



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

**Reber Center
100 South Brainard Avenue
La Grange, Illinois 60525
Monday, April 11, 2022 - 6:30 PM**

A G E N D A

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

Pursuant to Board Policy 8:30, individuals attending LTHS District #204 Board of Education meetings are expected to conduct themselves with respect and civility. Individuals shall not use vulgar or obscene language, or impede, delay, disrupt, or interfere with a Board meeting. In the event individuals do not adhere to the policy, they will receive one warning. If the behavior continues, they will be notified that they are in violation of trespassing and will be asked to leave school property. If the behavior occurs again, they will be notified that they are in violation of trespassing and will be asked to leave the property. Failure to comply immediately and cooperatively with a directive to leave will result in the involvement of law enforcement officials.

I. CALL TO ORDER

II. CLOSED SESSION

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

III. OPEN SESSION

IV. COMMUNICATIONS - Public Comments

The Board welcomes and encourages public comment at regularly scheduled board meetings. If you have a suggestion, question, concern or comment, please submit the blue communication form online by 4:30 p.m. the day of the Board meeting and it will be read into the record during the "Communications" portion of the meeting. Or you may submit the form in person before the meeting begins and you will be called upon to address the Board during public comment. Please limit comments to no more than three (3) minutes. Online forms submitted after 4:30 p.m. will be forwarded to the next month's meeting.

While the Board appreciates your participation, please understand that we cannot actively engage in dialogue during public comment. We take all matters seriously and if there is a specific question or comment that requires follow up, the appropriate Board or Administration contact will provide a response to you within two weeks or less.

V. HUMAN RESOURCES

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

LYONS TOWNSHIP HIGH SCHOOL



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EDWARD M. PIOTROWSKI
Director of Human Resources

TO: Dr. Brian Waterman, Superintendent
Board of Education
FROM: Edward M. Piotrowski, Director of Human Resources
DATE: April 18, 2022
RE: Stipend Committee Recommendations

BACKGROUND

This school year, the Committee has met two times and received proposals for both existing and new clubs and activities. Consideration for clubs and activities that began their pilot status during the 2020-2021 school year was postponed until the first semester of the 2021-2022 school year to review student interest and participation. We will continue to review clubs that are currently in pilot status and anticipate recommending additional clubs and activities for full club status at upcoming Board of Education meetings in the second semester. At this time, we are recommending that Creative Writing Club and Fashion Club move from pilot status to full club status, with accompanying stipend. Additionally, we are recommending a stipend change for our Rock Climbing Club and Water Polo due to the growth of the programs.

ACTIVITIES

Creative Writing Club

Creative Writing Group began meeting in January of 2020 and has been meeting consistently throughout the pandemic on Zoom. The purpose of the group is to inspire and support student writing, to foster student creativity and personal growth through writing, and to cultivate community within the larger school through the written word.

This group strengthens students' connection to school and engagement in general. The process of writing and sharing in the circle is personally transformative for students. Writers share their writing aloud and others give feedback for artistic and personal growth. Feedback is given immediately by peers as well as the sponsor. Students who were/are interested in more critical feedback for the purpose of developing a piece partner up with other students.

Other than the group's meetings where work is shared, the group produced "The Gratitude Letters", an online collection of works that the group curated from LT students as a surprise for teachers during the spring of 2020 to show their gratitude. The publication was received with much enthusiasm and gratefulness. This is the type of activity the group hopes to continue.

Another outcome from the group this year has been the recognition of two students whose work was chosen by DePaul University and published in their annual anthology: DePaul's Blue Book: Best of Illinois High School Writing 2020-2021.

The total cost associated with the stipend recommended above for the Creative Writing Club is \$1,392.54.

Fashion Club

Fashion club allows a space for students to be creative and socialize at the same time with like-minded peers. Students interested in learning more about the fashion industry or who have any interest in the fashion world would enjoy the club. The club does a spring fashion show every year since the club began (with the exception of 2021). Students learn to sew and up-cycle clothing that they then show off during the fashion show. The show has been used as a fundraiser in the past as well as an opportunity to collect and donate unused clothing after the show.

The club is in the process of designing a club patch instead of t-shirts so they we can sell those as well while considering sustainability. They have had guest speakers from the community come in to share with the club about owning small businesses as well as the design process. Students in the fashion and interior design sequencing classes can also benefit from club time if they need to work on sewing or catching up on assignments with a teacher of the content outside of class time.

The fashion program at LT has grown exponentially since starting the club with the addition of classes at south campus and the advanced fashion course being added. This pulls in a lot of interested students for the club. Club members use social media to do outfit challenges to get students interested in the club or participating in voting or designing from a social media perspective too to get involved. The club is very student centered and ran with their interests driving the topics that are covered.

The total cost associated with the stipend recommended above for the Fashion Club is \$1,392.54.

Rock Climbing Club

For safety reasons, it is necessary to have two full positions for Rock Climbing Club sponsors.

The interest in/attendance to Rock Climbing Club has been steadily increasing in past years. The roster is currently over 88 students, and attendance this year has ranged from 24 to 43 students, depending on the day. New members are encouraged to attend, and when they begin club, many do not know about rock climbing and the safety precautions necessary to be able to leave the ground.

