



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

**Room 103-104 & Virtual
100 South Brainard Avenue
La Grange, Illinois 60525
Monday, April 19, 2021 - 7:00 PM**

AGENDA

Notice is hereby given that the meeting will be held virtually as the District finds it is not prudent to hold the meeting in person due to the Governorial Disaster Proclamation extended to May 2, 2021. The Superintendent, some Board members, and select administrators will be physically present. Details to join the virtual meeting and how to address the Board will be posted on the BOE Meeting Dates page on the District's website.

I. OPENING & ROLL CALL (7:00)

II. AGENDA APPROVAL/ORDER OF BUSINESS (7:00)

III. CLOSED SESSION (7:00)

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

IV. OPEN SESSION & PLEDGE (7:30)

V. COMMUNICATIONS - Public Comment (7:35)

VI. STUDENT REPRESENTATIVE TO THE BOARD OF EDUCATION REPORT

(Ms. Meehan) (7:40)

VII. SUPERINTENDENT'S DISTRICT REPORT (7:45)

A. Monthly FOIA Report

B. Miscellaneous

C. Recognition of Outgoing Board Members

VIII. UNFINISHED BUSINESS (8:05)

A. Action

1. 2021 Summer Workshop Proposals - 2nd Reading (Mr. Eggerding) 3

2. District Policy Updates: Policies 7:270 (3rd Reading) and 7:190 (Mr. Piotrowski) 49

IX. NEW BUSINESS (8:25)

A. Action

1. Employment of Principal, Effective July 1, 2021 (Dr. Kilrea/Dr. Waterman) 62

2. 2021-22 Additional Textbook and Instructional Material Changes - 1st Reading (Mr. Eggerding) 68

3. FY22 Grant-Funded and Furniture Capital Outlay Requests (Mr. Stachacz) 65

4. District Policy Updates: Policies 4:30 and 6:235 - 1st Reading (Mr. Piotrowski) 68

B. Information

1. 2021 Summer Reading (Mr. Eggerding) 77

2. Annual Review of School District Facilities and Property (Mr. Stachacz)

3. School Board Calendar for May 2021

X. CONSENT AGENDA (9:10)

A. Payment of Bills and Financial Statements (Mr. Stachacz) 1

1. Lyons Township High School - Approval is requested for payment of bills within various funds	85
2. Lyons Township High School - The financial statement for the month ending March 31, 2021, is presented for Board approval	86
3. LaGrange Area Department of Special Education (LADSE) - Approval is requested for payment of bills within various funds	89
4. LaGrange Area Department of Special Education (LADSE) - The financial statement for the month ending March 31, 2021, is presented for Board approval	90
B. Human Resources (Mr. Piotrowski)	
1. LTHS Certified and/or Classified Staff Employment Recommendations	
2. Certified Staff Request for Leave of Absence	
3. LADSE Staff Employment Recommendations	
C. Minutes	
1. Regular Board Meeting - Open and Closed Sessions - March 15, 2021	
2. Special Board Meeting - April 1, 2021	
3. Negotiations Committee - April 5, 2021	
4. Special Board Meeting - Open and Closed Sessions - April 7, 2021	
5. Curriculum Committee - April 12, 2021	
6. Facilities Committee - April 13, 2021	
7. Finance Committee - April 13, 2021	
8. Human Resources/Policy Committees - April 15, 2021	
9. Committee of the Whole - April 15, 2021	
D. 2021-2022 Salaries (Dr. Kilrea/Dr. Waterman)	
1. Administrators	
2. Classified/Non-Contractual Supervisors	
3. Classified/Non-Contractual Employees	
E. Resolution of Appointment to DuPage Area Occupational Education Systems (DAOES) Board of Directors for 2021-2022	91
F. IHSA Membership Renewal 2021-2022 (Mr. Grundke)	92
G. Disposal of Surplus Equipment (Ms. Moran)	93
XI. ADJOURNMENT (9:15)	

LYONS TOWNSHIP HIGH SCHOOL



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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott Eggerding 

DATE: April 12, 2021

RE: Summer Curriculum & Program Development Workshops – Second Reading

INFORMATION:

For summer work requiring board approval of expenditure, a proposal, review and approval process is utilized involving Division Chairs and the Director of Curriculum and Instruction. The approval process includes prioritized criteria, submission of proposals, adherence to timelines, individual review with Division Chairs, and Board approval of Workshops.

The Board will recall that last year, during the first reading, we proposed 18 workshops. As this reading occurred days before we had to close school for the pandemic, many workshops planned for last summer had to be tabled. This included a significant workshop to articulate grading practices. And while we scaled back the grading changes significantly for the fall of 2020, the time lost due to the pandemic had an impact on our grading practices rollout in the fall. The Board will notice that this time has been included for this summer and will combine grant funds and district funds to support 237 staff serving on anywhere from 1 to 4 teaching teams.

For the summer of 2021, 16 summer curriculum and program development workshops are brought forward for review and consideration. Highlights include:

- Time set aside for teachers to work on coordinating course teams for clarification of grading practices.
- TEC Coach 1 to 1 planning for fall required technology training.
- Optional technology training for teachers.
- Time to plan professional learning for the 2021-2022 school year.
- A second cohort of 55 staff members (35 teachers) going through equity training through IncludedED.
- Workshops based on curriculum change proposals, including:
 - Junior English course shift to annual courses.
 - Multicultural literature for seniors (new course).
 - Financial algebra (new course).
 - STEM research (new course).
 - Forensic science (new course).
 - Year-long environmental science change.
- Development of Chemistry labs as the summatives for chemistry classes.
- Algebra alignment across prep and accel levels.

Proposals as presented to the Curriculum Office for work to be completed during the summer of 2021 totaled \$161,187. The significant portion of this request is for grading and is very similar to the \$136,858 request last year, the majority of which was not spent. Because of the way grants worked, we had budgeted a large portion of the grading workshop fees last year for grant expenditures. The state allowed us to carry over those funds to this year and then also allocated new sums, so we are able to use nearly \$60,000 of grant funds to offset the costs of the grading workshop and apply another nearly

30,000 of grant funds to the remaining workshops. This results in \$94,294.50 paid for by Title I and Title II grants with the remainder, \$66,892.50, coming from District funds.

All dollar amounts are estimated at the maximum potential cost using the top-end contractual hourly rate of \$40.50 and assuming all participants can attend all hours. Plans and participation in many of the workshops are dependent on the actual meeting dates set later in May. As we continue to refine and review the grading workshop, we may be able to reduce the number of hours for those courses and programs that have one teacher as the only person in 4 or 5 courses (i.e. Latin) where there would not be a need for four hours for every course. The attached history will show how the approved District cost estimates for workshops are never exceeded, with actual expenses roughly 80% of proposed costs. This would result in an estimated final expenditure of \$129,000 with District costs coming in around \$53,500. Summaries and comparisons to previous years are included for review.

RECOMMENDATION:

I recommend that the board approve the attached proposals for 2021 Summer Curriculum and Program Development Workshops.

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
Divisional/Departmental Summary
2021 Summer Workshops

DIVISION/DEPARTMENT	STAFF	DISTRICT TOTALS		
		Requested	Total	Actual
CURRICULUM & STAFF DEVELOPMENT <ul style="list-style-type: none"> • Grading • TEC Coaches (1 to 1 Planning) • Technology Training (1 to 1) • Professional Learning Team • IncludED 	237 4 275 20 35	\$58,968.00 (G) \$23,490.00 (D) \$5,184.00 (G) \$13,750.00 (D) \$6,480.00 (G) \$10,500.00 (G)	\$37,240.00 (D) \$81,132.00 (G)	
LANGUAGE ARTS <ul style="list-style-type: none"> • Junior Courses: Prep and Accel • Multicultural Literature 	6 5 4	\$5,265.00 (D) \$5,062.50 (G) \$4,050.00 (G)	\$5,265.00 (D) \$9,112.50 (G)	
MATH/SCIENCE <ul style="list-style-type: none"> • Financial Algebra • STEM Research • Environmental Science • Chemistry Lab Safety • Algebra • Forensics • Chemistry Lab Summatives • AP Biology 	2 2 2 11 7 3 11 1	\$4,050.00 (G) \$4,050.00 (D) \$3,037.50 (D) \$1,100.00 (D) \$7,087.50 (D) \$3,037.50 (D) \$4,455.00 (D) \$405.00 (D)	\$23,172.50 (D) \$4,050.00 (G)	
PHYSICAL WELFARE <ul style="list-style-type: none"> • Sophomore Strength Training 	3	\$1,215.00 (D)	\$1,215.00 (D)	
TOTALS	628	\$66,892.50 (D) \$94,294.50 (G)	\$161,187.00 Total	

**SUMMER CURRICULUM/PROFESSIONAL WORKSHOPS
DEPARTMENTAL COST COMPARISON**

DEPARTMENT	2018 PROPOSED	2018 ACTUAL	2019 PROPOSED	2019 ACTUAL	2020 PROPOSED	2020 ACTUAL	2021 PROPOSED
Curriculum & Instruction	\$63,463.00 G \$13,869.50 D	\$48,146.49 G \$14,442.03 D	\$47,834.37 G \$29,522.75 D	\$22,770.70 G \$26,250.15 D	\$15,622.88 G \$0 D	\$12,495.60 G \$0 D	\$81,132.00 G \$37,240.00 D
Applied Technology	NA	NA	NA	NA	NA	NA	NA
Art	NA	NA	NA	NA	NA	NA	NA
Business Education	NA	NA	NA	NA	NA	NA	NA
Driver Education	NA	NA	NA	NA	NA	NA	NA
Family and Consumer Science	NA	NA	NA	NA	NA	NA	NA
Language Arts	NA	NA	NA	NA	NA	\$0 G \$2,344.90 D	\$9,112.50 G \$5,265.00 D
Mathematics	NA	NA	NA	NA	\$0 G \$4,050.00 D	\$0 G \$3,781.60 D	\$4,050.00 G \$7,087.50 D
Music	NA	NA	NA	NA	NA	NA	NA
Physical Education & Health	NA	NA	NA	NA	\$0 G \$4,050.00 D	\$0 G \$3,490.52 D	\$0 G \$1,215.00 D
Science	NA	NA	\$0 G \$7,938.00 D	\$0 G \$5,588.06 D	\$0 G \$6,075.00 D	\$0 G \$6,075.00 D	\$0 G \$16,085.00 D
Social Studies	NA	NA	NA	NA	NA	NA	NA
Special Education	NA	NA	NA	NA	\$5,467.50 G \$0 D	\$3,435.75 G \$0 D	NA
Student Support Services	NA	NA	NA	NA	NA	NA	NA
World Language	\$0 G \$11,845.00 D	\$0 G \$8,124.10 D	\$0 G \$3,888.00 D	\$0 G \$3,275.04 D	\$0 G \$15,795.00 D	\$0 G \$8,474.10 D	NA
TOTALS	Proposed \$89,177.50	Actual \$70,712.62	Proposed \$77,357.12	Actual \$57,883.95	Proposed \$53,490.38	Actual \$40,097.47	Proposed \$153,238.50
		79% of Approved		75% of Approved		75% of Approved	
Grant cost	\$63,463.00	\$48,146.49	\$47,834.37	\$22,770.70	\$21,090.38	\$15,931.35	\$94,294.50
District cost	\$25,714.50	\$22,566.13	\$29,522.75	\$35,113.25	\$32,400.00	\$24,166.12	\$66,892.50
TOTAL	\$89,177.50	\$70,712.62	\$77,357.12	\$57,883.95	\$53,490.38	\$40,097.47	\$161,187.00

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 SUMMER WORKSHOP SUMMARY**

DISTRICT ACCOUNT			
Department & Workshop Title	Description	Teacher Names & Hours	Maximum Cost
<p>CURRICULUM/ASSESSMENT</p> <p>1. Course Team Grading Practices</p>	<p>As we continue to improve our grading practices, the overwhelming request from teachers has been the time needed for teams to get together and come to agreements. All year, we have devoted time on Institute Days, remote learning planning days and some PLC meetings to grading practices. In April, teams will choose their grading methodology for the fall. Teams will then use summer workshop time to ensure consistency across teams and give team members time to address the six fixes, retake and revision rules, and updates of curriculum maps where necessary. Teaching teams will choose to continue with a traditional grading scale or shift to an A-F model. Regardless of the approach, the purpose of the summer workshops is to provide the time to accomplish the following:</p> <ul style="list-style-type: none"> • Syllabus updated with all established grading practices included, • Grading categories and naming conventions for assignments determined, • Alignment of assessments (formative to summative) with a goal on breaking up larger summatives to provide for more feedback and practice and minimize the sense of a few tests determining grades. <p>TRADITIONAL COURSE TEAMS</p> <p>For this to occur, course teams (using a 0-100% scale) must have time to collaborate to determine: their grading categories, how they will use comments in Infinite Campus, their specific retake requirements, and the formative practice that will lead to the summative assessments. With these decisions made, teams can update their course syllabus (using a provided template) and select one gradebook consistent across all teachers in a course. Additionally, by outlining the formative practice that leads to the summative, teams will make sure their initial entries in the gradebook demonstrate the connection between practice and the related summative assessment. As a result, a four-hour workshop would allow course teams the time to ensure consistency with</p>	<p>237 Teachers 2,036 Hours</p>	<p>\$58,968.00 Title I and II</p> <p>\$23,490.00 District</p>

their syllabus and gradebook.

A-F COURSE TEAMS

While the majority of the teaching teams only implemented the six fixes in 2020-2021, a handful of teachers also chose to use an A-F scale without percentages or reliance on the mean. Next year these teachers will have access to a concept-based grading platform in Infinite Campus. This platform will allow these teachers to easily communicate the concept/skills they are grading upon. This platform also provides options for arriving at a final course grade. To use this platform successfully, all A-F teachers will need to receive training. A four-hour workshop will provide these teams the training they need to be successful with the new Infinite Campus grading platform, as well as time for their team to decide their common grading categories and draft their common syllabus.

Traditional Course Teams	A-F Course Teams
<ul style="list-style-type: none"> • Welcome & Setting the Purpose • IC Overview: A look at the Teacher, Student and Parent views (1 hour) • Team Planning (2 hours): <ul style="list-style-type: none"> ○ Confirming course grading scale ○ Determining Grading Categories ○ Aligning formative practice to summative assessments • Writing a Course Syllabus (1 hour) 	<ul style="list-style-type: none"> • Welcome & Setting the Purpose • IC Training: Skill-based grading platform (2 hours) • Team Planning (1hour): <ul style="list-style-type: none"> ○ Clarifying Skills/Concepts ○ Determining Grading Categories ○ Confirming method for arriving at a final grade • Writing Course Syllabus (1 hour)

2. Tech Coaching (1 to 1 Planning)

With the shift to 1 to 1 computing across both campuses, TEC Coaches will be working throughout the summer to develop training, provide tutorials, ensure systems and software for teachers are up and running, and developing protocols for support in the fall. In addition, they will run optional training sessions in August for teachers to improve their skills on software that they intend to adopt and use in the fall. All of our TEC coaches have gone through a year of BetterLesson training and will incorporate that focus on linking technology to formative assessment in training for staff.

