

This notice was also placed on a statewide public notice website as required by 715 ILCS 5/2.1.

In witness, Shaw Media has signed this certificate by Laura Shaw, its Publisher, at Westchester, Illinois, on 8th day of August, A.D. 2024

Shaw Media By:

*Laura Shaw*  
Laura Shaw, Publisher

Account Number 10072759

Amount \$69.90

**PUBLIC NOTICE**  
LEGAL NOTICE / PUBLIC NOTICE  
Notice is Hereby Given by the Board of Education of District Number 204, in the County of Cook, State of Illinois, that the tentative budget for School District 204 for the fiscal year beginning July 1, 2024 and ending on June 30, 2025 will be on file and conveniently available for public inspection at 100 South Brainard, LaGrange, IL, in this School District after 8:00 a.m. CDST, on the 8th day of August, 2024.  
Notice is Further Hereby Given that a public hearing on said budget will be held at 7:00 p.m., CDST, on the 16th day of September, 2024 at LaGrange, IL in this School District Number 204, Board Conference Room 103, 100 South Brainard, LaGrange, IL.  
/s/ Jill Bada Daniels  
Secretary, Board of Education  
Lyons Township High School  
District Number 204  
August 8, 2024  
  
(Published in LaGrange Suburban Life August 8, 2024) 2183299