Before students are able to climb, they need to learn knots (to tie in to the rope), equipment management (belay equipment), commands (communication necessary to climb), belaying (how to keep a climber safe and how to lower them after finishing a climb), and how to back up belay. Since club membership is open and all are invited, we welcome students of all ability levels on a daily basis. Club sponsors are responsible to make sure all members have a safe and fulfilling experience. With each club meeting, sponsors are making sure to challenge experienced climbers and certify the new climbers in safety skills. This often means that participants are climbing walls, learning to tie knots and belay, rappelling, and also on the high ropes course. All of these activities require differing levels of specific instruction in order to participate safely.

Before any student can leave the ground or move through the high ropes course, one of the sponsors must double check each climber's set up and equipment. Rappelling and high ropes activities also need sponsor safety check and permission to proceed multiple times during participation in the activity.

Rock climbing differs from PE class in that new members are joining each day and many different levels of knowledge are present at once. When in PE class, students move through safety and belay skills together, as teachers demonstrate and give instruction to all at the same time. Additionally, in PE, skills are paced so that most students are completing the same group of skills at similar times. Rock climbing club allows students to learn and practice all PE skills learned both semesters of class in addition to other challenging activities during meetings. Additionally, supervision is needed for the field trip experiences to climbing gyms that occur in addition to our regular meetings.

The total cost associated with the stipend change recommended above for the Fashion Club is \$2,506.57.

ATHLETICS

Water Polo (Boys and Girls)

The water polo programs at LTHS continue to grow. We currently offer games at three levels, varsity, junior varsity and freshman. We have traditionally only offered two levels, but the numbers of players have grown both at LT and at other schools to open up more opportunities to play. Water polo is becoming more like other sports who have three or more levels of competition.

General practice calls for ten/fifteen students in the pool per coach. Our ratio has been from sixteen to twenty students per coach over the last four years, but these numbers have grown and we need to consider increasing our coaching staff by adding a third coach to both programs to address athlete safety and supervision.

With multiple high school water polo programs adding freshman teams, there are more opportunities for freshman to participate in games and tournaments. Currently, we cannot play in three games in a single day because we only have two coaches. This decreases the opportunities for our student-athletes. The increase in coaching positions will allow for greater opportunities for students to participate in competition against other high school programs.

We are recommending an additional assistant coach for both water polo programs at a cost of \$6,646.21 each, for a total cost of \$13,292.42.

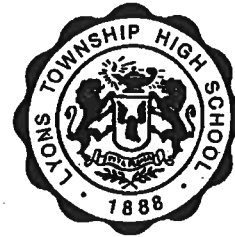
The total cost for the stipends recommended above is \$18,584.07.

RECOMMENDATION

We recommend that the Board approve the Stipend Committee recommendations as provided above.

LYONS TOWNSHIP HIGH SCHOOL

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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Brian Waterman
Board of Education

FROM: Scott Eggerding *SE*

DATE: April 12, 2022

RE: Summer Curriculum and 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, individual review with Division Chairs, and Board approval of Workshops.

For the summer of 2022, 21 summer curriculum and program development workshops are brought forward for a second reading and approval. Highlights include:

- Co-Teaching training and a co-teaching workshop for teachers who will begin coteaching in the fall.
- Training and workshop for Equity Ambassadors to work with Gholdy Muhammed.
- Time for 4 new course teams to make the shift to A-F grading.
- Optional technology and refresher training for teachers.
- Time to plan professional learning for the 2022-2023 school year.
- Workshops based on curriculum change proposals, including:
 - Introduction to Healthcare Careers
 - Sustainable Urban Agriculture
 - Data and Probability
 - Yoga
 - English Learner Reading
- Time for integration of new materials and/or methods in English and science.
- Time for integration of SEL practices in PE classes.
- Updated curriculum and vertical articulation of courses for US History, Strength Training, Spanish and Health
- Development of alternative forms of assessment for core math courses.

Proposals as presented for second reading for work to be completed during the summer of 2022 totals \$88,910. \$54,107.50 will be paid for by Title I and Title II grants with the

remainder, \$34,802.50, coming from District funds. This district amount is in line with previous years, excepting last year when me committed \$23,000 alone to improving grading practices.

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. For training, where teachers participate in sessions with a presenter, payment is \$100 per diem.

The Board will note that for many of the workshops, teacher names are not included and listed as TBD. These workshops are dependent on staffing considerations and/or teacher availability in the summer. The attached history shows 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 \$71,128 with District costs coming in around \$28,000. Summaries and comparisons to previous years are included for review.

RECOMMENDATION:

I recommend that the board approve the attached proposals for 2022 Summer Curriculum and Program Development Workshops as presented.

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
Divisional/Departmental Summary
2022 Summer Workshops

DIVISION/DEPARTMENT	STAFF	DISTRICT TOTALS		
		Requested	Total	Actual
CURRICULUM & STAFF DEVELOPMENT			\$38,765.00 (G)	
• Professional Learning Team	21	\$7,554.00		
• Equity Ambassadors	25	\$14,650.00		
• A-F Grading	18	\$4,374.00		
• Summer Professional Week	9	\$2,187.00		
• Refresher Sessions	200	\$10,000.00		
FINE ARTS			\$3,240.00 (D)	
• Spanish II Alignment	4	\$3,240.00		
GLOBAL STUDIES			\$8,910.00 (D)	
• US History	11	\$8,910.00		
LANGUAGE ARTS			\$3,645.00 (D)	
• EL Reading	1	\$607.50		
• English II Honors	3	\$1,822.50		
• English IV World Lit	3	\$1,215.00		
MATH/SCIENCE			\$10,300.00 (D)	
• Healthcare Careers	2	\$2,025.00	\$6,075.00 (G)	
• Urban Agriculture	2	\$4,050.00		
• Data Probability	2	\$2,025.00		
• Math Alt Assessment	10	\$6,075.00		
• Biology Storylining	11	\$2,200.00		
PHYSICAL WELFARE			\$5,670.00 (D)	
• Yoga	3	\$1,215.00		
• Jr. Sr. Strength Training	5	\$2,025.00		
• Freshman SEL	6	\$2,430.00		
SPECIAL EDUCATION			\$3,037.50 (D)	
• LIFE Health	5	\$3,037.50		
STUDENT SERVICES			\$9,267.50 (G)	
• Marilyn Friend Training	19	\$3,800.00		
• Co-Teaching	9	\$5,467.50		
TOTALS	369	\$88,910.00	\$34,802.50 (D) \$54,107.50 (G)	