4 Teachers
128 Hours

\$5,184.00
Title II

<p>3. 1 to 1 Computing Training</p>	<p>While every teacher will receive training necessary to launch the 1 to 1 computing initiative for students, this August workshop will give teachers an opportunity to improve their use of specific applications that are a part of their teaching team or that they wish to improve their skillset. Training will be provided by TEC Coaches. Payment for training, up to 4 hours, is based on a per diem rate of \$50 for a half day.</p>	<p>275 Teachers 1,100 Hours</p>	<p>\$13,750.00 \$50 stipend</p>
<p>4. Professional Learning Team</p>	<p>During the 2020-2021 school year, district Institute Days were used to support teachers as they worked to: 1) cultivate a sense of belonging and wellness for their students, 2) use technology to deliver quality education, and 3) implement consistent grading practices, including the six fixes, across their course team. In addition to planning and facilitating the professional learning for teachers on Institute Days, the Professional Learning Team adjusted our instructional delivery model to incorporate more frequent virtual learning opportunities for teachers. These opportunities included: (SE)L-Teams, instructional coaching partnerships, Coaching Cafes, SIOP Model Workshops, Mentoring & Induction year 1 monthly assessment meetings, Mentoring & Induction year 2 monthly differentiated instruction meetings, and Belonging Focus Groups. The Professional Learning Team also planned and facilitated learning for paraeducators on the August, October and April Institute Days to ensure they were prepared to support pandemic learning. At the conclusion of this school year, staff will take LT's Annual Professional Learning Survey to provide feedback on their experiences and continued learning needs. Staff that participated in Mentoring and Induction, instructional coaching partnerships, (SE)L-Teams, and Belonging Focus Groups will take an additional survey to provide feedback specific to these additional learning experiences. The Professional Learning Team would like to collaborate during a Summer Workshop to analyze the aforementioned survey results and make informed plans for providing professional learning during the 2021-2022 school year. With continued changes to the daily schedule to accommodate the pandemic, a new 1:1 initiative, and recent grading practice changes, the professional learning focus in 2021-2022 will continue to be on: 1) cultivating belonging, 2) using technology to enhance instruction, and 3) implementing grading practices. However, the specific content that is provided around these goals will be directed by survey results. The first day of this workshop will focus on outlining the content that will be provided on District Institute Days. After planning the content on district Institute Days, the Professional Learning Team will split into six subcommittees: Technology, SEL, Grading Practices, Belonging/Included, Coaching, and Mentoring & Induction. During the second day of this workshop, each subcommittee will:</p> <ul style="list-style-type: none"> • making informed adjustments (if necessary) to their instructional delivery methods, • establish the calendar for the relevant professional learning events ((SE)L-Team Meetings, IncludedED trainings, mentoring and induction meetings, coaching workshops), • set subcommittee meeting dates, • review and revise meeting agendas, • develop and/or edit tools and protocols, 	<p>20 Teachers 160 Hours</p>	<p>\$6,480.00 Title II</p>

<p>5. IncludED</p>	<ul style="list-style-type: none"> • establish outcomes, • determine evidence of impact and when it will be collected, • set goals for staff participation, • develop a recruitment plan. <p>The workshop will conclude with creation of a google slides presentation to share with the faculty in August that outlines the learning opportunities available to them in 2021-2022.</p>		
<p>As a result of the Elementary and Secondary Education Act, the quality of education provided by public schools must be measured and reported. The ultimate designation that a school is publicly awarded is a result of the indicators a school meets or exceeds. These indicators pertain to achievement, state test scores, graduation rate, course enrollment, college & career readiness, attendance, and discipline. All indicators are now measured and reported according to special populations, which include: ethnicity, socio-economic status, IEP designation, and LEP designation.</p> <p>When LT's data is divided across population groups there are significant differences. These significant differences are not isolated to one area of performance; rather, the differences are seen across population groups in all educational areas- academic, course enrollment, college & career readiness, attendance, and discipline, etc. In order to change these differences and ensure all LT students have equal opportunity to achieve success in all aspects of their education, the Professional Learning Team would like to expand the staff's SEL training by engaging a second cohort in inclusion and equity training. By combining equity training with our SEL efforts, we are expanding the conversation to encompass the whole student.</p> <p>Prior to engaging the entire staff in this training, LTHS would like to put two cohorts of staff members through the inclusion and equity training. This will be the second group of participants, which would be comprised of administrators, Professional Learning Team members, Equity & Achievement Team members, Social Emotional Learning Team members, several counselors, social workers, representatives from every employee work group, a small group of teacher leaders learning to facilitate the training, and a group of students that would continue to facilitate focus groups for students. By putting a smaller cohort through this training, we can gauge the staff's readiness and anticipate potential obstacles. Then, we can intentionally plan an effective roll-out for the 2022-2023 school year.</p> <p>As a result, we are proposing that the aforementioned 55 staff members and 16 students attend the IncludED awareness series on June 2-4, 2021. The IncludED series "begins with increased awareness of the issues that emerge from diversity and -- most importantly -- the incredible power we have as educators to influence the lives of students through our mindset." The training aims to have "teams develop their belief systems; cross-cultural communication skills; capacity to use tools to explore issues related to race, class, and culture; and commitment to excellence with equity in education." Once aware and committed to the education of all students, teams then prepare to take-action (IncludED, 2018).</p>	<p>35 Teachers 630 Hours</p>	<p>\$10,500.00 Title II \$100 a day stipend</p>	

Below is an outline of the training series listing the specific purpose and objectives of each day of training. This training would aim to impact the awareness of the faculty with the ultimate goal being to create and use a culture competency continuum. The hope would be that we would collect evidence (including student and community voices) of where our school is in relationship to the continuum and take intentional action to move forward in 2021-2022 and the years to follow.

DATE	PURPOSE	OBJECTIVE
June 2	Orientation & Preparation	<ul style="list-style-type: none"> • Focus attention on excellence with equity, one's own response to diversity, and recognizing implicit bias. • Establish Brave Space. • Learn communication techniques that facilitate cultural competence. • Develop empathy, relationships, and positive tone and trust.
June 3	Preparation & Exploration	<ul style="list-style-type: none"> • Develop as a learning community. • Practice communication techniques in courageous conversations about diversity • Learn mental models and use them to explore issues that emerge from diversity • Build collective efficacy for having constructive conversations about race, class, and culture.
June 4	Exploration & Commitment	<ul style="list-style-type: none"> • Focus on an isolated dimension of difference, such as race. • Practice communication skills to develop shared understanding relative to the isolated dimension of difference. • Commit to excellence with equity for every student.

LANGUAGE ARTS

1. Combining Prep & Accel

The LAD is shifting from two separate semesters of junior English at the prep and accel levels to annual courses at both levels. The courses have been conceived as parallel versions of each other and the course texts will be the same regardless of the level. The courses need to be differentiated from each other, however, to ensure that students with different academic needs have proper scaffolding so each student can reach the same outcomes. The first day of the proposed workshop would be to have the teaching team work with Lisa Plichta, the Differentiation Specialist for the district. She will help the teachers differentiate for readiness.

11 Teachers
255 Hours

\$10,327.50

	The remaining days will be for each teaching team (one at the prep level and one at the accel level) to develop the curriculum maps which will include skill and knowledge outcomes, essential questions, and assessments for each course. Rubrics and assessment prompts will be developed as well.		
2. Multicultural Literature	Multicultural American Literature is a new, semester-long course in the LAD. This summer workshop would enable teachers to create the curriculum map for the course that will include the essential skills and outcomes of the course, the aligned standards, and the assessments and corresponding rubrics.	4 Teachers 100 Hours	\$4,050.00
MATH/SCIENCE			
1. Financial Algebra	With the approval of Financial Algebra, the curriculum and course will need to be expanded. The curriculum map will be formalized, the assessments will begin to be written, and classroom experiences will be outlined.	2 Teachers 100 Hours	\$4,050.00
2. STEM Research	With the approval of STEM Research, the curriculum and course will need to be developed fully. The curriculum map will be formalized, the assessments will begin to be written, and classroom experiences will be outlined.	2 Teachers 100 Hours	\$4,050.00
3. Environmental Science	With the approval of Environmental Science as a full year course, the curriculum and course will need to be developed fully. The curriculum map will be formalized, the assessments will begin to be written, and classroom experiences will be outlined.	2 Teachers 75 Hours	\$3,037.50
4. Chemistry Lab Safety	Flinn Scientific offers a 7-hour online training that provides teachers with training and reminders of how to maintain safety for themselves and their students. There is no cost to the training. The description of the course is below. The goal of the Laboratory Safety Certification Course is to improve your safety awareness and increase your knowledge of relevant safety regulations, practices and procedures, that directly impact high school, science teachers. The emphasis throughout the course is on best practices as the presenters offer you simple, practical, and effective solutions to solve your laboratory safety problems.	11 Teachers 55 Hours	\$1,100.00 \$100 stipend
5. Algebra	Algebra team members would work together to apply the common skills of Solve, Explain, and Graph and make them explicitly present on their assessments. This would include the further exploration of the math practices and then developing a specific skill progression for the year. Student centered activities would be developed for consistent use in each unit. In addition, the team would work to develop rubrics and exemplars of what "A", "B", "C", etc. quality work will look like.	7 Teachers 175 Hours	\$7,087.50
6. Forensics	The forensics team would continue to develop and implement materials for this year-two course. Summer work would include the identification of Science and Engineering practices from NGSS that can correspond with skill-based assessments and the creation of case studies that can be used as thematic units.	3 Teachers 75 Hours	\$3,037.50
7. Chemistry Lab Summatives	In order to provide students with additional ways to demonstrate their knowledge, teachers will create lab assessments that can be used as summatives. Currently, labs are frequently used as formative experiences in which students can discover and	11 Teachers 110 Hours	\$4,455.00

	<p>explore information. This project would create assessment tasks that expand upon the lab that was performed in class. These lab assessments will have recursive skills that teachers will identify and align to NGSS SEPs. This could include engaging in argument from evidence, developing and using models, and analyzing and interpreting data.</p>		
8. AP Biology	To fill a retirement, a new AP Biology teacher would review, prepare and evaluate materials for use.	1 Teacher 10 Hours	\$405.00
PHYSICAL WELFARE			
1. Sophomore Strength Training	<p>While there has been a significant amount of planning that has went into the development of our Sophomore Strength Training Curriculum, it will be important to have dedicated time to take the unit plans and individual lessons that have been developed and ensure they are linked to standards and are assessed in an accurate way. This will be an opportunity to finalize our formative tasks and ensure they are aligned to summative assessments as well as making sure we are providing a consistent curriculum regardless of instructor.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> - Sophomore Strength Training curriculum map with common formative tasks and summative assessments that are aligned to standards. - Sophomore Strength Training syllabus and grading policies <p>The development of supplemental learning materials for students in the course and the consistent integration of the formative practices (strong and weak examples of exercises, co-creating success criteria on core lifts, self and peer assessments, etc.)</p>	3 Teachers 30 Hours	\$1,215.00
		Total District Cost	\$66,892.50
		Total Grant Cost	\$92,294.50
		Total Cost	\$161,187.00

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Curriculum and Instruction	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; width: 100px; margin: 0 auto;"> 1 of 5 </div>
B. Department	
III. TITLE AND CRITERIA	
A. Workshop Title Course Team Grading Practices	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input checked="" type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. District Goals:	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates:	<input type="checkbox"/> Other

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V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
GROUPS	NUMBER OF HOURS per TEACHER	NUMBER OF TEACHERS	TOTAL HOURS
1. Teachers on 1 course team	4	61	244
2. Teachers on 2 course teams	8	126	1008
3. Teachers on 3 course teams	12	44	528
4. Teachers on 4+ course teams	16	16	256
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		237	2036

Note: Numbers for teachers represent the team arrangements based on 2020-2021 course assignments. Some shifts will occur following sectioning, but the total amount requested in this proposal will serve as a "Not to Exceed" number. As explained in the annual cover memo for Board review and approval, most workshops end up using only 75% of the funds budgeted due to variance of pay based on seniority and teacher ability to meet during the agreed-upon team time. With that in mind, the office of Curriculum and Instruction will monitor the number of teams teachers serve on and the overall number of hours to ensure that the 2036 hours will not be exceeded.

Additional information: Teaching teams that serve Title I students will be paid from Title I accounts. All others will be paid from District accounts. A breakdown of budgeted amounts is in the cover materials. Every effort will be made to use grant funds as the primary source of this workshop.

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)

As we continue to improve our grading practices, the overwhelming request from teachers has been the time needed for teams to get together and come to agreements. All year, we have devoted time on Institute Days, remote learning planning days and some PLC meetings to grading practices. In April, teams will choose their grading methodology for the fall. Teams will then use summer workshop time to ensure consistency across teams and give team members time to address the six fixes, retake and revision rules, and updates of curriculum maps where necessary. Teaching teams will choose to continue with a traditional grading scale or shift to an A-F model. Regardless of the approach, the purpose of the summer workshops is to provide the time to accomplish the following:

- Syllabus updated with all established grading practices included,
- Grading categories and naming conventions for assignments determined,
- Alignment of assessments (formative to summative) with a goal on breaking up larger summatives to provide for more feedback and practice and minimize the sense of a few tests determining grades.

TRADITIONAL COURSE TEAMS

For this to occur, course teams (using a 0-100% scale) must have time to collaborate to determine: their grading categories, how they will use comments in Infinite Campus, their specific retake requirements, and the formative practice that will lead to the summative assessments. With these decisions made, teams can update their course syllabus (using a provided template) and select one gradebook consistent across all teachers in a course. Additionally, by outlining the formative practice that leads to the summative, teams will make sure their initial entries in the gradebook demonstrate the connection between practice and the related summative assessment. As a result, a four-hour workshop would allow course teams the time to ensure consistency with their syllabus and gradebook.

A-F COURSE TEAMS

While the majority of the teaching teams only implemented the six fixes in 2020-2021, a handful of teachers also chose to use an A-F scale without percentages or reliance on the mean. Next year these teachers will have access to a concept-based grading platform in Infinite Campus. This platform will allow these teachers to easily communicate the concept/skills they are grading upon. This platform also provides options for arriving at a final course grade. To use this platform successfully, all A-F teachers will need to receive training. A four-hour workshop will provide these teams the training they need to be successful with the new Infinite Campus grading platform, as well as time for their team to decide their common grading categories and draft their common syllabus.

Traditional Course Teams	A-F Course Teams
<ul style="list-style-type: none"> • Welcome & Setting the Purpose • IC Overview: A look at the Teacher, Student and Parent views (1 hour) • Team Planning (2 hours): <ul style="list-style-type: none"> ○ Confirming course grading scale ○ Determining Grading Categories ○ Aligning formative practice to summative assessments • Writing a Course Syllabus (1 hour) 	<ul style="list-style-type: none"> • Welcome & Setting the Purpose • IC Training: Skill-based grading platform (2 hours) • Team Planning (1hour): <ul style="list-style-type: none"> ○ Clarifying Skills/Concepts ○ Determining Grading Categories ○ Confirming method for arriving at a final grade • Writing Course Syllabus (1 hour)

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
Approved with revisions	Total hours approved 16
District budget hours	Grant hours
Other hours	Maximum cost allowable


LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. • Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">2</div> of <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">5</div>
B. Department Curriculum and Instruction	
III. TITLE AND CRITERIA	
A. Workshop Title TEC Summer Workshop	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input checked="" type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. District Goals:	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates:	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours. 17)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Joseph Maffey	TBD	6.4	32
2. Rebecca Rivan	TBD	6.4	32
3. Callie Salaymeh	TBD	6.4	32
4. Jeremy Vrtis	TBD	6.4	32
TOTALS		25.6	128

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>With the shift to 1 to 1 computing across both campuses, TEC Coaches will be working throughout the summer to develop training, provide tutorials, ensure systems and software for teachers are up and running, and developing protocols for support in the fall. In addition, they will run optional training sessions in August for teachers to improve their skills on software that they intend to adopt and use in the fall. All of our TEC coaches have gone through a year of BetterLesson training and will incorporate that focus on linking technology to formative assessment in training for staff.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel 	Date 3/5/21

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
Approved with revisions	Total hours approved 18
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. • Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Curriculum and Instruction	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department	
III. TITLE AND CRITERIA	3 of 5
A. Workshop Title 1 to 1 Computing Training	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	X District Budget Account
<input type="checkbox"/> 2. District Goals:	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates:	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	PER DIEM	TOTAL STIPEND
1. 275 Participants	August	\$50.00	\$13,750
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		275	\$13,750

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>While every teacher will receive training necessary to launch the 1 to 1 computing initiative for students, this August workshop will give teachers an opportunity to improve their use of specific applications that are a part of their teaching team or that they wish to improve their skillset. Training will be provided by TEC Coaches. Payment for training, up to 4 hours, is based on a per diem rate of \$50 for a half day.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
Approved with revisions	Total hours approved 20
District budget hours	Grant hours
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. • Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Curriculum & Instruction	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Assessment & Research	
III. TITLE AND CRITERIA	4 of 5
A. Workshop Title Professional Learning Team	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours. 21)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Allan, Bill	June 1 & 2	2	4 hrs per day * 2
2. Barker, Joe	June 1 & 2	2	4 hrs per day * 2
3. Chittenden, Cayt	June 1 & 2	2	4 hrs per day * 2
4. Donahue, Shannon	June 1 & 2	2	4 hrs per day * 2
5. Doyle, Allison	June 1 & 2	2	4 hrs per day * 2
6. Drogos, Jessica	June 1 & 2	2	4 hrs per day * 2
7. Enright, Karly	June 1 & 2	2	4 hrs per day * 2
8. Gutierrez, Daniella	June 1 & 2	2	4 hrs per day * 2
9. Harbin, Michelle	June 1 & 2	2	4 hrs per day * 2
10. Johannes, Andrew	June 1 & 2	2	4 hrs per day * 2
11. Lambert, Tiz	June 1 & 2	2	4 hrs per day * 2
12. Meyers, Katie	June 1 & 2	2	4 hrs per day * 2
13. Musick, John	June 1 & 2	2	4 hrs per day * 2
14. Palacios, Mary	June 1 & 2	2	4 hrs per day * 2
15. Salaymeh, Callie	June 1 & 2	2	4 hrs per day * 2
16. Bacon, Kirstin	June 1 & 2	2	4 hrs per day * 2
17. Condon, Virginia	June 1 & 2	2	4 hrs per day * 2
18. Mancini, Deana	June 1 & 2	2	4 hrs per day * 2
19. Orrico, Annette	June 1 & 2	2	4 hrs per day * 2
20. Plichta, Lisa	June 1 & 2	2	4 hrs per day * 2
TOTALS		2 Days	8 hrs * 20 people = 160 hours

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
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During the 2020-2021 school year, district Institute Days were used to support teachers as they worked to: 1) cultivate a sense of belonging and wellness for their students, 2) use technology to deliver quality education, and 3) implement consistent grading practices, including the six fixes, across their course team. In addition to planning and facilitating the professional learning for teachers on Institute Days, the Professional Learning Team adjusted our instructional delivery model to incorporate more frequent virtual learning opportunities for teachers. These opportunities included: (SE)L-Teams, instructional coaching partnerships, Coaching Cafes, SIOP Model Workshops, Mentoring & Induction year 1 monthly assessment meetings, Mentoring & Induction year 2 monthly differentiated instruction meetings, and Belonging Focus Groups. The Professional Learning Team also planned and facilitated learning for paraeducators on the August, October and April Institute Days to ensure they were prepared to support pandemic learning.