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

DEPARTMENT	2019 PROPOSED	2019 ACTUAL	2020 PROPOSED	2020 ACTUAL	2021 PROPOSED	2021 ACTUAL	2022 PROPOSED
Curriculum & Instruction	\$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	\$63,169.44 G \$11,024.12 D	\$38,765.00 (G) \$0 (D)
Applied Technology	NA	NA	NA	NA	NA	NA	\$0 (G) \$2,025 (D)
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	\$0 G \$2,344.90 D	\$9,112.50 G \$5,265.00 D	\$4,511.00 G \$5,062.50 D	\$0 (G) \$3,645.00 (D)
Mathematics	NA	NA	\$4,050.00 D	\$0 G \$3,781.60 D	\$4,050.00 G \$7,087.50 D	\$4,050.00 G \$4,320.75 D	\$6,075.00 (G) \$2,025.00 (D)
Music	NA	NA	NA	NA	NA	NA	NA
Physical Education & Health	NA	NA	\$0 G \$4,050.00 D	\$0 G \$3,490.52 D	\$0 G \$1,215.00 D	\$0 G \$1,215.00 D	\$0 (G) \$5,670.00 (D)
Science	\$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	\$0 G \$13,776.50 D	\$0 (G) \$6,075.00 (D)
Social Studies	NA	NA	NA	NA	NA	NA	\$0 (G) \$8,910.00 (D)
Special Education	NA	NA	\$5,467.50 G \$0 D	\$3,435.75 G \$0 D	NA	NA	\$0 (G) \$3,037.50 (D)
Student Support Services	NA	NA	NA	NA	NA	NA	\$9,267.50 (G) \$0 (D)
World Language	\$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	NA	\$0 (G) \$3,240.00 (D)
TOTALS	Proposed \$77,357.12	Actual \$57,883.95	Proposed \$53,490.38	Actual \$40,097.47	Proposed \$161,187.50	Actual \$107,129.31	Actual \$88,910.00
		75% of Approved		75% of Approved		66% of Approved	
Grant cost	\$47,834.37	\$22,770.70	\$21,090.38	\$15,931.35	\$94,294.50	\$71,730.44	\$54,107.50
District cost	\$29,522.75	\$35,113.25	\$32,400.00	\$24,166.12	\$66,892.50	\$35,398.87	\$34,802.50
TOTAL	\$77,357.12	\$57,883.95	\$53,490.38	\$40,097.47	\$161,187.00	\$107,129.31	\$88,910.00

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 SUMMER WORKSHOP SUMMARY**

DISTRICT ACCOUNT

Department & Workshop Title	Description	Teacher Names & Hours	Maximum Cost
CURRICULUM/ASSESSMENT			
<p>1. Professional Learning Team</p>	<p>LT's Professional Learning Team has been in existence since March, 2011. When the PLT began their journey in 2011, they implemented a professional learning design that consisted of several strands including assessment literacy, differentiated instruction, and discipline-based literacy (CCSS). In 2018, a new strand was added, social-emotional learning. In 2019, we expanded to this strand by adding Included awareness training. In 2022, we will further evolve this strand to encompass culturally responsive pedagogy.</p> <p>LT's Professional Learning Team is implementing their annual two-day workshop (8 hours total) to:</p> <ul style="list-style-type: none"> -analyze survey results, mentoring program surveys, LT team information, Instructional Coaching data, and book study feedback, -analyze participation data in the district's various professional learning opportunities, -review the principles of adult learning, -review the school's current learning needs, -review and revise the PLT's professional learning design in order to respond to staff needs and principles of adult learning, -determine 2022-23 professional learning opportunities, -identify means of evaluating next year's professional learning on student achievement, -create a publication communicating all professional learning opportunities for the 2022-23 school year. <p>In addition to the annual two days requested by the Professional Learning Team to accomplish the aforementioned activities, the members of this team will also attend a</p>	<p>21 Teachers 168 Hours</p>	<p>\$6,804.00 +\$750 Stipends Title II</p>

	<p>six-hour workshop with LT's Equity Ambassadors on June 21, 2022. This workshop will be delivered by Dr. Ghouldy Muhammad and will provide an overview of the five pursuits outlined in her book, <i>Cultivating Genius</i>. By attending the workshop with Dr. Muhammad, PLT members will receive the background needed to support the Equity Ambassadors as they deliver next year's professional learning content.</p> <p>By providing effective professional learning on essential aspects of teaching and learning, staff will receive the support needed to improve classroom practices which will enhance student learning.</p>		
<p>2. Equity Ambassadors</p>	<p>In an effort to actualize the Board's equity statement, LT has focused district-wide professional learning on cultivating belonging during the 2021-2022 school year. By utilizing Cobb and Krownapple's Dignity Framework, the staff has learned the indicators of belonging, organizational dispositions that must be present to cultivate belonging, and actions that can be taken to honor the dignity of all students.</p> <p>To build off of this year, LT's Professional Learning Team will focus next year's learning on cultivating belonging in our instruction. Since this is a new topic in LT's professional learning design, we will employ the district's model of train-the-trainer. This model has been used effectively in the past to educate our staff on the formative assessment process, differentiated instruction, and disciplinary literacy. This model requires recruitment of willing staff members to receive extensive training early on, so they can later serve as the trainers to our larger faculty.</p> <p>In January, twenty-five staff members volunteered to become Equity Ambassadors (or trainers). Throughout the months of January- May, these staff members are engaging in two book studies facilitated by Dr. Rowe. While the book studies are building the knowledge base of the Equity Ambassadors, a three-day summer workshop would allow for intentional application of this knowledge to their classroom instruction.</p> <p>If approved, the first day would be facilitated by Ghouldy Muhammad. She is the author of <i>Cultivating Genius</i>, which is one of the books that the Equity Ambassadors are reading this spring. Dr. Muhammad will provide participants with a framework for developing unit and lesson plans that honor the identity and genius of every student. On the second and third days of this workshop, Dr. Rowe will guide Equity Ambassadors in designing discipline-based lessons that incorporate Dr. Muhammad's framework. These lessons will not only benefit the student recipients in the fall, but they will also benefit the faculty because they will serve as strong instructional models. Also, on the second and third days of this workshop, the Equity Ambassadors</p>	<p>25 Teachers 300 Hours</p>	<p>\$12,150.00 +\$2,5000 Stipends Title II</p>

	will outline the training they will provide on District Institute Days, as well as during volunteer opportunities (like Planning Period PD or L-Teams).		
3. A-F Grading Workshop	<p>In an effort to meet LT's grading goals of reporting learning by skills/concepts through an A-F (no percentages) scale, several additional course teams will transition to this reporting method in 2022-2023. Transitioning to grading by skills/concepts requires a restructuring of the course. Specifically, teams must realign their summative assessments so that they clearly evaluate the targeted skills/concepts. Additionally, teams must revise or redesign formative assessments to ensure students receive relevant feedback prior to the summative experience.</p> <p>This workshop will be facilitated by administrators who will review the purpose of the aforementioned grading system. Facilitators will provide teams a framework to: identify the targeted skills/concepts that will be reported in the gradebook, review their current assessments for these skills/concepts, align assessment items to these skills/concepts, and set up their gradebook to report by these skills/concepts. Additionally, facilitators will demonstrate how to set up a skills-based gradebook in Infinite Campus without using percentages and points.</p> <p>Following the review of the framework, course teams will collaborate to apply guidelines previously provided to all their units of study. While teams will likely need to work past the time provided in the workshop, the two-day opportunity will ensure a successful transition to the A-F grading scale. As a result, students in these courses in the 2022-23 school year will benefit from a grading system that clearly articulates their acquisition of knowledge and skills.</p>	18 Teachers 108 Hours	\$4,374.00 Title I
4. Summer Professional Week	<p>With evolving grading practices, technological changes, and instructional needs, staff has a great deal to balance. The Professional Learning Team would like to offer a variety of three-hour (half day) sessions during the week of August 8th through August 11th to provide refresher training prior to the start of school. If this proposal is approved, each session will be assigned a date and time within the week of August 8-12. Staff will receive a brochure with session options and registration information.</p> <p>The sessions that will be offered include:</p> <ul style="list-style-type: none"> • Actualizing the Dignity Standards • Aligning Formatives to Summatives • Assessment Design 101 • Creating a Variety of Formative and Summative Assessment Types • Cultivating Belonging while Teaching the SEL Standards and Using the Formative Assessment Practices • Designing Performance Tasks • Effective Feedback • Reading and Managing IEPs 	9 Teachers 54 Hours	\$2,187.00 Title II

	<ul style="list-style-type: none"> • Tech Session 1: Canvas, Re-takes with Badges, and SecURLY • Tech Session 2: Enhancing Instruction with Technology • The Fundamentals of Differentiated Instruction <p>In order to run these sessions, facilitators will need time to plan and develop session resources. In addition, they will need time on the day of each session to facilitate. The above proposal indicates the nine staff facilitators will need six hours total to plan and run their session. Participants would receive a \$50.00 stipend for each three-hour session that they attend.</p>		
5. Refresher Sessions	<p>With evolving grading practices, technological changes, and instructional needs, staff has a great deal to balance. The Professional Learning Team would like to offer a variety of three-hour (half day) sessions during the week of August 8th through August 12th to provide refresher training prior to the start of school. If this proposal is approved, each session will be assigned a date and time within the week of August 8-12. Staff will receive a brochure with session options and registration information.</p> <p>The sessions that will be offered include:</p> <ul style="list-style-type: none"> • Actualizing the Dignity Standards • Aligning Formatives to Summatives • Assessment Design 101 • Creating a Variety of Formative and Summative Assessment Types • Cultivating Belonging while Teaching the SEL Standards and Using the Formative Assessment Practices • Designing Performance Tasks • Effective Feedback • Reading and Managing IEPs • Tech Session 1: Canvas, Re-takes with Badges, and SecURLY • Tech Session 2: Enhancing Instruction with Technology • The Fundamentals of Differentiated Instruction <p>Participants will receive a \$50 per diem stipend for each session they attend.</p>	200 Teachers 3 hr. sessions	\$10,000 per diem Title II
FINE ARTS			
1. Spanish II Alignment	<p>The ultimate goal for students enrolled in this course is to enhance communication and comprehension of Spanish by using the language in authentic situations. To better achieve this goal, the Spanish 2 team will be basing our curriculum on Proficiency Based Teaching, enhanced with the textbook series “Autentico”. We will diligently work to complete an array of tasks that, once implemented in the coming school year, will help us guide our students towards the overarching goal of communicating</p>	4 Teachers 80 Hours	\$3,240.00