At the conclusion of this school year, staff will take LT's Annual Professional Learning Survey to provide feedback on their experiences and continued learning needs. Staff that participated in Mentoring and Induction, instructional coaching partnerships, (SE)L-Teams, and Belonging Focus Groups will take an additional survey to provide feedback specific to these additional learning experiences. The Professional Learning Team would like to collaborate during a Summer Workshop to analyze the aforementioned survey results and make informed plans for providing professional learning during the 2021-2022 school year.

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With continued changes to the daily schedule to accommodate the pandemic, a new 1:1 initiative, and recent grading practice changes, the professional learning focus in 2021-2022 will continue to be on: 1) cultivating belonging, 2) using technology to enhance instruction, and 3) implementing grading practices. However, the specific content that is provided around these goals will be directed by survey results. The first day of this workshop will focus on outlining the content that will be provided on District Institute Days.

After planning the content on district Institute Days, the Professional Learning Team will split into six subcommittees: Technology, SEL, Grading Practices, Belonging/ includedED, Coaching, and Mentoring & Induction. During the second day of this workshop, each subcommittee will:

- making informed adjustments (if necessary) to their instructional delivery methods,
- establish the calendar for the relevant professional learning events ((SE)L-Team Meetings, includedED trainings, mentoring and induction meetings, coaching workshops),
- set subcommittee meeting dates,
- review and revise meeting agendas,
- develop and/or edit tools and protocols,
- establish outcomes,
- determine evidence of impact and when it will be collected,
- set goals for staff participation,
- develop a recruitment plan.

The workshop will conclude with creation of a google slides presentation to share with the faculty in August that outlines the learning opportunities available to them in 2021-2022.

DAY 1	DAY 2
7:45-8:00 Welcome & Setting the Purpose 8:00-9:30 Apply the Data Protocol to Surveys 9:30-11:00 Determine Institute Day Agendas, Articulate required sessions and establish session outcomes 11:00-11:45 Identify presenters, establish a presentation timeline, and create a presentation rubric	7:45-8:00 Welcome & Setting the Purpose 8:00-10:00 Subcommittee Work 10:00-11:00 Share & Revise Subcommittee Work 11:00-12:00 Create Google Slides presentation and develop participation recruitment plan

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 23
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. • Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Curriculum & Instruction	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">5</div> of <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">5</div>
B. Department Office of Assessment & Research	
III. TITLE AND CRITERIA	
A. Workshop Title Included	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours. 24)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Building & Grounds- 5	June 2-4	3	6 hrs * 3 days *5 = 90
2. Security Assistants- 5	June 2-4	3	6 hrs * 3 days *5 = 90
3. Administrative Assistants- 5	June 2-4	3	6 hrs * 3 days *5 = 90
4. Para Educators- 5	June 2-4	3	6 hrs * 3 days *5 = 90
5. Teachers- 30	June 2-4	3	6 hrs * 3 days *5 = 90
6. Facilitators in Training-5	June 2-4	3	6 hrs * 3 days *5 = 90
7. Students (4 per grade)- 16	June 2-4	3	NA
TOTALS			540 Hours

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
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As a result of the Elementary and Secondary Education Act, the quality of education provided by public schools must be measured and reported. The ultimate designation that a school is publicly awarded is a result of the indicators a school meets or exceeds. These indicators pertain to achievement, state test scores, graduation rate, course enrollment, college & career readiness, attendance, and discipline. All indicators are now measured and reported according to special populations, which include: ethnicity, socio-economic status, IEP designation, and LEP designation.

When LT's data is divided across population groups there are significant differences. These significant differences are not isolated to one area of performance; rather, the differences are seen across population groups in all educational areas- academic, course enrollment, college & career readiness, attendance, and discipline, etc. In order to change these differences and ensure all LT students have equal opportunity to achieve success in all aspects of their education, the Professional Learning Team would like to expand the staff's SEL training by engaging a second cohort in inclusion and equity training. By combining equity training with our SEL efforts, we are expanding the conversation to encompass the whole student.

Prior to engaging the entire staff in this training, LTHS would like to put two cohorts of staff members through the inclusion and equity training. This will be the second group of participants, which would be comprised of administrators, Professional Learning Team members, Equity & Achievement Team members, Social Emotional Learning Team members, several counselors, social workers, representatives from every employee work group, a small group of teacher leaders learning to facilitate the training, and a group of students that would continue to facilitate focus groups for students. By putting a smaller cohort through this training, we can gauge the staff's readiness and anticipate potential obstacles. Then, we can intentionally plan an effective roll-out for the 2022-2023 school year.

As a result, we are proposing that the aforementioned 55 staff members and 16 students attend the IncludED awareness series on June 2-4, 2021. The IncludED series "begins with increased awareness of the issues that emerge from diversity and -- most importantly -- the ²⁵ incredible power we have as educators to influence the lives of students through our mindset." The training aims to have "teams develop their belief systems; cross-cultural communication skills; capacity to use tools to explore issues related to race, class, and culture; and commitment to excellence with equity in education." Once aware and committed to the education of all students, teams then prepare to take action (IncludED, 2018).

Below is an outline of the training series listing the specific purpose and objectives of each day of training. This training would aim to impact the awareness of the faculty with the ultimate goal being to create and use a culture competency continuum. The hope would be that we would collect evidence (including student and community voices) of where our school is in relationship to the continuum and take intentional action to move forward in 2021-2022 and the years to follow.

DATE	PURPOSE	OBJECTIVE
June 2	Orientation & Preparation	<ul style="list-style-type: none"> Focus attention on excellence with equity, one's own response to diversity, and recognizing implicit bias. Establish Brave Space. Learn communication techniques that facilitate cultural competence. Develop empathy, relationships, and positive tone and trust.
June 3	Preparation & Exploration	<ul style="list-style-type: none"> Develop as a learning community. Practice communication techniques in courageous conversations about diversity Learn mental models and use them to explore issues that emerge from diversity Build collective efficacy for having constructive conversations about race, class, and culture.
June 4	Exploration & Commitment	<ul style="list-style-type: none"> Focus on an isolated dimension of difference, such as race. Practice communication skills to develop shared understanding relative to the isolated dimension of difference. Commit to excellence with equity for every student.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 26
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS

- Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first.
- Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m.
- Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)		IV. DIVISION CHAIR USE ONLY	
A. Division LAD		A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)	
B. Department English			
III. TITLE AND CRITERIA		1	of 2
A. Workshop Title Combining Prep & Accel		B. Funding source(s) and account numbers	
B. Selection Criteria Priority		<input type="checkbox"/> Grant Account	
<input checked="" type="checkbox"/> 1. Approved Curriculum Change		<input checked="" type="checkbox"/> District Budget Account	
<input type="checkbox"/> 2. District Goals: NCLB & PSAE		<input type="checkbox"/> Township Initiative	
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE		<input type="checkbox"/> Other	

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V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Lisa Plichta	TBD	1	5
2. Teacher 1	TBD	5	25
3. Teacher 2	TBD	5	25
4. Teacher 3	TBD	5	25
5. Teacher 4	TBD	5	25
6. Teacher 5	TBD	5	25
7. Teacher 6	TBD	5	25
8. Teacher 7	TBD	5	25
9. Teacher 8	TBD	5	25
10. Teacher 9	TBD	5	25
11. Teacher 10	TBD	5	25
TOTALS			5 255

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)

The LAD is shifting from two separate semesters of junior English at the prep and accel levels to annual courses at both levels. The courses have been conceived as parallel versions of each other and the course texts will be the same regardless of the level. The courses need to be differentiated from each other, however, to ensure that students with different academic needs have proper scaffolding so each student can reach the same outcomes. The first day of the proposed workshop would be to have the teaching team work with Lisa Plichta, the Differentiation Specialist for the district. She will help the teachers differentiate for readiness. The remaining days will be for each teaching team (one at the prep level and one at the accel level) to develop the curriculum maps which will include skill and knowledge outcomes, essential questions, and assessments for each course. Rubrics and assessment prompts will be developed as well.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date 2.8.21
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date 2.8.21
Division Chair(s)	Date 2.8.21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 28
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS

- Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first.
- Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m.
- Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)		IV. DIVISION CHAIR USE ONLY	
A. Division LAD		A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)	
B. Department English		2	of 2
III. TITLE AND CRITERIA		B. Funding source(s) and account numbers	
A. Workshop Title Multicultural Lit		<input type="checkbox"/> Grant Account	
B. Selection Criteria Priority		<input checked="" type="checkbox"/> District Budget Account	
<input checked="" type="checkbox"/> 1. Approved Curriculum Change		<input type="checkbox"/> Township Initiative	
<input type="checkbox"/> 2. District Goals: NCLB & PSAE		<input type="checkbox"/> Other	
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE			

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V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Teacher 1 - TBD	June	5	25
2. Teacher 2 - TBD	June	5	25
3. Teacher 3 - TBD	June	5	25
4. Teacher 4 - TBD	June	5	25
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		5	100

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)

Multicultural American Literature is a new, semester-long course in the LAD. This summer workshop would enable teachers to create the curriculum map for the course that will include the essential skills and outcomes of the course, the aligned standards, and the assessments and corresponding rubrics.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date 2.8.21
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date 2.8.21
Division Chair(s)	Date 2.8.21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 30
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) 1 of 8
B. Department Math	
III. TITLE AND CRITERIA	
A. Workshop Title Financial Algebra Curriculum Development	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
x 1. Approved Curriculum Change	x District Budget Account
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	<input type="checkbox"/> Other 31

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Peter White		10	50
2. TBA		10	50
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		20	100

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
With the approval of Financial Algebra, the curriculum and course will need to be expanded. The curriculum map will be formalized, the assessments will begin to be written, and classroom experiences will be outlined.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Collin Voigt Division Chair(s)	Date 2/5/21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 32
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">2</div> of <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">8</div>
B. Department Science	
III. TITLE AND CRITERIA	
A. Workshop Title STEM Research Curriculum Development	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
x 1. Approved Curriculum Change	x District Budget Account
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	<input type="checkbox"/> Other 33

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. TBA		10	50
2. TBA		10	50
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		20	100

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>With the approval of STEM Research, the curriculum and course will need to be developed fully. The curriculum map will be formalized, the assessments will begin to be written, and classroom experiences will be outlined.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
<i>Collin Voigt</i> Division Chair(s)	Date 2/5/21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 34
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">3</div> of <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">8</div>
B. Department Science	
III. TITLE AND CRITERIA	B. Funding source(s) and account numbers
A. Workshop Title Environmental Science Curriculum Development	<input type="checkbox"/> Grant Account <input checked="" type="checkbox"/> District Budget Account <input type="checkbox"/> Township Initiative <input type="checkbox"/> Other 35
B. Selection Criteria Priority	
x 1. Approved Curriculum Change	
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Charlie Pozen		10	50
2. Eric Nuss		5	25
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		15	75

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>With the approval of Environmental Science as a full year course, the curriculum and course will need to be developed fully. The curriculum map will be formalized, the assessments will begin to be written, and classroom experiences will be outlined.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Collin Voigt Division Chair(s)	Date 2/5/21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 36
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">4</div> of <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">8</div>
B. Department Science	
III. TITLE AND CRITERIA	
A. Workshop Title Chemistry Lab Safety	B. Funding source(s) and account numbers <input type="checkbox"/> Grant Account <input checked="" type="checkbox"/> District Budget Account <input type="checkbox"/> Township Initiative <input type="checkbox"/> Other
B. Selection Criteria Priority	
<input type="checkbox"/> 1. Approved Curriculum Change	
<input type="checkbox"/> 2. District Goals:	
<input checked="" type="checkbox"/> 3. Federal and/or State Mandates:	

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V. NAME(S), DATES, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Amber Beemer		1	5
2. Eric Bjornstad		1	5
3. Jaime Bronuskas		1	5
4. Bruce Falli		1	5
5. Erica Flounders		1	5
6. Michelle Harbin		1	5
7. Colleen Heath		1	5
8. Brain Keller		1	5
9. Serena Lerma		1	5
10. John McKendrick		1	5
11. Loyola Pasiewicz		1	5
TOTALS		11	55

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>Flinn Scientific offers a 7-hour online training that provides teachers with training and reminders of how to maintain safety for themselves and their students. There is no cost to the training. The description of the course is below.</p> <p>The goal of the Laboratory Safety Certification Course is to improve your safety awareness and increase your knowledge of relevant safety regulations, practices and procedures that directly impact high school science teachers. The emphasis throughout the course is on best practices as the presenters offer you simple, practical, and effective solutions to solve your laboratory safety problems.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
<i>Collin Voigt</i> Division Chair(s)	Date <i>2/5/21</i>
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 38
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. Division chair submits proposals to the Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">5</div> of <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">8</div>
B. Department Math	
III. TITLE AND CRITERIA	
A. Workshop Title Algebra 1 Curriculum Development	B. Funding source(s) and account numbers <input type="checkbox"/> Grant Account <input checked="" type="checkbox"/> District Budget Account <input type="checkbox"/> Township Initiative 39 <input type="checkbox"/> Other
B. Selection Criteria Priority	
x 1. Approved Curriculum Change	
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Tamiaka Killins	TBD	5	25
2. Julie Ozols	TBD	5	25
3. Jeremy Vrtis	TBD	5	25
4. Emily Clark	TBD	5	25
5. Kelsey Gacek	TBD	5	25
6. Matt Ranft	TBD	5	25
7. Jill Bober	TBD	5	25
8.			
9.			
10.			
TOTALS		35	175

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>Algebra team members would work together to apply the common skills of Solve, Explain, and Graph and make them explicitly present on their assessments. This would include the further exploration of the math practices and then developing a specific skill progression for the year. Student centered activities would be developed for consistent use in each unit. In addition, the team would work to develop rubrics and exemplars of what "A", "B", "C", etc. quality work will look like.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Collin Voigt Division Chair(s)	Date 2/5/21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
Approved with revisions	Total hours approved 40
District budget hours	Grant hours
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">6 of 8</div>
B. Department Science	
III. TITLE AND CRITERIA	B. Funding source(s) and account numbers
A. Workshop Title Forensics Curriculum Development	<input type="checkbox"/> Grant Account <input checked="" type="checkbox"/> District Budget Account <input type="checkbox"/> Township Initiative <input type="checkbox"/> Other 41
B. Selection Criteria Priority	
x 1. Approved Curriculum Change	
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Angie Patel		5	25
2. Serena Lerma		5	25
3. Leilani Lopez		5	25
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		15	75

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>The forensics team would continue to develop and implement materials for this year-two course. Summer work would include the identification of Science and Engineering practices from NGSS that can correspond with skill-based assessments and the creation of case studies that can be used as thematic units.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
<i>Collin Voigt</i> Division Chair(s)	Date <i>2/5/21</i>
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY		42
Approved as submitted	Not approved with rationale	
Approved with revisions	Total hours approved	
District budget hours	Grant hours	
Other hours	Maximum cost allowable	

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px 10px;">7 of 8</div>
B. Department Science	
III. TITLE AND CRITERIA	
A. Workshop Title Chemistry Lab Summatives	B. Funding source(s) and account numbers <input type="checkbox"/> Grant Account <input checked="" type="checkbox"/> District Budget Account <input type="checkbox"/> Township Initiative <input type="checkbox"/> Other
B. Selection Criteria Priority	
<input type="checkbox"/> 1. Approved Curriculum Change	
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	

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V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Amber Beemer		2	10
2. Eric Bjornstad		2	10
3. Jaime Bronuskas		2	10
4. Bruce Falli		2	10
5. Erica Flounders		2	10
6. Michelle Harbin		2	10
7. Colleen Heath		2	10
8. Brian Keller		2	10
9. Serena Lerma		2	10
10. John McKendrick		2	10
11. Loyola Pasiewicz		2	10
TOTALS		22	110

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>In order to provide students with additional ways to demonstrate their knowledge, teachers will create lab assessments that can be used as summatives. Currently, labs are frequently used as formative experiences in which students can discover and explore information. This project would create assessment tasks that expand upon the lab that was performed in class. These lab assessments will have recursive skills that teachers will identify and align to NGSS SEPs. This could include engaging in argument from evidence, developing and using models, and analyzing and interpreting data.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
<i>Collin Voigt</i> Division Chair(s)	Date 2/5/21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 44
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Science	
III. TITLE AND CRITERIA	8 of 8
A. Workshop Title AP Biology Training	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
x 1. Approved Curriculum Change	x District Budget Account
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	<input type="checkbox"/> Other

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V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. TBD		2	10
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		2	10

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
To fill a retirement, a new AP Biology teacher would review, prepare and evaluate materials for use.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Collin Voigt Division Chair(s)	Date 2/5/21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 46
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS

- Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first.
- Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m.
- Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)		IV. DIVISION CHAIR USE ONLY	
A. Division	Physical Welfare	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)	
B. Department	Physical Education		
III. TITLE AND CRITERIA		1	of 2
A. Workshop Title	Sophomore Strength Training	B. Funding source(s) and account numbers	
B. Selection Criteria Priority		<input type="checkbox"/> Grant Account	
<input checked="" type="checkbox"/> 1. Approved Curriculum Change		<input type="checkbox"/> District Budget Account	
<input type="checkbox"/> 2. District Goals: NCLB & PSAE		<input type="checkbox"/> Township Initiative	
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE		<input type="checkbox"/> Other	

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V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)


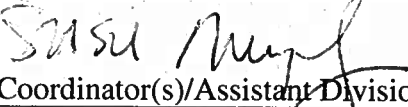
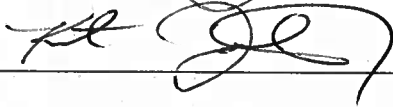
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Bryan Bergman	6/2/21 & 6/3/21	2	10
2. Dan Bielawski	6/2/21 & 6/3/21	2	10
3. Meghan Hutchens	6/2/21 & 6/3/21	2	10
4.			
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10.			
TOTALS		6	30

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)

While there has been a significant amount of planning that has went into the development of our Sophomore Strength Training Curriculum, it will be important to have dedicated time to take the unit plans and individual lessons that have been developed and ensure they are linked to standards and are assessed in an accurate way. This will be an opportunity to finalize our formative tasks and ensure they are aligned to summative assessments as well as making sure we are providing a consistent curriculum regardless of instructor.