	<p>authentically while using auxiliary activities and materials provided by the textbook series.</p> <p>Our team has seen the need to review, revise and restructure our course to meet the needs of students whose Spanish experience has been disrupted due to Covid. This year we were able to piece together an additional unit to “even the playing field” but need a summer workshop to formally add it to our curricular sequence and adjust our teaching timeline, summative and formative assessments and authentic teaching materials.</p>		
GLOBAL STUDIES			
<p>1. US History</p>	<p>New Social Studies standards will be implemented in the state of Illinois for the 2022-2023 school year. These standards put an emphasis on teaching the skills of developing and planning inquiries, evaluating sources and using evidence, and communicating conclusions and taking informed action. While these skills have always been embedded in social studies courses to a degree, they have not always intentionally been the vehicle for delivering the social studies content. As a result, it will be necessary for some of LT’s social studies courses to redesign or revise their curriculum through this new lens, which compliments LT’s desire to move towards a skill/concept-based A-F grading system.</p> <p>The U.S. History Preparatory and U.S. History Accelerated level courses would like to take advantage of the state’s timely adoption of these new standards to revamp their curriculum. Redesigning the U.S. History curriculum would also provide an opportunity to ensure: the course content and course resources are inclusive of all American identities and perspectives, the units of study emphasize recurring patterns and themes that can be traced through time, the units of study are arranged intentionally to incorporate the formative assessment process, multiple types of summative assessment are woven throughout the curriculum, and formative assessments are tightly aligned to summative experiences.</p> <p>With the plethora of curricular changes that need to be considered in the redesigning of the US History course at both the prep and accel levels, the process for engaging in this work will be slightly different than in the past. On the initial day of the workshop, the team would receive a review of the curriculum redesign process facilitated by the Curriculum Office, as well as a refresher on the formative assessment process from the Instructional Coach, and an overview of culturally responsive pedagogy facilitated by an Equity Ambassador. With a clear redesign framework in place and an expectation of the instructional components, the team and Instructional Coach would then collaborate to develop the course units of instruction, complete the essential curriculum documents for both the prep and accel levels (curriculum map, pacing guide, and syllabus) and set-up their skills/concept-based A-F gradebook. Since the first day of the workshop would be devoted to learning, the team is requesting five days of four hours per day to complete the redesign. Additionally, the proposal includes a representative from the World History course and AP U.S. History course. The inclusion of</p>	<p>11 Teachers 220 Hours</p>	<p>\$8,910.00</p>

	<p>these staff members will allow other courses to follow a similar process with making curricular changes in the future.</p> <p>If this summer workshop is granted, students in U.S. Prep and Accel courses in the 2022-2023 school year would engage in a curriculum that uses the new skills-based standards to deliver the history content in a student-centered and culturally responsive manner. Their learning would be communicated through a skills/concept-based gradebook.</p>		
LANGUAGE ARTS			
1. EL Reading	<p>EL Reading is a course that has not run in the past 15 years. We have reformatted the course to reach more students at a variety of English language proficiency levels. This summer workshop would allow Deana Mancini, Reading Specialist and ESL endorsed teacher, to create the outcomes, skill alignment, assessments, and content of the course as well analyze student ACCESS data from 2022 in order to differentiate for students' specific needs.</p>	<p>1 Teachers 15 Hours</p>	<p>\$607.50</p>
2. English II Honors	<p>English II Honors has adopted a new text, <i>How Much of These Hills is Gold</i>, for the 22-23 school year. In addition, this team did not meet in a PLC during the 21-22 school year. Workshop time will be utilized to plan how to integrate the text into the existing curriculum and to create engaging lessons and summative assignments that fit well with the other units in the course. In addition, we will work to ensure formative and summative assignments are aligned overall.</p>	<p>3 Teachers 45 Hours</p>	<p>\$1,822.50</p>
3. English IV World Lit	<p>The Perspectives in World Literature course will adopt the textbook entitled <i>Uncharted Territory</i> by Jim Burke for the 22-23 school year. This workshop would allow this teaching team to align content, skills, and assessment to the text and would create a more cohesive, and engaging class overall.</p>	<p>3 Teachers 30 Hours</p>	<p>\$1,215.00</p>
MATH/SCIENCE			
1. Healthcare Careers	<p>Introduction to Healthcare Careers is a new course offered to 9th and 10th grade students. As it is the foundation of the Healthcare Career pathway, this workshop will allow the instructors to develop the expectations for the course and plan for units and labs.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> • Develop units and lab activities around the core competencies of healthcare careers. • Develop a Curriculum Map with common formative and summative assessments aligned to standards. • Develop a Course Syllabus. 	<p>2 Teachers 50 Hours</p>	<p>\$2,025.00</p>

2. Urban Agriculture	<p>Urban Agriculture is a new science course available to 11th and 12th grade students. The course focuses on sustainable agricultural practices that can be used in an urban area with limited space. This year-long course will include labs and partnerships with area businesses and not-for-profit groups.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> ● Develop units and lab activities around the core competencies of urban agriculture. ● Develop a Curriculum Map with common formative and summative assessments aligned to standards. ● Develop a Course Syllabus. 		\$4,050.00
3. Data Probability	Develop new course curriculum map, assessments, classroom experiences, etc.	2 Teachers 50 Hours	\$2,025.00
4. Math Alt Assess	Instruction will be provided on how alternative forms of assessment benefit students and align with Common Core State Standards Mathematical Practices. Teams will then have time to develop assessments and rubrics that provide alternatives to traditional tests that could be used as additional means of measuring student learning in place of/in addition to traditional tests. Team members will take their alternative assessment back to the PLC's for use during the 2022-2023 school year.	10 Teachers 150 Hours	\$6,075.00 Title II
5. Biology Storylining	<p>During the 2018-2019 school year, LT's Biology Team fully implemented a storylining curriculum, which is aligned to the Next Generation Science Standards. Each unit in this curriculum is driven by a scientific story. Students uncover the story as they engage in inquiry and investigation that builds upon itself with each successive day. Scientific skills and cross-cutting concepts are embedded in every unit of study, thereby, increasing the amount of exposure and practice students receive.</p> <p>The purpose of this summer training is to review storylining concepts for those who have worked with the process since 2018 and provide initial training for those new to the biology team.</p> <p>Sessions will be led by a trainer to ensure all teachers have the same storylining understanding.</p> <p>Training will include an overview of philosophy, development of instructional strategies, and structure of storylining units.</p>	11 Teachers	\$2,200 per diem
PHYSICAL WELFARE			
1. Yoga	This will be our final opportunity to have our certified Yoga instructors collaborate on our new Yoga curriculum. While there has been a significant amount of planning that has gone into the development of this class, it will be important to have dedicated time to take the course plans, unit plans, and individual lessons that have been developed and ensure they are linked to standards and are assessed in an accurate way. While	3 Teachers 30 Hours	\$1,215.00

	<p>each teacher is a 200 hour Yoga certified instructor, it will be important that all teachers collaborate to ensure we are providing a safe, supported, and consistent curriculum regardless of instructor.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> - Yoga curriculum map with common formative and summative assessments that are aligned to standards. - The development of supplemental learning materials for students in the course. - The development of individual lessons linked to SHAPE standards, IL Learning standards, and SEL standards. 		
2. Jr. Sr. Strength Training	<p>This summer workshop would be essential for creating vertical alignment as well as progression for our Strength Training courses.</p> <p>Sophomore Strength is providing our students with an incredible introductory course for our students, and therefore, our Junior and Senior Strength Training will need to vertically align while adding progression to compound and auxiliary lifting techniques, supplementary exercises, skills and cognitive assessments. This summer workshop will be vital to our Junior and Seniors in Strength Training courses.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> ● Vertically aligned curriculum with differentiated curriculum for students that repeat the Junior/Senior course ● Adjusted formative and summative assessments that are aligned to the revised curriculum 	5 Teachers 50 Hours	\$2,025.00
3. Freshman SEL	<p>The Freshman Physical Education PLC will utilize summer workshop time to look at student data regarding social emotional learning. Based upon this data, the Freshman PLC will update and redesign the current curriculum to continue to meet district and state goals. Currently there are 16 SEL lessons that are taught to freshman physical education students throughout the course of a school year. The PLC would appreciate the time to improve the SEL experience for all freshman students to ensure we are providing an impactful experience for all students.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> ● an analysis of student data collected over the first 2 years in the RULER curriculum <p>Revised unit plan and curriculum based on student data and teacher reflections.</p>	6 Teachers 60 Hours	\$2,430.00
SPECIAL EDUCATION			
1. LIFE Health	<p>The Health curriculum is currently delivered to students in LIFE A and LIFE B classes within their academic courses. A community agency partner works with the LIFE A and LIFE B teachers to prepare the lessons. After encountering scheduling conflicts this year, we identified</p>	5 Teachers 75 Hours	\$3,037.50

	<p>a need to deliver the Health curriculum within the LIFE PE class to ensure that all students have access to the curriculum, to reduce impact on other academic content time, to ensure that the curriculum includes all required state standards, and to align with the general education Health curriculum.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> -The development of individual lessons linked to IL Learning standards, SEL standards, and the required content to be covered through health education. -The development of common formative and summative assessments that are aligned to standards. -The development of supplemental learning materials for students in the course. 		
STUDENT SERVICES			
<p>1. Marilyn Friend Training</p>	<p>Co-teaching has become an integral part of educators' efforts to raise the achievement of students with disabilities and reduce the gap between their achievement and that of their peers. However, co-teaching is far more than assigning two teachers to a classroom. In this 2-day workshop, essential topics for building strong co-teaching partnerships and refining instructional practices will be explored.</p> <p>Here are the guiding questions and related key topics we'll address:</p> <ol style="list-style-type: none"> 1. What is co-teaching? What are terms sometimes confused with co-teaching? <ul style="list-style-type: none"> • The vocabulary and concepts of co-teaching • Co-teaching v. team teaching v. collaboration v. inclusion 2. How are special education services implemented within co-teaching? <ul style="list-style-type: none"> • Definition of specially designed instruction (SDI) • Characteristics of SDI • Co-teachers' obligations to implement SDI 3. How do co-teachers build (or renew) their partnership? <ul style="list-style-type: none"> • Professional roles of co-teachers • Suggestions for the beginning of a new school year • Self-awareness and self-understanding 4. Why is co-teaching essential in today's schools? <ul style="list-style-type: none"> • Legislation and policy related to co-teaching • Data on co-teaching effectiveness Research on co-teaching • Student data supporting co-teaching 5. How do co-teachers create instructional intensity through co-teaching? <ul style="list-style-type: none"> • Description of six co-teaching approaches, including variations of them • Strategies for grouping students for co-teaching • Examples of lessons and evidence-based instructional strategies that are more easily implemented or enhanced through co-teaching 6. What is needed to make co-teaching sustainable? <ul style="list-style-type: none"> • Common planning time and scheduling co-teaching 	<p>19 Teachers</p>	<p>\$3,800 per diem Title II</p>