Intended outcomes of this workshop include:

- Sophomore Strength Training curriculum map with common formative tasks and summative assessments that are aligned to standards.
- Sophomore Strength Training syllabus and grading policies
- The development of supplemental learning materials for students in the course and the consistent integration of the formative practices (strong and weak examples of exercises, co-creating success criteria on core lifts, self and peer assessments, etc.)

VII. SIGNATURES AND APPROVAL	
 Primary Submitting Teacher(s)	Date 2-4-21
 Curriculum Coordinator(s)/Assistant Division Chair(s)	Date 2-4-21
 Division Chair(s)	Date 2/4/21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 48
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL



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

TO: Timothy B. Kilrea, Superintendent
Board of Education

EDWARD M. PIOTROWSKI
Director of Human Resources

FROM: Edward M. Piotrowski, Director of Human Resources

DATE: April 19, 2021

RE: Updates to District Policy 7:270, Administering Medicines to Students (3rd Reading),
and Policy 7:190, Student Behavior

The District maintains its policies through the PRESS service provided by the Illinois Association of School Boards (IASB). The Board has reviewed several updates to District Policy 7:270, Administering Medicines to Students, in particular with regard to *Ashley's Law*, which pertains to the administration of medical cannabis infused products. Throughout the course of this review, we have worked with the District's legal counsel on language recommendations, protocols for administering undesignated medication, and parental notifications and medical authorizations. The updates to Policy 7:270 as presented here have not changed since the second reading in December 2020. Upon implementation of the updated policy, we will work with school nurses and other appropriate personnel to ensure notifications, acknowledgements, and authorizations are timely provided pursuant to this policy.

Recommended Language Modifications

- In the "School District Supply of Undesignated Opioid Antagonists" section, remove "On or after June 1, 2018" from the last sentence of the first paragraph. The revised sentence should instead begin with "See the website for the Ill. Dept. of Human Services for information..."
- In the "Administration of Undesignated Medication" section language: (1) change "must ensure" to "will provide" and (2) remove the word "occur." The revised sentence should then read "Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) will provide all notifications required by State law and administrative procedures."
- In the "Administration of Medical Cannabis" section:
 - The first sentence should read "The Compassionate Use of Medical Cannabis Program Act allows a medical cannabis infused product to be administered to a registered qualifying student by one or more of the following individuals:"
 - Under Item 1.d., delete the word "immediately." Removal from school grounds or a school bus is required, but the School Code does not explicitly require immediacy.

- Under Items 2 and 3, add to the end “provided the child’s parent/guardian has provided the District with appropriate written authorization and copies of the student’s and parent’s registration cards. Medical cannabis infused products administered under this section of the policy must be stored with the school nurse at all times and may only be accessible by the school nurse or school administrator.”
- Response to Required Question 1 is “Yes” relating to undesignated asthma medication.
- Response to Required Question 2 is “No.” All language regarding undesignated glucagon will be removed from the policy.

Additional Language Modification – Policy 7:190

Once Policy 7:270 is adopted, legal counsel recommends the following minor modification to Policy 7:190, Student Behavior, as it relates to *Ashley’s Law*:

- Add “and Policy 7:270” at the end of the sentence in item 1.c. and 1.f. under the “Prohibited Student Conduct” section.

RECOMMENDATION

We recommend the District policies listed above and attached to this memorandum be adopted as presented.

Document Status: Draft Update

STUDENTS

7:270 Administering Medicines to Students

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

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

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

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

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

School District Supply of Undesignated Asthma Medication [Q1 PRESSPlus1](#)

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. *Undesignated asthma medication* means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, [PRESSPlus2](#) may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having *respiratory distress*. Respiratory distress may be characterized as *mild-to-moderate* or *severe*. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School District Supply of Undesignated Epinephrine ~~Auto~~-Injectors [PRESSPlus3](#)

The Superintendent or designee shall implement ~~Section 105 ILCS 5/22-30(f) of the School Code~~ and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. Undesignated epinephrine injector means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

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

~~Upon any administration of an undesignated epinephrine injector, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.~~

~~Upon implementation of this policy, the protections from liability and hold harmless provisions as explained in Section 22-30(c) and Section 22-30(c-5) of the School Code apply.~~

~~No one, including without limitation parents/guardians of students, should rely on the District for the availability of an epinephrine~~

injector. This policy does not guarantee the availability of an epinephrine injector; students and their parents/guardians should consult their own physician regarding this medication.

School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement Section 105 ILCS 5/22-30(f) of the School Code and maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. On or after June 1, 2018, see the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment. [PRESSPlus4](#)

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

~~Upon any administration of an opioid antagonist, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.~~

~~Upon implementation of this policy, the protections from liability and hold harmless provisions as explained in Section 22-30(e) and Section 22-30(e-5) of the School Code apply.~~

~~No one, including without limitation parents/guardians of students, should rely on the District for the availability of an opioid antagonist. This policy does not guarantee the availability of an opioid antagonist; students and their parents/guardians should consult their own physician regarding this medication.~~

School District Supply of Undesignated Glucagon^{Q2}

The Superintendent or designee shall implement 105 ILCS 145/27 and maintain a supply of undesignated glucagon in the name of the District in accordance with manufacturer's instructions.

When a student's prescribed glucagon is not available or has expired, a school nurse or delegated care aide may administer undesignated glucagon only if he or she is authorized to do so by a student's diabetes care plan.

Administration of Medical Cannabis^{PRESSPlus5}

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

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old ^{PRESSPlus6} and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:
 - a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
 - b. Copies of the registry identification cards are provided to the District;
 - c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*; and
 - d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus. ^{PRESSPlus7}
3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator. ^{PRESSPlus8}

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

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

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

Void Policy

The **School District Supply of Undesignated Asthma Medication** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication. [PRESSPlus9](#)

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

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

The **School District Supply of Undesignated Glucagon** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for glucagon from a qualifying prescriber, [PRESSPlus10](#) or (2) fill the District's prescription for undesignated school glucagon.

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

Administration of Undesignated Medication

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

Undesignated Medication Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply. [PRESSPlus11](#)

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

LEGAL REF.:

105 ILCS 5/10-20.14b, 5/10-22.21b, [and 5/22-30](#), [and 5/22-33](#).

[105 ILCS 145/](#), Care of Students with Diabetes Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Program Act, and scheduled to be repealed on July 1, 2020.

[720 ILCS 550/](#), Cannabis Control Act.

23 Ill.Admin.Code §1.540.

CROSS REF.: 7:285 (Food Allergy Management)

[ADOPTED:December 19, 2016](#)

***Required Question 1. Has the Board adopted the optional subsection regarding a School District Supply of Undesignated Asthma Medication? Type yes or no.

Response:

***Required Question 2. Optional. 105 ILCS 145/27, added by P.A. 101-428, permits a district to maintain a supply of undesignated glucagon in any secure location that is immediately accessible to a school nurse or delegated care aide. **A school board must ensure that it does not adopt this section into the policy unless it is prepared to implement it.** Consult the board attorney about the consequences of informing the community that the district will obtain a prescription for a supply of undesignated glucagon, and implement a plan for their use, and then not doing it, as doing so may be fraught with legal liabilities.

The superintendent is given broad authority to implement this section; however, several preliminary steps should occur with the assistance of the board attorney. They include, but are not limited to: (1) investigating the feasibility of obtaining a prescription for a supply of undesignated glucagon in the name of the district or one of its schools, and (2) outlining the advantages and disadvantages of implementing this plan based upon each district's individual resources and circumstances, and student population's needs.

Has the Board adopted the School District Supply of Undesignated Glucagon subsection?

- Yes (default)
 No (IASB will delete the School District Supply of Undesignated Glucagon subsection and its Void Policy language)

PRESSPlus Comments

PRESSPlus 1. Optional. A school board must ensure that it does not adopt this section into the policy unless it is prepared to implement 105 ILCS 5/22-30, amended by P.A. 100-726, eff. 1-1-19. The law permits a district to maintain a supply of undesignated asthma medication in any secure location that is accessible before, during, and after school where a person is most at risk, including, but not limited to a classroom or the nurse's office, and use them when necessary. The P.A. 100-726, eff. 1-1-19, amendment requiring accessibility before, during, and after school does not address the logistical issues that classrooms are typically locked before and after school. Consult the board attorney about the implementation issues with this new phrase in the law.

Consult the board attorney about the consequences of informing the community that the district will obtain a prescription for a supply of undesignated asthma medication, implement a plan for its use, and then not doing it, as doing so may be fraught with legal liabilities. Also fraught with legal liabilities is when the district provides them, but does not have them accessible before, during, and after school where an asthmatic person is most at risk as required by 105 ILCS 5/22-30, amended by P.A. 100-726, eff. 1-1-19.

The superintendent is given broad authority to implement this section; however, several preliminary steps should occur with the assistance of the board attorney. They include, but are not limited to: (1) investigating the feasibility of obtaining a prescription for a supply of undesignated asthma medication in the name of the district or one of its schools, and (2) outlining the advantages and disadvantages of implementing this plan based upon each district's individual resources and circumstances, and student population's needs.

See **Questions** to indicate whether the board has adopted the School District Supply of Undesignated Asthma Medication subsection.

Issue 99, October/November 2018

PRESSPlus 2. 105 ILCS 5/22-30(a), amended by P.A. 100-726, eff. 1-1-19, defines *trained personnel* as any school employee or volunteer personnel authorized in Sections 10-22.34, 10-22.34a, and 10-22.34b of the School Code who has completed training required by 105 ILCS 5/22-30(g), amended by P.A. 100-726, eff. 1-1-19 to recognize and respond to anaphylaxis, an opioid overdose, or respiratory distress. ISBE must develop the training curriculum for trained personnel, and it may be conducted online or in person. **Issue 99, October/November 2018**

PRESSPlus 3. 105 ILCS 5/20-30, amended by P.A. 100-799, eff. 1-1-19, defines epinephrine injector to mean an auto-injector and a pre-filled syringe. Auto-injector is updated to injector throughout. **Issue 99, October/November 2018**

PRESSPlus 4. Optional sentence. 20 ILCS 301/20-30, added by P.A. 100-494, eff. 6-1-18, mandates the Ill. Dept. of Human Services to create a website with these resources. The purpose of this sentence is to provide the community with information about a public health crisis affecting students. **Issue 96, October 2017**

PRESSPlus 5. 105 ILCS 5/22-33(g), added by P.A. 100-660 (*Ashley's Law*) requires school boards to adopt a policy regarding the administration of medical cannabis infused product to students who are qualifying registered patients under the Compassionate Use of Medical Cannabis Program Act, 410 ILCS 130/, amended by P.A. 101-363, and in addition to allowing a student's delegated care aide(s) to administer it, allow a school nurse or administrator to administer it, and/or the student him or herself. The policy must be implemented by:

1. Authorizing a parent/guardian and/or a *designated caregiver* of a student who is a *registered qualifying patient* to administer a medical cannabis infused product to that student at school or on the school bus (105 ILCS 5/22-33(b)).
2. Allowing a school nurse or administrator to administer a medical cannabis infused product to a student who is a *registered qualifying patient* while at school, a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care, on school-operated property or while being transported on a school bus (105 ILCS 5/22-33(b-5), added by 101-370, eff. 1-1-20)).
3. Authorizing a student who is a *registered qualifying patient* to self-administer a medical cannabis infused product if the self-administration takes place under the direct supervision of a school nurse or school administrator (ld.).

Important: If a district would lose federal funding as a result of the board adopting this policy, the board may not authorize the use of a medical cannabis infused product under Ashley's Law and not adopt this subsection. 105 ILCS 5/22-33(f). Consult the board attorney about the issue of federal funding.

Issue 102, October 2019

PRESSPlus 6. A student under the age of 18 may have up to three designated caregivers as long as at least one is a biological parent or a legal guardian. A student 18 years of age or older may appoint up to three designated caregivers who meet the requirements of the Compassionate Use of Medical Cannabis Program Act. **Issue 102, October 2019**

PRESSPlus 7. 105 ILCS 5/22-33(b-5), added by P.A. 101-370, eff. 1-1-20. A school nurse or administrator must annually complete a training curriculum to be developed by ISBE in consultation with the Ill. Dept. of Public Health prior to administering a medical cannabis infused product to a student in accordance with this section. 105 ILCS 5/22-33(f-5), added by P.A. 101-370, eff. 1-1-20. **Issue 102, October 2019**

PRESSPlus 8. Any medical cannabis infused product administered by a school nurse or administrator, or self-administered under the supervision of a school nurse or administrator, must be stored with the school nurse at all times in a manner consistent with storage of other student medication at the school and may be accessible only by the school nurse or a school administrator. 105 ILCS 5/22-33(b-10), added by P.A. 101-370, eff. 1-1-20. **Issue 102, October 2019**

PRESSPlus 9. Discuss with the board attorney whether the board should remove this sentence when the district reaches full implementation of this section. **Issue 99, October/November 2018**

PRESSPlus 10. 105 ILCS 145/27, added by P.A. 101-428, provides that a physician, a physician assistant who has prescriptive authority under the Physician Assistant Practice Act of 1987 (225 ILCS 95/7.5), or an advanced practice registered nurse who has prescriptive authority under the Nurse Practice Act (225 ILCS 65-40) may prescribe undesignated glucagon in the name of the district to be maintained for use when necessary. **Issue 102, October 2019**

PRESSPlus 11. 105 ILCS 5/22-30(c). The school, and its employees and agents, incur no liability, except for willful and wanton conduct, as a result of an injury to a student arising from the administration of asthma medication, epinephrine injectors, or an opioid antagonists, a student's self-administration of medication, or administration of undesignated glucagon (insofar as it would be considered part of the care of a student with diabetes).

105 ILCS 5/22-30(c) requires the district to inform parents/guardians in writing of the protections from liability and hold harmless provisions that apply to the administration of asthma medication, epinephrine injectors, and opioid antagonists. In addition, a statement must be signed by a student's parent/guardian acknowledging the district's protections from liability and hold harmless provisions for these undesignated medications. A similar acknowledgment must be signed by a student's parent/guardian for the self-administration of medication. 105 ILCS 5/10-22.21(c), added by P.A. 101-205, eff. 1-1-20. See 7:270-E1, *School Medication Authorization Form*, available at PRESS Online by logging in at www.iasb.com, for a sample acknowledgement. Issue 102, October 2019

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STUDENTS

7:190 Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) prioritize the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and to the extent possible and practical, provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

As is the case throughout the Board Policy Manual, the term *includes* when used in this policy means *includes, without limitation*.