	<ul style="list-style-type: none"> • Co-teaching class composition • Administrative support for co-teaching <p>7. What are common co-teaching issues, dilemmas, and challenges?</p> <ul style="list-style-type: none"> • Partnership problems (reluctant partners; absent partners) • Parent questions and concerns • Your additional questions and concerns 		
2. Co-Teaching Implementation	For the additional 15 hours of workshop time, co-teaching pairs (who will be teaching in the initial phase of 2022-23), will work together to review the IEP's of the Special Education students enrolled in the course to determine the required specialized instruction. The pairs will create instructional plans and determine a structure and schedule for common planning, delivery of instruction, and assessment of student learning.	9 Teachers 135 Hours	\$5,467.50 Title II
		Total District Cost \$34,802.50	
		Total Grant Cost \$54,107.50	
		Total Cost \$88,910.00	

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS
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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	1 of 5
A. Workshop Title Professional Learning Team (PLT)	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 checked="" 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	# OF DAYS	TOTAL HOURS
1. Allan, Bill	June 1-2, 21	3	½ day stipend + 8 hours
2. Bacon, Kirstin	June 1-2	2	8 hours
3. Bowker, Nora	June 1-2, 21	3	½ day stipend + 8 hours
4. Condon, Virginia	June 1-2	2	8 hours
5. Donahue, Shannon	June 1-2, 21	3	½ day stipend + 8 hours
6. Doyle, Allison	June 1-2, 21	3	½ day stipend + 8 hours
7. Enright, Karly	June 1-2, 21	3	½ day stipend + 8 hours
8. Gutierrez, Daniella	June 1-2, 21	3	½ day stipend + 8 hours
9. Harbin, Michelle	June 1-2, 21	3	½ day stipend + 8 hours
10. Johannes, Andrew	June 1-2, 21	3	½ day stipend + 8 hours
11. Mancini, Deana	June 1-2	2	8 hours
12. Malik, Nadia	June 1-2, 21	3	½ day stipend + 8 hours
13. Meyers, Katie	June 1-2, 21	3	½ day stipend + 8 hours
14. Mitchell, Kate	June 1-2, 21	3	½ day stipend + 8 hours
15. Musick, John	June 1-2, 21	3	½ day stipend + 8 hours
16. Orrico, Annette	June 1-2	2	8 hours
17. Plichta, Lisa	June 1-2	2	8 hours
18. Quane, Maggie	June 1-2, 21	3	½ day stipend + 8 hours
19. Salaymeh, Callie	June 1-2, 21	3	½ day stipend + 8 hours
20. Voy, Darragh	June 1-2, 21	3	½ day stipend + 8 hours
21. Wilson, Nekeia	June 1-2	2	8 hours
TOTALS		21 People	168 hours
		15 People	½ day per diem @ \$50 = \$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.)


LT's Professional Learning Team has been in existence since March, 2011. When the PLT began their journey in 2011, they implemented a professional learning design that consisted of several strands including assessment literacy, differentiated instruction, and discipline-based literacy (CCSS). In 2018, a new strand was added, social-emotional learning. In 2019, we expanded to this strand by adding included awareness training. In 2022, we will further evolve this strand to encompass culturally responsive pedagogy.

LT's Professional Learning Team is implementing their annual two-day workshop (8 hours total) to:

- analyze survey results, mentoring program surveys, LT team information, Instructional Coaching data, and book study feedback,
- analyze participation data in the district's various professional learning opportunities,
- review the principles of adult learning,
- review the school's current learning needs,
- review and revise the PLT's professional learning design in order to respond to staff needs and principles of adult learning,
- determine 2022-23 professional learning opportunities,
- identify means of evaluating next year's professional learning on student achievement,
- create a publication communicating all professional learning opportunities for the 2022-23 school year.

In addition to the annual two days requested by the Professional Learning Team to accomplish the aforementioned activities, the members of this team will also attend a six-hour workshop with LT's Equity Ambassadors on June 21, 2022. This workshop will be delivered by Dr. Ghouldy Muhammad and will provide an overview of the five pursuits outlined in her book, *Cultivating Genius*. By attending the workshop with Dr. Muhammad, PLT members will receive the background needed to support the Equity Ambassadors as they deliver next year's professional learning content.

By providing effective professional learning on essential aspects of teaching and learning, staff will receive the support needed to improve classroom practices which will enhance student learning.