When and Where Conduct Rules Apply

A student may be subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including:

1. On, or within sight of, school grounds at any time, including before, during, and after school hours;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct does or reasonably could be foreseen to do any of the following: interfere with, disrupt, or adversely affect the school environment, school operations, or an educational function, including, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including:

1. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Tobacco or nicotine materials, including electronic cigarettes.
 - b. Alcoholic beverages. A student who is under the influence of an alcoholic beverage is not permitted to attend school or school functions and is treated as if in possession of alcohol.
 - c. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
 - d. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - e. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - f. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
 - g. Any substance regardless of whether it contains an illegal drug or is explicitly prohibited by this policy, that is inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, regardless of whether such change is in fact caused. This includes pure caffeine in tablet or powdered form. The prohibition in this section does not apply a substance for which the student has a prescription from a physician or licensed practitioner where the student is using the substance in a manner consistent with the prescription or prescribing physician's or licensed practitioner's instructions, including a student's use of legally prescribed asthma or other inhalant medication.
 - h. *Look-alike* or counterfeit drugs, which are any substance: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, substance causing a physiological or psychological change in the body, or other substance that is prohibited by this policy; or (b) about which a student engages in behavior that would lead a reasonable person to believe that the student expressly or impliedly believes or represents the substance to be an illegal drug, controlled substance, substance causing a physiological or psychological change in the body, or other substance that is prohibited by this policy. The prohibition in this section does not apply a substance for which the student has a prescription from a physician or licensed practitioner where the student is using the substance in a manner consistent with the prescription or prescribing physician's or licensed practitioner's instructions.
 - i. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

2. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
3. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
4. Using or possessing a laser pointer unless the student: (1) has express authorization by a staff member, (2) is using the laser pointer in the context of instruction; and (3) is under a staff member's direct supervision when using the laser pointer.
5. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
6. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
7. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, using a school computer or a school computer network, or other comparable conduct.
8. Engaging in any sexual activity, including consensual sexual activity offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the: (a) expression of gender or sexual orientation or preference, or (b) the non-disruptive display of affection during non-instructional time.
9. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
10. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
11. Entering or being present on/in school property or a school facility without proper authorization.
12. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
13. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
14. Being involved with any public school fraternity, sorority, or secret society, including by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
15. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
16. Violating any criminal law, including assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
17. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
18. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
19. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term *possession* includes having control, custody, or care of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall notify the parent/guardian of a student who engages in aggressive behavior about

the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall properly supervise the student.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, when appropriate, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled if the parent/guardian agrees to such transfer. The transfer shall be in the manner provided in [Article 13A](#) or [13B of the School Code](#).
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in [105 ILCS 5/10-20.33](#), State Board of Education rules ([23 Ill.Admin.Code §§ 1.280, 1.285](#)), and the District's procedure(s).

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code ([18](#)

[U.S.C. § 921](#)), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act ([430 ILCS 65/](#)), or firearm as defined in Section 24-1 of the Criminal Code of 1961 ([720 ILCS 5/24-1](#)).

2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Any student who brings a firearm or weapon to school will be automatically referred to the criminal justice or juvenile delinquency system.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. For purposes of these requirements, "school grounds" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Incorporated

by Reference: 7:190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.:

[20 U.S.C. §6081](#), Pro-Children Act of 1994.

[20 U.S.C. §7961](#) *et seq.*, Gun Free Schools Act.

[105 ILCS 5/10-20.5b](#), [5/10-20.14](#), [5/10-20.28](#), [5/10-20.36](#), [5/10-21.7](#), [5/10-21.10](#), [5/10-22.6](#), [5/10-27.1A](#), [5/10-27.1B](#), [5/22-33](#), [5/24-24](#), [5/26-12](#), [5/27-23.7](#), [5/31-3](#), and [110/3.10](#).

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

[410 ILCS 647/](#), Powdered Caffeine Control and Education Act.

[430 ILCS 66/](#), Firearm Concealed Carry Act.

[23 Ill.Admin.Code §§ 1.280, 1.285.](#)

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310 (Restrictions on Publications), 8:30 (Visitors to and Conduct on School Property)

Adopted: December 14, 2020

Lyons Township High School District 204

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: Tim Kilrea
Board of Education

FROM: Scott Eggerding

DATE: April 12, 2021

RE: 2021-2022 Additional Textbook and Instructional Material Requests – First Reading

BACKGROUND

As discussed in February, given the shift to 1 to 1 computing in the fall and the use of digital curriculum during Pandemic learning, many courses have reconsidered the use of a traditional textbook. While a textbook is helpful for some activities and assignments, more and more course teams are choosing to have class sets of textbooks instead of having students carry a book from class to class and school to home. In March, Division Chairs met with the Bookstore staff to go through textbook inventories and usage patterns resulting in many of the changes in designation included in this first reading. An additional book that was discovered to have been adopted without following the textbook process has also been included for approval.

In February I also alerted the Board that a few of our new courses needed more time to put together their textbook requests. Those titles are included here. The only District costs associated with the entire list of texts in this agenda item are requests are for class sets in two new courses: English IV Prep: Composition and English IV Prep: Multicultural American Literature. The total District costs in this proposal total \$4,392.

Lastly, we are making a shift in how we purchase and distribute previously shared supplies. In the past, students shared goggles. This is not prudent any longer. Students will purchase the goggles they need for biology and chemistry. Similarly, by shifting to a 1 to 1 environment, students in language classes with speaking components (all but ASL and Latin) require headsets so they can take advantage of the software tools for speaking and listening. These headsets also can no longer be shared. Students will only have to purchase the headsets once throughout their years in a language.

Much of the detail in this item is general housekeeping, but it is important to ensure that our textbook inventory is up to date and ready to go when school resumes in the fall.

RECOMMENDATION

I recommend that the Board review the attached 2021-2022 Textbook/Instructional Material Change Requests for first reading and place texts up for adoption on public display for 30 days.

District Purchased Texts (Purchased by the District and supplemented through the textbook fee)

Division	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enroll	Estimated District Cost
LAD/English	English IV Prep Multicultural Amer. Lit	American Literature in the World: An Anthology	9780231157377	N/A	DT	\$42.00	60	\$ 2,520.00

\$ 2,520.00

Class Sets (Purchased by the District and stored in the classroom)

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enroll	Estimated District Cost
LAD/English	English IV Prep Composition	From Inquiry to Academic Writing	9780312451660	N/A	CS	\$72.00	26	\$ 1,872.00
LAD/English	American Studies Accel	The Jungle	9780451528049	N/A	CS			
LAD/English	American Studies Accel	There Are No Children Here	9780385265560	N/A	CS			
Math	Algebra Prep, Staggered, Accel	Algebra 1 (Illinois Edition, Grades 9-12)	9780618887637	N/A	CS			
Science	Biology Prep	Biology (Miller, Levine - Prentice Hall)	9780132013499	N/A	CS			
Science	Biology Accel	Biology: Concepts & Connections	9780131934801	N/A	CS			
Science	Environmental Science	Visualizing Environmental Science	9781119279167	N/A	CS			
Science	Chemistry Prep	Chemistry (Prentice Hall)	9780131152625	N/A	CS			
Science	Chemistry Accel	Introductory Chemistry: A Foundation 6e	9780618803279	N/A	CS			
Science	Physics Prep	Conceptual Physics: The High School Physics Program	9780133647495	N/A	CS			
Phys. Welfare	Exercise Physiology	Essentials of Exercise Physiology	9781608312672	N/A	CS			

\$ 1,872.00

Consumables (purchased by students and not returned/sold back to the bookstore)

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enroll	Estimated District Cost
LAD/English	English III Prep Amer. Lit & Comp	Citizen: An American Lyric	9781555976903	N/A	CN	\$12.45		\$ -
LAD/English	English III Prep Amer. Lit & Comp	The Great Gatsby	9780743273565	N/A	CN	\$14.00		\$ -
LAD/English	English III Prep Amer. Lit & Comp	The Things They Carried	9780618706419	N/A	CN	\$13.00		\$ -
LAD/English	English III Prep Amer. Lit & Comp	World of Wonders	9781571313652	N/A	CN	\$17.59		\$ -
LAD/English	English III Prep Amer. Lit & Comp	Almost, Maine	9780822221562	N/A	CN	\$10.00		\$ -
LAD/English	English III Prep Amer. Lit & Comp	August: Osage County	9780822223009	N/A	CN	\$10.00		\$ -
LAD/English	English III Prep Amer. Lit & Comp	The Crucible	9780142437339	N/A	CN	\$10.00		\$ -
LAD/English	English III Prep Amer. Lit & Comp	The Humans	9781848427983	N/A	CN	\$10.00		\$ -
LAD/English	English III Prep Amer. Lit & Comp	The Little Foxes	9780822206774	N/A	CN	\$10.00		\$ -
LAD/English	English III Prep Amer. Lit & Comp	Marvin's Room	9780822213123	N/A	CN	\$10.00		\$ -
LAD/English	English III Prep Amer. Lit & Comp	Our Town	9780060512637	N/A	CN	\$10.00		\$ -
LAD/English	English III Prep Amer. Lit & Comp	The Piano Lesson	9780452265349	N/A	CN	\$10.00		\$ -
LAD/English	English III Accel Amer. Lit & Comp	Citizen: An American Lyric	9781555976903	N/A	CN	\$12.45		\$ -
LAD/English	English III Accel Amer. Lit & Comp	The Great Gatsby	9780743273565	N/A	CN	\$14.00		\$ -
LAD/English	English III Accel Amer. Lit & Comp	The Things They Carried	9780618706419	N/A	CN	\$13.00		\$ -

LAD/English	English III Accel Amer. Lit & Comp	World of Wonders	9781571313652	N/A	CN	\$17.59	\$ -
LAD/English	English III Accel Amer. Lit & Comp	Almost, Maine	9780822221562	N/A	CN	\$10.00	\$ -
LAD/English	English III Accel Amer. Lit & Comp	August: Osage County	9780822223009	N/A	CN	\$10.00	\$ -
LAD/English	English III Accel Amer. Lit & Comp	The Crucible	9780142437339	N/A	CN	\$10.00	\$ -
LAD/English	English III Accel Amer. Lit & Comp	The Humans	9781848427983	N/A	CN	\$10.00	\$ -
LAD/English	English III Accel Amer. Lit & Comp	The Little Foxes	9780822206774	N/A	CN	\$10.00	\$ -
LAD/English	English III Accel Amer. Lit & Comp	Marvin's Room	9780822213123	N/A	CN	\$10.00	\$ -
LAD/English	English III Accel Amer. Lit & Comp	Our Town	9780060512637	N/A	CN	\$10.00	\$ -
LAD/English	English III Accel Amer. Lit & Comp	The Piano Lesson	9780452265349	N/A	CN	\$10.00	\$ -
LAD/English	English I Honors	Independent Reading - Titles Listed by Topic of Choice	Various	N/A	CN	\$15.00	\$ -
Science	Bio, Chem, Organic Chem, Anat/Physio	Flinn VisorGog Safety Goggles	AP1362	N/A	CN	\$8.50	\$ -
Special Ed	English II Cross Categorical	Dry by Neal and Jarrod Shusterman	978148148977	N/A	CN	\$11.69	\$ -
World Lang.	All Languages except ASL and Latin	Avid Education AE-36 Headset		N/A	CN	\$12.00	\$ -
World Lang.	Spanish 4H (ACP) & Spanish 4 Accel	Edunovela - Gran Hotel Spanish Television Series		N/A	CN	\$19.00	\$ -

Dropped Books

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation
LAD/English	English III Prep American Lit	The Great Gatsby	9780743273565	N/A	DRP
LAD/English	English III Prep American Lit	Death of a Salesman	9780140481341	N/A	DRP
LAD/English	English III Prep American Lit	The Things They Carried	9780618706419	N/A	DRP
LAD/English	English III Prep American Lit	The Bluest Eye	9780307278449	N/A	DRP
LAD/English	English III Prep American Lit	The Catcher In The Rye	9780316769488	N/A	DRP
LAD/English	English III Prep American Lit	Fences	9780452264014	N/A	DRP
LAD/English	English III Prep American Lit	House on Mango Street	9780679734772	N/A	DRP
LAD/English	English III Prep American Lit	A Raisin The Sun	9780451183880	N/A	DRP
LAD/English	English III Prep American Lit	A Streetcar Named Desire	9780811216029	N/A	DRP
LAD/English	English III Prep Composition	75 Readings: An Anthology Various Authors	9780072465426	N/A	DRP
LAD/English	English III Prep Composition	Dream Me Home Safely	9780618379026	N/A	DRP
LAD/English	English III Prep Composition	Once Upon A Childhood	9780451212962	N/A	DRP
LAD/English	English III Accel American Lit	Beloved	9781400033416	N/A	DRP
LAD/English	English III Accel American Lit	Death of a Salesman	9780140481341	N/A	DRP
LAD/English	English III Accel American Lit	The Great Gatsby	9780743273565	N/A	DRP
LAD/English	English III Accel American Lit	The Things They Carried	9780618706419	N/A	DRP
LAD/English	English III Accel Composition	75 Readings: An Anthology Various Authors	9780072465426	N/A	DRP
LAD/English	English III Accel Composition	From Inquiry to Academic Writing	9780312451660	N/A	DRP
LAD/English	English III Accel Composition	Once Upon A Childhood	9780451212962	N/A	DRP
Special Ed	English II Cross Categorical	The Crossing	9780439786614	N/A	DRP

LYONS TOWNSHIP HIGH SCHOOL

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Brian Stachacz
Director of Business Services

Memorandum

To: Dr. Tim Kilrea, Board of Education
From: Brian Stachacz
Date: 4/15/2021
Re: Capital Outlay Requests for FY22

Information: Attached you will find a list of capital outlay requests for the FY22 budget. The list that is presented for Board approval has two separate sections. The first section is a list (lines 3-19) of items that can be paid for with allotted grant money as noted on the spreadsheet. The total cost for that section is estimated to be \$65,891. The second section (lines 24-30) is a list of items that should be purchased for the 2021-2022 school year, as they are replacement/additional items for classroom instruction and for furniture that is no longer functional. The total cost for that section is estimated to be \$41,620. We would ask that these items be approved during the April Board of Education meeting so that furniture orders can be placed and the grant applications can be completed within the appropriate timelines.

Since the original presentation at the Finance Committee meeting, there was one item that was removed and two that were added under the grant purchases. It was determined that a freezer for an FCS classroom was not needed and two equipment items for WLT Radio were added.

In addition to the requests presented here, there are additional requests that do not fall in to the categories listed above. Those requests will be brought forward for review and potential approval after additional administrative review and recommendation, most likely during the May meetings.

Recommendation: The Board of Education approve the grant-funded and furniture capital outlay requests as presented.

	B	D	E	F	G	H	I
1	Department	ItemDescription	Quantity	UnitPrice	ExtendedPrice	Priority	Justification
2	Grant Funded Capital Outlay Requests for FY22 Budget						
3	Applied Tech	Grizzly Jointer plus Dispoz-A-Blades & shipping	1	\$2,170	\$2,170	2	We need another jointer to help relieve the bottleneck at the jointer we already have. Having two jointers will help our students be able to get more work done during each period. This model has wheels built into it, so it would be easy to move about the shop as needed. The Dispoz-A-Blades are for fast and accurate blade changing. We have them on the jointer we currently own.
4	Applied Tech	Kreg Router Tables and Lifts Furniture Courses	4	\$1,200	\$4,800	2	We rely on these tables for a lot of our woodworking projects in each class and sometimes we need to leave them set up for long periods of time. We would like to also purchase the router table lift mechanisms to go with each router table to be able to make safe and accurate adjustments. Price is for tables, lifts and shipping.
5	Applied Tech	Original Prusa i3 MK3S+ 3D printer for engineering courses.	6	\$1,274	\$7,644	2	These are for Engineering courses so that students can create their designs. It will allow them to produce the digital work they create and test and evaluate their designs. This will also lead to more use for all students since we will be able to handle the printing load by having multiple printers. This cost includes printer, Dewalt 4-Tier shelving unit, filament and shipping.
6	Business Education	A+ PC Repair computers and supplies.	1	\$7,842	\$7,842	1	PC Repair classes have increased. For the 20/21 school yr, PC Repair ran at north campus for the first time in 2-3 yrs. Finding computers to accommodate this class was a struggle. We were able to source 14 older desktop computers for our students to use. Each PC is 7-8 years old & do not meet hardware & software requirements. To properly educate our students in current technology & software we would like to purchase the parts to build 16 new desktops.
7	Business Education	Programming in Python Supplies	1	\$1,920	\$1,920	2	Due to the increased use of python worldwide, our students are eager to learn this programming language. We would like to order Raspberry Pi microcomputers & accessories to show our students how their written programs can interact directly with hardware. The Raspberry Pi Foundation specifically selected Python as the main language because of its power, versatility, & ease of use. Python comes preinstalled on the Raspbian operating system so you'll be ready to start as a novice to build skills.
8	Education TV Services	iMac Pro Editing Computers	2	\$6,500	\$13,000	1	These computers will replace the older staff iMacs which were purchased in 2013 and 2014. 3.0GHz 10-core Intel Xeon W processor, Turbo Boost up to 4.5GHz 64GB 2666MHz DDR4 ECC memory Radeon Pro Vega 64 with 16GB of HBM2 memory 1TB SSD storage
9	Education TV Services	Blackmagic Design ATEM Television Studio Pro 4K Live Production Switcher	1	\$3,000	\$3,000	1	These components will replace the Tricaster Mini HD production switcher which was purchased in 2014 and is no longer functioning.
10	Education TV Services	Blackmagic Design Smart Videohub 12 x 12 6G-SDI	1	\$1,400	\$1,400	1	These components will replace the Tricaster Mini HD production switcher which was purchased in 2014 and is no longer functioning.
11	Education TV Services	Blackmagic Design ATEM Mini Extreme	1	\$1,000	\$1,000	1	These components will replace the Tricaster Mini HD production switcher which was purchased in 2014 and is no longer functioning.
12	Education TV Services	Blackmagic Design HyperDeck Studio Mini	2	\$700	\$1,400	1	These components will replace the Tricaster Mini HD production switcher which was purchased in 2014 and is no longer functioning.
13	Education TV Services	NewTek Spark Plus I/O SDI	2	\$800	\$1,600	1	These components will replace the Tricaster Mini HD production switcher which was purchased in 2014 and is no longer functioning.
14	FCLS	Electric Range	3	\$1,299	\$3,897	2	Replace equipment for use and safety. Room C 116. KitchenAid 30" Stainless Steel Freestanding Electric Range -KFEG500ESS
15	FCLS	Gas Range	3	\$1,399	\$4,197	2	Replace equipment for use and safety. Room C 116. KitchenAid 30" Stainless Steel Freestanding Gas Range - KFGG500ESS
16	FCLS	Washing Machines- commercial	2	\$1,599	\$3,198	2	Replace home use equipment with commercial use equipment to account for usage. Room 127 & Room 129. Whirlpool 3.1 Cu. Ft. Commercial White Front Loading Washer - CHW9160GW

	B	D	E	F	G	H	I
17	FCLS	Electric Dryer	2	\$1,199	\$2,398	2	Replace home use equipment with commercial use equipment to account for usage. Room 127 & Room 129. Whirlpool 6.7 Cu. Ft. Commercial White Electric Dryer - CED9160GW
18	WLTL Radio	Omnirax - Podcast T10 Studio Furniture	1	\$5,000	\$5,000	1	Upgrades to WLTL Studio Equipment for Podcasting and Video Capabilities.
19	WLTL Radio	Axia GPIO Node <i>(required for tally's, LITT, on air light)</i>	1	\$1,425	\$1,425	1	Upgrades to WLTL Studio Equipment for Podcasting and Video Capabilities.
20							
21		Total for Grant Funded Capital Expenditures			\$65,891		
22							
23	Capital Outlay Requests for Classroom/Office Furniture for FY22 Budget						
24	General Use	Teacher Chairs	5	\$200	\$1,000	1	To replace normal breakage
25	General Use	North Campus Tech Counter for 44A	1	\$9,800	\$9,800	1	Counters and cabinetry to establish functional student helpdesk area in NC44A.
26	General Use	Tables for computers in DC	6	\$2,120	\$12,720	1	New home for LTHS publications. Lion and Tab.
27	General Use	4 drawer file cabinets	5	\$350	\$1,750	1	Replacing inventory
28	General Use	Tech Support Counter for SC	1	\$9,850	\$9,850	1	Counters and cabinetry to establish functional student helpdesk area at South Campus.
29	General Use	Replacement student desks	25	\$200	\$5,000	1	Yearly item to supplement replacement desks for students.
30	General Use	Replacement tables	25	\$60	\$1,500	1	Replacement items
31							
32		Total for Capital Furniture Purchases			\$41,620		
33							
34		Grand Total for All Purchases			\$107,511		

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TO: Timothy B. Kilrea, Superintendent
Board of Education

FROM: Edward M. Piotrowski, Director of Human Resources

DATE: April 19, 2021

RE: Updates to District Policy 4:30, Revenues and Investments, and
Policy 6:235, Access to Electronic Networks (1st Reading)

EDWARD M. PIOTROWSKI
Director of Human Resources

The District maintains its policies through the PRESS service provided by the Illinois Association of School Boards (IASB). The following policies are being presented for your review.

Policy 4:30, Revenues and Investments

This policy is updated in response to the Public Funds Investment Act and the implementation of the Illinois Sustainability Investing Act. Because the District's investments are handled through the Lyons Township School Treasurer's Office ("TTO"), this language update does not currently apply to District personnel. We are, however, recommending inclusion of this new language as it is legislative in nature. At such time when the District leaves the TTO, we recommend a review and update of this policy as necessary.

Policy 6:235, Access to Electronic Networks

With the District's move to 1:1 technology beginning with the 2021-2022 school year, Policy 6:235 has been reviewed by legal counsel and marked revisions are shown on the attached copy. In addition to these policy changes, legal counsel also recommends updating the Acceptable Use of Technology Agreement (AUTA), the Student and Parent AUTA authorization form, and the staff AUTA authorization form. We will work with the Technology Department and appropriate personnel to ensure the agreement and authorizations are timely provided pursuant to this policy.

RECOMMENDATION

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

Document Status: Draft Update

OPERATIONAL SERVICES

4:30 Revenue and Investments

Revenue

The Superintendent or designee is responsible for making all claims for property tax revenue, State Aid, special State funds for specific programs, federal funds, and categorical grants.

Investments

The Director of Business Services shall serve as the District's Chief Investment Officer. The Chief Investment Officer shall invest money that is not required for current operations, in accordance with this policy and State law.

The Chief Investment Officer and Superintendent shall use the standard of prudence when making investment decisions. They shall use the judgment and care, under circumstances then prevailing, that persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of their capital as well as its probable income.

Purpose/Scope

The purpose of this Investment Policy is to establish a clear understanding between the Lyons Township School Treasurer's office and institutions regarding investment objectives, goals and guidelines for the Lyons Township School Treasurer, to comply with Section 2.5 of the Public Funds Investment Act, 20 ILCS 235/2.5, and to obtain a maximized return within the confines of low risk tolerance. In this context funds should be managed in a prudent manner as it relates to such issues as rates of return, investment vehicles and diversification among individual investments.

Pooling of Funds

Except for cash in certain restricted and special funds, the Lyons Township School Treasurer will consolidate balances from all funds to maximize investment earnings. Investment income will be allocated to the various funds based on their respective participation and in accordance with generally accepted accounting principles.

Investment Objectives

The objectives for the School District's investment activities are:

1. Safety of Principal - Every investment is made with safety as the primary and over-riding concern. Each investment transaction shall ensure that capital loss, whether from credit or market risk, is avoided.
2. Liquidity - The investment portfolio shall provide sufficient liquidity to pay District obligations as they become due. In this regard, the maturity and marketability of investments shall be considered.
3. Rate of Return - The highest return on investments is sought, consistent with the preservation of principal and prudent investment principles.
4. Diversification - The investment portfolio is diversified as to materials and investments, as appropriate to the nature, purpose, and amount of the funds.

Authorized Investments

The Chief Investment Officer may invest District funds in any investment as authorized in [30 ILCS 235/2](#), and Acts amended thereto.

Except as provided herein, investments may be made only in banks, savings banks, savings and loan associations, or credit unions that are insured by the Federal Deposit Insurance Corporation or other approved share insurer.

The Chief Investment Officer and Superintendent shall regularly consider material, relevant, and decision-useful sustainability factors in evaluating investment decisions, within the bounds of financial and fiduciary prudence. Such factors include, but are not limited to: (1) corporate governance and leadership factors, (2) environmental factors, (3) social capital factors, (4) human capital factors, and (5) business model and innovation factors, as provided under the Ill. Sustainable Investing Act, 30 ILCS 238/. [PRESSPlus1](#)

The Chief Investment Officer shall establish a list of authorized depositories, investment managers, dealers and brokers based upon the creditworthiness, reputation, minimum capital requirements, qualifications under State law, as well as a long history of dealing with public fund entities. The Board will review and approve the list at least annually.

In order to be an authorized depository, each institution must submit copies of the last 2 sworn statements of resources and liabilities or reports of examination that the institution is required to furnish to the appropriate State or federal agency. Each institution designated as a depository shall, while acting as such depository, furnish the District with a copy of all statements of resources and liabilities or all reports of examination that it is required to furnish to the appropriate State or federal agency.

The above eligibility requirements of a bank to receive or hold public deposits do not apply to investments in an interest-bearing savings account, interest-bearing certificate of deposit, or interest-bearing time deposit if: (1) the District initiates the investment at or through a bank located in Illinois, and (2) the invested public funds are at all times fully insured by an agency or instrumentality of the federal government.

The District may consider a financial institution's record and current level of financial commitment to its local community when deciding whether to deposit funds in that financial institution. The District may consider factors including:

1. For financial institutions subject to the federal Community Reinvestment Act of 1977, the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the federal Community Reinvestment Act of 1977;
2. Any changes in ownership, management, policies, or practices of the financial institution that may affect the level of the financial institution's commitment to its community;
3. The financial impact that the withdrawal or denial of District deposits might have on the financial institution;
4. The financial impact to the District as a result of withdrawing public funds or refusing to deposit additional public funds in the financial institution; and
5. Any additional burden on the District's resources that might result from ceasing to maintain deposits of public funds at the financial institution under consideration.

Activity Funds

The Director of Business Services is authorized to invest the District's activity funds.

Collateral Requirements

All amounts deposited or invested with financial institutions in excess of any insurance limit shall be collateralized in accordance with the Public Funds Investment Act, [30 ILCS 235/](#). The Superintendent or designee shall keep the Board informed of collateral agreements.

Safekeeping and Custody Arrangements

The preferred method for safekeeping is to have securities registered in the District's name and held by a third-party custodian. Safekeeping practices should qualify for the Governmental Accounting Standards Board Statement No. 3 Deposits with Financial Institutions, Investments (including Repurchase Agreements), and Reverse Repurchase Agreements, Category I, the highest recognized safekeeping procedures.

Controls and Report

The Chief Investment Officer shall establish a system of internal controls and written operational procedures to prevent losses arising from fraud, employee error, misrepresentation by third parties, or imprudent employee action.

The Chief Investment Officer shall provide a quarterly investment report to the Board. The report will: (1) assess whether the investment portfolio is meeting the District's investment objectives, (2) identify each security by class or type, book value, income earned, and market value, (3) identify those institutions providing investment services to the District, and (4) include any other relevant information. The investment portfolio's performance shall be measured by appropriate and creditable industry standards for the investment type.

The Board will determine, after receiving the Superintendent's recommendation, which fund is in most need of interest income and the Superintendent shall execute a transfer. This provision does not apply when the use of interest earned on a particular fund is restricted.

Ethics and Conflicts of Interest

The Board and District officials will avoid any investment transaction or practice that in appearance or fact might impair public confidence. Board members are bound by the Board policy 2:100, *Board Member Conflict of Interest*. No District employee having influence on the District's investment decisions shall:

70

1. Have any interest, directly or indirectly, in any investments in which the District is authorized to invest,

2. Have any interest, directly or indirectly, in the sellers, sponsors, or managers of those investments, or
3. Receive, in any manner, compensation of any kind from any investments in that the agency is authorized to invest.

LEGAL REF.:

30 ILCS 235/, Public Funds Investment Act.

30 ILCS 238/, III. Sustainable Investing Act.

105 ILCS 5/8-7, 5/10-22.44, 5/17-1, and 5/17-11.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

~~ADOPTED: January 21, 2014~~

PRESSPlus Comments

PRESSPlus 1. Updated in response to the Public Funds Investment Act, 30 ILCS 235/, amended by P.A. 101-473, eff. 1-1-20. See the III. Sustainable Investing Act (SIA) (30 ILCS 238/, added by P.A. 101-473, eff. 1-1-20) for examples of these five *sustainability factors*. Under the SIA, school districts, must “prudently integrate sustainability factors into its investment decisions-making, investment analysis, portfolio construction, due diligence, and investment ownership in order to maximize anticipated financial returns, minimize projected risk, and more effectively execute its fiduciary duty.” **Issue 102, October 2019**

INSTRUCTION

6:235 Access to Electronic Networks

The District's electronic ~~resources network (the "District Network")~~, including the Internet when used through such network, and District Technology are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. The District's electronic resources Network and District Technology are part of the curriculum and are not public forums for general use. The Superintendent or his/her designee shall develop an implementation plan for this policy, appoint system administrator(s), develop an administrative procedure defining relevant terms used and expectations set forth in this policy, and develop an *Authorization for Electronic Network Access* form.

~~The District Network and District Technology are part of the curriculum and are not public forums for general use. The District is not responsible for any information that may be lost or damaged, or become unavailable when using the District Network or District Technology, or for any information that is retrieved or transmitted via the Internet through the District Network or District Technology. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from user access to the Internet through the District Network or District Technology.~~

Definitions

The term "electronic resources" includes, but is not limited to, the District's electronic networks and information systems, such as the Internet, Wi-Fi, electronic data networks, and infrastructure for oral, visual, and written electronic communication, including electronic mail, text messaging, instant messaging, and chat programs. "Electronic Resources" also include technology owned or licensed by the District and provided by the District for use by its employees or students, including, if offered, technology issued to students and/or employees (i.e., a "one-to-one" program), and District and District-authorized webpages and social media or websites. If a user accesses the District's electronic resources, including Internet service or Wi-Fi, with a personal technology device, that use is also considered use of "electronic resources" that is covered by this AUP and the District's Acceptable Use of Technology Agreement (AUTA).

The term "technology" includes desktop computers, laptop computers, tablet computers, cell phones and smart phones, text messaging services, instant messaging services, and other technology, as well as any webpages or social media profiles, such as Internet forums, weblogs (or "blogs"), video logs (or "vlogs"), wikis, social networks and social media pages (such as Facebook, Twitter, and MySpace), podcasts, photograph and video sharing programs (such as YouTube and Instagram), rating websites, music-sharing websites, and crowdsourcing.

The term "user" includes any person who uses the District's electronic resources, with or without District authorization, and may include students, parents, employees, contractors, and volunteers of the District.

Curriculum and Appropriate Online Behavior

The use of the District's electronic resources and networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

Acceptable Use

~~The District's Acceptable Use of Technology Agreement (AUTA) contains the appropriate uses, ethics, and protocols. Access to the District's electronic resources is intended for educational purposes, conducting District business, and/or extracurricular activities. Use of the District Network and District Technology is a privilege, not a right. The District Network and District Technology are to be used to support education and/or research or for other school-related purposes, unless specific written approval is obtained prior to use for other purposes. Employees may use District electronic resources for incidental personal use during non-work times as long as the use complies with the other parameters of this AUP and any implementing procedures and does not interfere with the employee's job duties or the provision of education and services by the District. Students may only use the District's electronic resources for incidental personal use during non-instructional times if the student is authorized to use the particular electronic resource at the time used, the use complies with the other parameters of this AUP and any implementing procedures, and the use does not violate any other District policy or state or federal law, including Board Policy 7:190 Student Discipline. The Superintendent may permit use of the District Network and District Technology for incidental personal use, such as checking personal e-mail correspondence, in related administrative procedures, but only to the extent that such use does not occur during instructional or working times, does not interfere with instruction or District operations, and does not violate any District policies or procedures.~~

~~All users of the District Network, including those who access the Internet through the Network and/or District Technology, shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the District Network or accessed through District Technology.~~

The District may issue technology to users, including students and employees, for educational or extra-curricular purposes and/or District business, including through a one-to-one program. Use of District-issued technology is governed by this AUP and the District's AUTA, including the Acceptable and Unacceptable Use provisions of this AUP and the AUTA, regardless of when, where, or for what purpose the use occurs. The user is responsible for reasonable care of District-issued technology at all times during which the technology is issued to the user, regardless of whether the technology is on school property or at related events or activities. This includes the requirement that the user not allow others to use the technology without authorization from an administrator. The procedures implemented by the Superintendent or designee for this AUP, including the AUTA, may contain further guidelines regarding responsible use, as may handbooks and other guidelines issued at the District or school level.

Internet Safety

~~No technology is guaranteed to be error free or totally dependable, nor is it safe when used irresponsibly. Among other matters, the District is not liable or responsible for:~~

- ~~1. Information that may be lost, damaged, or unavailable due to technical, or other, difficulties;~~
- ~~2. The accuracy or suitability of any information that is retrieved through District Technology;~~
- ~~3. Breaches of confidentiality; or~~
- ~~4. Defamatory material.~~

Technology protection measures shall be used on each District computer with Internet access. They shall include a filtering device ~~blocks user access that protects against Internet access by both adults and minors~~ to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or his/her designee. The Superintendent or his/her designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior written permission from the Superintendent or his/her designee for such use.

The Superintendent or his/her designee shall include measures in this policy's implementation plan to address the following:

1. Supervision of student access to online electronic networks;
2. Restriction of student access to inappropriate matter and/or harmful materials;
3. Provision of student and staff education and training regarding privacy, safety, and security when using electronic communications and social networking websites and prevention and response to cyberbullying;
4. Restriction of unauthorized access, including "hacking" and other unlawful activities; and
5. Restriction of unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

The District cannot guarantee that filtering software will in all instances successfully block access to materials deemed harmful, indecent, offensive, pornographic, or otherwise inappropriate. The use of filtering software does not negate or otherwise affect the obligations of users to abide by the terms of this policy and to refrain from accessing such materials.

Confidentiality of Private Information

Users of the District's electronic resources must comply with all policies and procedures that govern confidentiality of private information, including policies governing school student records and personnel records or information, when using the District's electronic resources.

Maintenance of Records

Certain laws require the District to maintain business records, including public records, school student records, and personnel records, for certain periods of time. Users of the District's electronic resources are responsible for maintaining records as required by District policy, District procedures, and/or relevant laws. This may include maintaining school student records and local records as required by state and federal law.

Disclaimer, Limitation of Liability, and Indemnification

The District does not guarantee the quality of the services provided through its electronic resources. The District makes no guarantees about the accuracy of information accessed through its electronic resources. The District is not responsible for: (i) any loss or damages resulting from the unavailability or failure of its electronic resources; (ii) any information that is rendered unavailable because of its electronic resources or lack thereof; or (iii) any inaccurate information accessed through its electronic resources.

All users assume full responsibility for any costs, liabilities, or damages arising from their use of the District's electronic resources, and must reimburse the District for any loss, including reasonable attorney's fees, incurred as a result of their use to the extent allowed by law. The District is not liable for the actions of users of its electronic resources.

No Expectation of Privacy

Users of the District's electronic resources have no expectation of privacy with respect to use of the District's electronic resources, including access of the District's Internet or Wi-Fi using personal technology, or with respect to any material created, transmitted, accessed, or stored via District electronic resources. This includes material created, transmitted, accessed, or stored for personal use, including incidental personal use, on or through the District's electronic resources. The District reserves the right to monitor users' activities on District electronic resources at any time for any reason without prior notification; to access, review, copy, store, and/or delete any electronic information accessed or stored therein; and to disclose such information to others as it deems necessary and/or as required by law. Users should be aware that information may remain on the District's electronic resources even after it has been deleted by the user. This section of this policy may only be altered through amendment of this policy, and may not be altered or diminished by the verbal or written assurances of any employee or representative of the District.

Administrative Procedures and Authorization for Electronic Network Access

The District's administrative procedures and AUTA regarding use of electronic networks shall contain the appropriate uses, ethics, and protocol for use of the District Network and District Technology. The failure of any student or staff member to follow the terms of this policy and the related administrative procedures may result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Each student and his or her parent(s)/guardian(s) must sign the AUTA and related *Authorization* before the student is granted unsupervised use of the District Network or District Technology. All other users, including staff members and parents/community members, must sign the *Authorization* as a condition for using or accessing the District's electronic resources or technology~~District's Network and/or District Technology~~. Even if no *Authorization* is signed, users have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic resources~~Network or District Technology~~. Users also agree by use that the District may monitor and/or read electronic communications and downloaded material, including files deleted from a user's account but not erased from the District's network.

LEGAL REF.:

No Child Left Behind Act, [20 U.S.C. §6777](#).

Children's Internet Protection Act, [47 U.S.C. §254](#)(h) and (l).

Enhancing Education Through Technology Act, [20 U.S.C §6751](#)*et seq.*

[47 C.F.R. Part 54](#), Subpart F, Universal Service Support for Schools and Libraries.

[720 ILCS 5/26.5](#).

CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:210 (Instructional Materials), 6:230 (Library Media Program), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:310 (Restrictions on Publications)

ADOPTED: January 21, 2014

Lyons Township High School District 204

LYONS TOWNSHIP HIGH SCHOOL



Language Arts Division

TO: Scott Eggerding, Director of Curriculum and Instruction
Tim Kilrea, Superintendent
Board of Education

FROM: Karen Raino, Language Arts Division Chair

DATE: March 19, 2021

RE: Summer Reading 2021

The Summer Reading Committee once again has worked to develop this year's summer reading experience. Led by LAD Assistant Division Chair Toby Casella, a group of teachers, librarians, and students created a list of 30 fiction and non-fiction texts for this summer's recommendations after reviewing feedback from a student survey that was given to 9th, 10th, and 11th grade students in their English classes. 1,140 students responded to the survey and highlights are attached to this memo. For summer reading 2021, students will select a title from the suggested list and will engage in classroom-based discussions and/or assignments during the first week of school in August.

Students in all freshman and sophomore English classes will read a title from the LT summer reading list. All AP courses will have separate reading lists from which to choose a text. Although students in the AP classes will no longer be required to complete a formal assignment over the summer, they will be given guided suggestions for critical reading to help transition them to the demands of an AP curriculum. The AP reading lists are attached to this memo.

The Summer Reading Committee has recommended that we continue to publicize the summer reading program using the following approaches:

- a. LT Website - The book trailers posted on the website make book selection easier for families and are a great teaching tool, generating student interest in the books.
- b. LT Summer Reading Posters - Posters will be distributed to all associate schools and local libraries digitally.
- c. Teachers - English teachers will explain and promote summer reading beginning in April. Associate school teachers will also have the information for promotional use with their students.
- d. Email Blast Reminders – Email blasts will occur in June, July, and August.
- e. Bookstore Displays – We will provide the book titles to Barnes & Noble at Oakbrook Shopping Center so they can create table displays.

Summer reading continues to be an integral part of the LT culture and we are pleased with its success the past eight years.

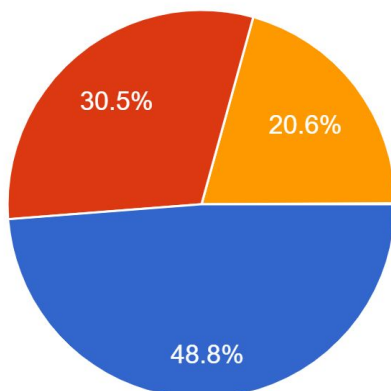
LT Summer Reading 2021 Survey Highlights

Administered in February to 9th, 10th, and 11th grade students.

Breakdown of Responses by Year in School

What is your current year in school?

1,140 responses



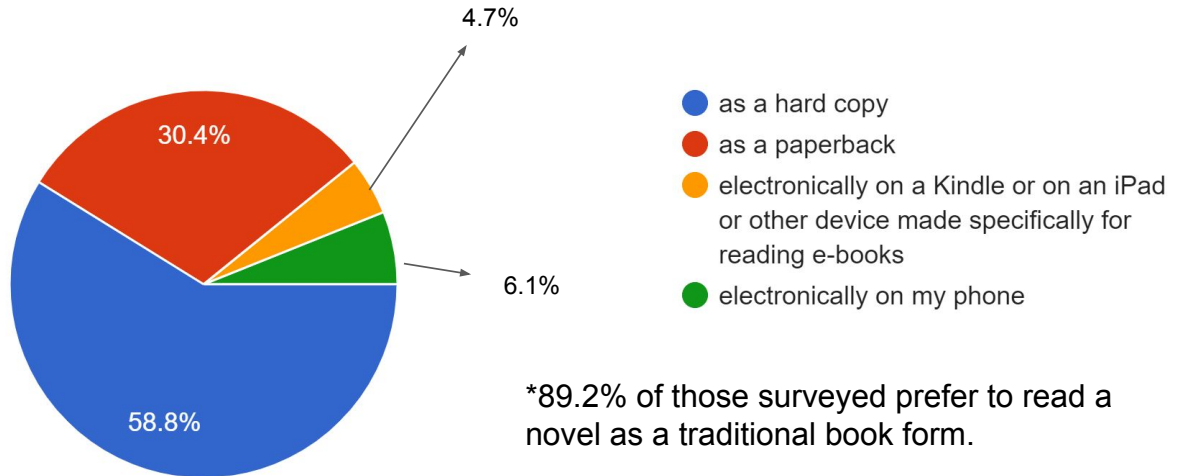
- Freshman
- Sophomore
- Junior

Freshman = 556
Sophomores = 348
Juniors = 235

Student Preferred Formats for Reading Texts

In what format do you prefer to read texts?

1,139 responses

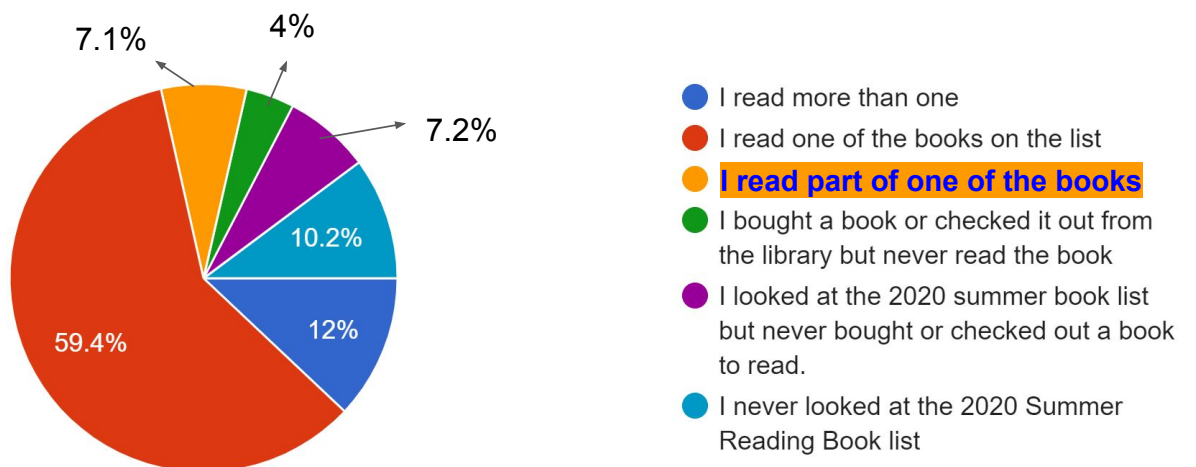


*89.2% of those surveyed prefer to read a novel as a traditional book form.

Self Reported Reading %

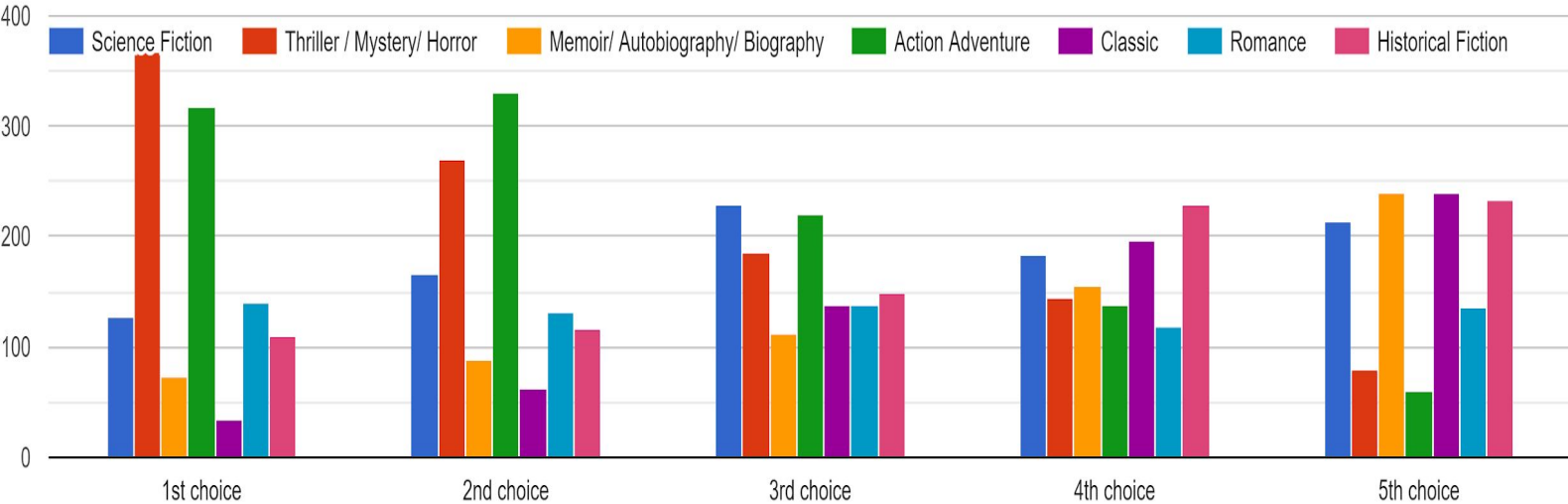
I read a book from the LTHS 2020 Summer Reading Book list last summer.

1,139 responses

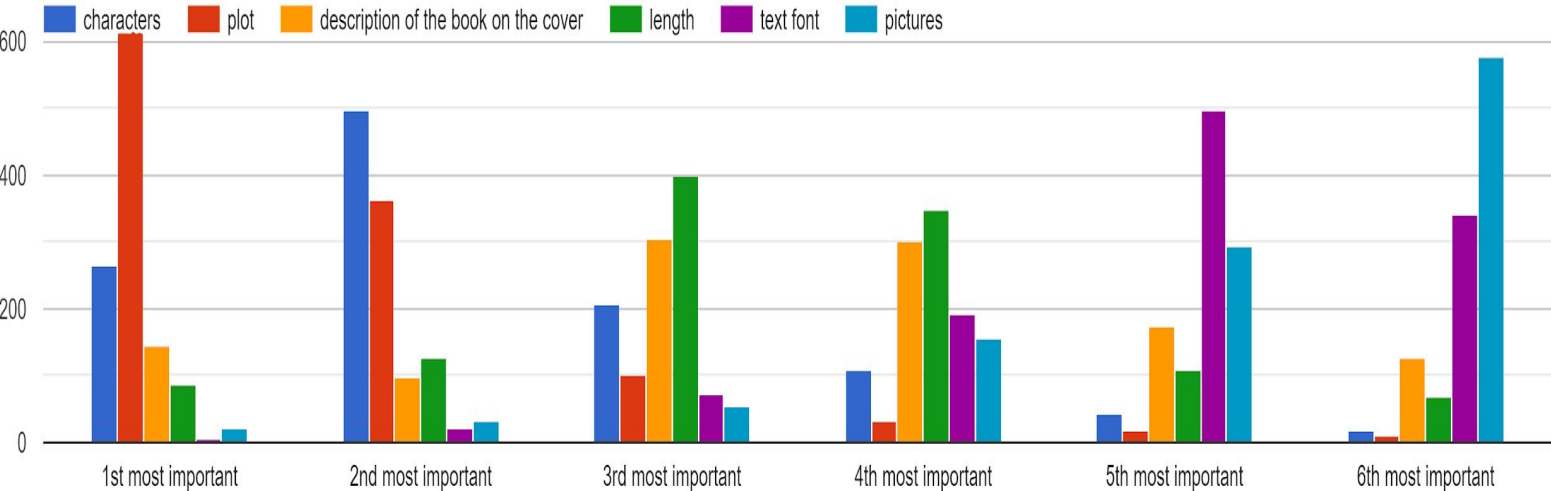


*71.4% students reported reading at least one book from the 2020 Summer Reading Book List last year.

If you had to rank the top (5) categories/ genres from the list below how would you do that? Remember this question is asking which genre would you rank #1, #2, #3,#4 and #5 if you had to choose a book from that category for the 2021 Summer Reading Experience.



Could you please rank the below aspects/features of a book in order of importance when you are selecting a book for your own enjoyment?



Here is a sample of student responses for the question that asked, “Is there any other feedback that you would like to share with the Summer Reading Committee?”

- *“I hope there are more mysteries on the summer reading list”*
- *“Activism books or books that bring awareness to injustice in the world are my favorite. I like learning about all the ways I can be a better person and would love if my classmates had the same opportunity.”*
- *“I think that variety for Summer Reading books works best for me, because there are many options.”*
- *“I would really like to see some romance books, and books that have a very interesting plot that has lots of twists and turns throughout the novel.”*
- *“I think incorporating novels from around the world is a great idea that has been implemented and can be improved upon in the future.”*

LT Summer Reading List 2021

Fiction					Non-Fiction
<i>Black Enough: Stories of Being Young & Black in America</i> by Many Authors	<i>Fire and Flood</i> by Kate Karyus Quinn and Demitria Lunetta	<i>The Loop</i> by Jeremy Robert Johnson	<i>Punching the Air</i> by Ibi Zoboi	<i>The State of Us</i> by Shaun David Hutchinson	<i>Fear is a Choice</i> by James Connor and Tiffany Yecke Brooks
<i>City of Bones</i> by Cassandra Clare	<i>Furia</i> by Yamile Saied Méndez	<i>The Love & Lies of Rukhsana Ali</i> by Sabina Khan	<i>Rent a Boyfriend</i> by Gloria Choa	<i>These Violent Delights</i> by Chloe Gong	<i>The Hot Zone: A Terrifying True Story</i> by Richard Preston
<i>Concrete Rose</i> by Angie Thomas	<i>Hide With Me</i> by Sorboni Banerjee	<i>Mexican Gothic</i> by Sivia Moreno-Garcia	<i>A Separate Peace</i> by John Knowles	<i>We Are Okay</i> by Nina La Cour	<i>Roaring Back: The Fall and Rise of Tiger Woods</i> by Curt Sampson
<i>The Distance Between Us</i> by Kasie West	<i>I'm Not Dying with You Tonight</i> by Kimberly Jones and Gilly Segal	<i>Monday's Not Coming</i> by Tiffany D. Jackson	<i>Six of Crows</i> by Leigh Bardugo	<i>The Whisper Man</i> by Alex North	<i>Smoke Gets in Your Eyes: and Other Lessons from the Crematory</i> by Caitlin Doughty
<i>Felix Ever After</i> by Kacen Callender	<i>Ink Knows No Borders: Poems of the Immigrant and Refugee Experience</i> by Patrice Vecchione and Alyssa Raymond	<i>Pride and Prejudice</i> by Jane Austin	<i>Song of Achilles</i> by Madeline Miller	<i>You Were Never Here</i> by Kathleen Peacock	<i>They Called Us Enemy</i> by George Takei (Graphic Novel)

Greetings, Incoming Juniors in English III AP Language and Composition and
Incoming Seniors in English IV AP {The Rhetoric of} Language and Composition!

Welcome to AP Summer Reading, 2021.

Since college and career reading consists primarily of non-fiction texts - and the AP Language and Composition exam consists solely of passages from non-fiction readings - we want students to read some non-fiction over the summer. So, to expand the non-fiction book suggestions on LT's all-school summer reading list, we want to share some other non-fiction titles that AP English students have read and enjoyed in recent years. Please select at least one title from the general reading list or the list below and read that text over the summer. The junior and senior AP Language and Composition courses will not have a specific summer reading assignment to complete, but your teachers may ask you to refer to the texts in class.

Everything You Know about Indians is Wrong by Paul Chaat Smith

David and Goliath: Underdogs, Misfits and the Art of Battling Giants by Malcolm Gladwell

I Am Malala by Christine Lamb and Malala Yousafzai

Wild by Cheryl Strayed

The Up Side of Down: Why Failing Well Is the Key to Success by Megan McArdle

Days of Destruction, Days of Revolt by Chris Hedges and Joe Sacco

Nonviolence: The History of a Dangerous Idea by Mark Kurlansky

Eating Animals by Jonathan Safran Foer

Quiet: The Power of Introverts in a World That Can't Stop Talking by Susan Cain

Where Men Win Glory: The Odyssey of Pat Tillman by Jon Krakauer

The Overachievers: The Secret Lives of Driven Kids by Alexandra Robbins

Educated by Tara Westover

Enjoy your books!

Sincerely,

English III AP Language and Composition Teachers
English IV AP {The Rhetoric of} Language and Composition Teachers

Greetings, Incoming Seniors!

Welcome to English IV AP Literature and Composition Summer Reading 2021.

We unequivocally believe that you continue to grow as readers and thinkers with each new book you pick up. The exposure to and study of complex ideas and artful writing often develops your own thinking and sophistication as a reader and writer.

.....

Choose **one** of the following works to read carefully. When you return to LT in August, we look forward to hearing you share your perceptions about the writer's style and thematic ideas. In order to help you prepare for discussions about the book, we want you to either annotate the text or create a journal. As a good reader, watch for key scenes and think about how they are pivotal to the book's meaning as a whole. Pay attention to the devices the writer uses to create those ideas. What are your favorite lines and scenes? What questions does the book raise for you? To what extent does it provide answers to those questions?

Happy Reading!

Book Titles

Underground Railroad by Colson Whitehead

God of Small Things by Arundhati Roy

1984 by George Orwell

Love in the Time of Cholera by Gabriel Garcia Marquez

All the Light We Cannot See by Anthony Doerr

Sing, Unburied, Sing by Jesmyn Ward

Eva Luna by Isabelle Allende

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
SUMMARY OF MARCH 2021 EXPENSES
FOR BOARD OF EDUCATION APPROVAL ON APRIL 19, 2021**

ACCOUNTS PAYABLE	PAID	TOTAL
EDUCATION FUND	\$ 875,075.05	
OPERATIONS BLDG MAINT	\$ 299,967.69	
TRANSPORTATION	\$ 199,842.87	
TOTAL ACCOUNTS PAYABLE		\$ 1,374,885.61
PAYROLL		
EDUCATION FUND	\$ 4,432,226.51	
OPERATIONS BLDG MAINT	\$ 361,682.21	
IMRF/FICA/MEDICARE	\$ 259,514.45	
TOTAL PAYROLL		\$ 5,053,423.17
TOTAL EXPENDITURES		\$ 6,428,308.78

The Undersigned do hereby certify that the Accounts Payable and Payroll Expenditures in the amount of \$6,428,308.78 were approved for payment at the Lyons Township High School District 204 Board of Education Meeting, Cook County, Illinois held on April 19, 2021 and authorize the School Trustees of Township 38, Range 12 to pay the same.

Thomas W. Cushing, President

Jessica McLean, Secretary

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
FUND BALANCE FINANCIAL REPORT - FISCAL YEAR 2020-21
FOR THE MONTH OF MARCH 2021**

	FUND BALANCE JULY 1, 2020	FISCAL YTD REVENUES	FISCAL YTD EXPENSES	FUND BALANCE
<u>OPERATING FUNDS</u>				
EDUCATION - 10	\$ 29,320,359.87	\$ 57,770,342.25	\$ 40,936,158.13	\$ 46,154,543.99
OPERATIONS & MAINTENANCE - 20	\$ 6,579,347.20	\$ 7,785,943.18	\$ 5,893,724.51	\$ 8,471,565.87
TRANSPORTATION - 40	\$ 1,222,610.09	\$ 2,920,497.56	\$ 762,865.00	\$ 3,380,242.65
IMRF/SOCIAL SECURITY - 50/51	\$ 988,417.54	\$ 2,681,593.21	\$ 1,981,362.21	\$ 1,688,648.54
TOTAL	\$ 38,110,734.70	\$ 71,158,376.20	\$ 49,574,109.85	\$ 59,695,001.05
<u>NON OPERATING FUNDS</u>				
DEBIT SERVICE - 30	\$ 1,363,727.32	\$ 2,284,711.26	\$ 2,388,770.00	\$ 1,259,668.58
TOTAL	\$ 1,363,727.32	\$ 2,284,711.26	\$ 2,388,770.00	\$ 1,259,668.58
<u>WORKING CASH</u>				
WORKING CASH - 70	\$ 3,927,981.87	\$ 28,332.18	\$ -	\$ 3,956,314.05
TOTAL	\$ 3,927,981.87	\$ 28,332.18	\$ -	\$ 3,956,314.05
TOTAL	\$ 43,402,443.89	\$ 73,471,419.64	\$ 51,962,879.85	\$ 64,910,983.68

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
SUMMARY OF REVENUES - FISCAL YEAR 2020-21
FOR THE MONTH OF MARCH 2021**

	BUDGET	MONTHLY REVENUES	FISCAL YTD REVENUES	BUDGET BALANCE	% REALIZED
<u>OPERATING FUNDS</u>					
EDUCATION - 10	\$ 65,647,352.00	\$ 19,288,068.40	\$ 57,770,342.25	\$ 7,877,009.75	88.00%
OPERATIONS & MAINTENANCE - 20	\$ 8,676,047.00	\$ 2,848,111.41	\$ 7,785,943.18	\$ 890,103.82	89.74%
TRANSPORTATION - 40	\$ 3,258,450.00	\$ 826,166.31	\$ 2,920,497.56	\$ 337,952.44	89.63%
IMRF/SOCIAL SECURITY - 50/51	\$ 2,933,012.00	\$ 933,755.67	\$ 2,681,593.21	\$ 251,418.79	91.43%
TOTAL	\$ 80,514,861.00	\$ 23,896,101.79	\$ 71,158,376.20	\$ 9,356,484.80	88.38%
<u>NON OPERATING FUNDS</u>					
DEBIT SERVICE - 30	\$ 2,566,875.00	\$ 820,131.97	\$ 2,284,711.26	\$ 282,163.74	89.01%
TOTAL	\$ 2,566,875.00	\$ 820,131.97	\$ 2,284,711.26	\$ 282,163.74	89.01%
<u>WORKING CASH</u>					
WORKING CASH - 70	\$ 7,000.00	\$ -	\$ 28,332.18	\$ (21,332.18)	404.75%
TOTAL	\$ 7,000.00	\$ -	\$ 28,332.18	\$ (21,332.18)	404.75%
TOTAL	\$ 83,088,736.00	\$ 24,716,233.76	\$ 73,471,419.64	\$ 9,617,316.36	88.43%

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
SUMMARY OF EXPENSES - FISCAL YEAR 2020-21
FOR THE MONTH OF MARCH 2021**

	BUDGET	MONTHLY EXPENSES	FISCAL YTD EXPENSES	BUDGET BALANCE	% REALIZED
<u>OPERATING FUNDS</u>					
EDUCATION - 10	\$ 67,042,311.00	\$ 5,312,929.42	\$ 40,936,158.13	\$ 26,106,152.87	61.06%
OPERATIONS & MAINTENANCE - 20	\$ 9,024,734.00	\$ 661,477.05	\$ 5,893,724.51	\$ 3,131,009.49	65.31%
TRANSPORTATION - 40	\$ 3,258,450.00	\$ 196,942.37	\$ 762,865.00	\$ 2,495,585.00	23.41%
IMRF/SOCIAL SECURITY - 50/51	\$ 3,136,967.00	\$ 259,514.45	\$ 1,981,362.21	\$ 1,155,604.79	63.16%
TOTAL	\$ 82,462,462.00	\$ 6,430,863.29	\$ 49,574,109.85	\$ 32,888,352.15	60.12%
<u>NON OPERATING FUNDS</u>					
DEBIT SERVICE - 30	\$ 2,510,438.00	\$ -	\$ 2,388,770.00	\$ 121,668.00	95.15%
TOTAL	\$ 2,510,438.00	\$ -	\$ 2,388,770.00	\$ 121,668.00	95.15%
<u>WORKING CASH</u>					
WORKING CASH - 70	\$ -	\$ -	\$ -	\$ -	0.00%
TOTAL	\$ -	\$ -	\$ -	\$ -	0.00%
TOTAL	\$ 84,972,900.00	\$ 6,430,863.29	\$ 51,962,879.85	\$ 33,010,020.15	61.15%

LADSE

SUMMARY OF EXPENSES FOR MARCH 2021 BOARD OF EDUCATION APPROVAL ON APRIL 19TH, 2021

	EXPENSES	EXPENSES FROM REVENUE		TOTAL
EDUCATION FUND	\$ 123,076.51		\$	123,076.51
VOCATIONAL ACTIVITY FUND	\$ -	\$ -	\$	-
TOTAL A/P	\$ 123,076.51	\$ -	\$	123,076.51

PAYROLL				
EDUCATION FUND			\$	1,513,202.66
BOARD SHARE EXPENSES			\$	447,465.56
TOTAL PAYROLL			\$	1,960,668.22

VOCATIONAL FUND				-
BOARD SHARE EXPENSES				-
TOTAL PAYROLL				-

2,083,745

THE UNDERSIGNED DO HEREBY CERTIFY THAT ACCOUNTS PAYABLE LISTINGS AND PAYROLLS IN THE AMOUNT OF \$2,083,744.73 WERE APPROVED FOR PAYMENT AT THE MEETING OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT #204, COOK COUNTY, ILLINOIS HELD ON APRIL 19TH, 2021 AND AUTHORIZE THE SCHOOL TRUSTEES OF TOWNSHIP 38, RANGE 12 TO PAY THE SAME.

PRESIDENT

SECRETARY

LADSE

SUMMARY FINANCIAL REPORT OF REVENUE - MARCH 2021

OPERATING FUNDS	BUDGET	TRANSFERS	CURRENT REVENUES	YTD REVENUES	BALANCE	PERCENT REALIZED
EDUCATION FUND	26,669,605	-	1,149,703	20,292,244	6,377,360	76.09%
VOCATIONAL ACTIVITY FUND	-	-	14	638	(638)	0.00%
TOTAL	26,669,605	-	1,149,716	20,292,882	6,376,722	76.09%

SUMMARY FINANCIAL REPORT OF EXPENSE - MARCH 2021

OPERATING FUNDS	BUDGET	TRANSFERS	CURRENT EXPENDITURES	YTD EXPENDITURES	UNENCUMBERED BALANCE	PERCENT ENCUMBERED
EDUCATION FUND	26,669,605	-	2,083,745	16,345,538	10,324,066	61.29%
VOCATIONAL ACTIVITY FUND	-	-	-	675	(675)	0.00%
TOTAL	26,669,605	-	2,083,745	16,346,213	10,323,392	61.29%

MONTHLY FUND BALANCE REPORT FOR - MARCH 2021

OPERATING FUNDS	JULY 1ST EQUITY	YEAR TO DATE RECEIPTS	YEAR TO DATE DISBURSEMENTS	BALANCE
EDUCATION FUND	3,479,238	20,292,244	16,345,538	7,425,945
VOCATIONAL ACTIVITY FUND	-	638	675	(37)
TOTAL	3,479,238	20,292,882	16,346,213	7,425,908



April 2021

To the Principal/IHSA Official Representative Addressed:

It is time again for your school to renew its membership in the Illinois High School Association. For the 2021-2022 school term the IHSA Board of Directors has approved a membership assessment scaled to your classification enrollment. (By-law 1.441).

Your school may renew membership in the Illinois High School Association by confirming that your school continues to be Recognized by the Illinois State Board of Education and by certifying that your Board of Education/Governing Board has voted to adopt and abide by the Constitution, By-laws, Terms and Conditions, and Administrative Procedures, Guidelines, and Policies of the Association and agreeing to the 2021-2022 membership assessment.

Your 2021-22 membership renewal is due by June 30, 2021. Please do not delay. Obtain your Board of Education’s action on the membership resolution and email it to general@ihsa.org or fax (309) 663-7479. Your 2021-22 membership assessment is due by September 1, 2021. An invoice will be available in your Schools Center for the principal or official representative.

Sincerely,

Craig Anderson
Executive Director

**THIS FORM MUST BE SIGNED BELOW, ON THE APPROPRIATE LINE, BY THE PRINCIPAL OR OFFICIAL REPRESENTATIVE AND THE BOARD PRESIDENT OR SECRETARY.
DO NOT DETACH**

To: IHSA Executive Director

We certify that _____ High School is recognized by the Illinois State Board of Education. It is understood that failure to be recognized by the Illinois State Board of Education will disqualify our school for membership in the IHSA and that if this were to occur; it is our responsibility to immediately notify the Association of this change in status.

We further certify our Board of Education/Governing Board, at its meeting held on _____, 2021, voted to renew membership in the Illinois High School Association, and to adopt and abide by the Constitution, By-laws, Terms and Conditions, and Administrative Procedures, Guidelines and Policies of the Illinois High School Association for the year of July 1, 2021, through June 30, 2022.

Principal/Official Representative Signature

Board President or Board Secretary Signature

Print Name and Phone Number

Print Name and Phone Number

_____ High School _____, Illinois

2021-22 Membership Renewal

Lyons Township High School District 204

To: Board of Education
From: Kathryn Moran, Purchasing and Accounting Manager
Date: April 14, 2021
Subject: Disposal of Surplus Equipment

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RECOMMENDED MOTION:

... that the Board of Education approve the disposal of the following surplus property:

LYONS TOWNSHIP HIGH SCHOOL - DISPOSAL OF SURPLUS EQUIPMENT						
NAME: North Campus			DATE: April 2021			
DESCRIPTION	DIVISION	CAMPUS	ROOM	MFG	MODEL	LTHS TAG #
Enlarger, Film, Deluxe	Fine Arts	North	34	Beseler	23CII	260
Enlarger, Film, Deluxe	Fine Arts	North	34	Beseler	23CII	8413
Enlarger, Film, Deluxe	Fine Arts	North	34	Beseler	23CII	8415
Enlarger, Film, Deluxe	Fine Arts	North	34	Beseler	23CII	8418
Enlarger, Film, Deluxe	Fine Arts	North	34	Beseler	23CII	8421
Enlarger, Film, Deluxe	Fine Arts	North	34	Beseler	23CII	8422
Enlarger, Film, Deluxe	Fine Arts	North	34	Beseler	23CII	8425
Enlarger, Film, Deluxe	Fine Arts	North	34	Beseler	23CII	8426
Enlarger, Film, Deluxe	Fine Arts	North	34	Beseler	23CII	8428
Enlarger, Film, Deluxe	Fine Arts	North	34	Beseler	23CII	8429
Enlarger, Film, Deluxe	Fine Arts	North	34	Beseler	23CII	8430

The District has discontinued the photography course and no longer needs the film enlarger equipment. The equipment will be offered to a district still offering traditional photography classes.