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 3/9/22

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours	Grant hours <i>all Title II</i>
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal

I. DIRECTIONS

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- Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)		IV. DIVISION CHAIR USE ONLY		
A. Division	Curriculum & Inst.	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)		
B. Department	Equity & Belonging			
III. TITLE AND CRITERIA		2	of	5
A. Workshop Title	Equity Ambassador Training	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 checked="" 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	NUMBER OF DAYS	TOTAL HOURS
1. Bacon, Kirsten	June 21, 22, 23	3	\$100 stipend and 12 hours
2. Basic, Brianna	June 21, 22, 23	3	\$100 stipend and 12 hours
3. Bauer, Jane	June 21, 22, 23	3	\$100 stipend and 12 hours
4. Becker, Jack	June 21, 22, 23	3	\$100 stipend and 12 hours
5. Birck, Mackenzie	June 21, 22, 23	3	\$100 stipend and 12 hours
6. Buchanan, Amanda	June 21, 22, 23	3	\$100 stipend and 12 hours
7. Carlson, Natalie	June 21, 22, 23	3	\$100 stipend and 12 hours
8. Condon, Virginia	June 21, 22, 23	3	\$100 stipend and 12 hours
9. Hartley, David	June 21, 22, 23	3	\$100 stipend and 12 hours
10. Lafontaine, Ben	June 21, 22, 23	3	\$100 stipend and 12 hours
11. Lambert, Tiz	June 21, 22, 23	3	\$100 stipend and 12 hours
12. Laskowski, Allie	June 21, 22, 23	3	\$100 stipend and 12 hours
13. Lerma, Serena	June 21, 22, 23	3	\$100 stipend and 12 hours
14. Mancini, Deana	June 21, 22, 23	3	\$100 stipend and 12 hours
15. Manthei, Kirsten	June 21, 22, 23	3	\$100 stipend and 12 hours
16. Martinez, Elizabeth	June 21, 22, 23	3	\$100 stipend and 12 hours
17. Petersen, Toni	June 21, 22, 23	3	\$100 stipend and 12 hours
18. Petrevski, Natalie	June 21, 22, 23	3	\$100 stipend and 12 hours
19. Reid, Vikki	June 21, 22, 23	3	\$100 stipend and 12 hours
20. Roessler, Jessica	June 21, 22, 23	3	\$100 stipend and 12 hours
21. Salah, Zainab	June 21, 22, 23	3	\$100 stipend and 12 hours
22. Skendzel, Brad	June 21, 22, 23	3	\$100 stipend and 12 hours
23. Thimmig, Kelsey	June 21, 22, 23	3	\$100 stipend and 12 hours
24. Wilson, Nekeia	June 21, 22, 23	3	\$100 stipend and 12 hours
25. Zavala, Samantha	June 21, 22, 23	3	\$100 stipend and 12 hours
TOTALS		25 People	\$100 stipend * 25 + (\$2,500) 300 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.)

In an effort to actualize the Board's equity statement, LT has focused district-wide professional learning on cultivating belonging during the 2021-2022 school year. By utilizing Cobb and Krownapple's Dignity Framework, the staff has learned the indicators of belonging, organizational dispositions that must be present to cultivate belonging, and actions that can be taken to honor the dignity of all students.

To build off of this year, LT's Professional Learning Team will focus next year's learning on cultivating belonging in our instruction. Since this is a new topic in LT's professional learning design, we will employ the district's model of train-the-trainer. This model has been used effectively in the past to educate our staff on the formative assessment process, differentiated instruction, and disciplinary literacy. This model requires recruitment of willing staff members to receive extensive training early on, so they can later serve as the trainers to our larger faculty.

In January, twenty-five staff members volunteered to become Equity Ambassadors (or trainers). Throughout the months of January-May, these staff members are engaging in two book studies facilitated by Dr. Rowe. While the book studies are building the knowledge base of the Equity Ambassadors, a three-day summer workshop would allow for intentional application of this knowledge to their classroom instruction.

If approved, the first day would be facilitated by Ghody Muhammad. She is the author of *Cultivating Genius*, which is one of the books that the Equity Ambassadors are reading this spring. Dr. Muhammad will provide participants with a framework for developing unit and lesson plans that honor the identity and genius of every student. On the second and third days of this workshop, Dr. Rowe will guide Equity Ambassadors in designing discipline-based lessons that incorporate Dr. Muhammad's framework. These lessons will not only benefit the student recipients in the fall, but they will also benefit the faculty because they will serve as strong instructional models. Also, on the second and third days of this workshop, the Equity Ambassadors will outline the training they will provide on District Institute Days, as well as during volunteer opportunities (like Planning Period PD or L-Teams).

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
District budget hours	Grant hours <i>all Title II</i>
Other hours	Maximum cost allowable


**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

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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; width: 100px; margin: 0 auto;"> 3 of 5 </div>
B. Department Assessment & Research	
III. TITLE AND CRITERIA	
A. Workshop Title A-F Grading Workshop	B. Funding source(s) and account numbers <input checked="" type="checkbox"/> Grant Account <input 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 checked="" type="checkbox"/> 2. District Goals	
<input type="checkbox"/> 3. Federal and/or State Mandates:	

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. Course Team – 5 Teachers- TBD	June 1, 2	2 Days	30
2. Course Team – 5 Teachers- TBD	June 1, 2	2 Days	30
3. Course Team – 4 Teachers- TBD	June 1, 2	2 Days	24
4. Course Team – 4 Teachers- TBD	June 1, 2	2 Days	24
5.			
TOTALS		18 People	108

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 an effort to meet LT's grading goals of reporting learning by skills/concepts through an A-F (no percentages) scale, several additional course teams will transition to this reporting method in 2022-2023. Transitioning to grading by skills/concepts requires a restructuring of the course. Specifically, teams must realign their summative assessments so that they clearly evaluate the targeted skills/concepts. Additionally, teams must revise or redesign formative assessments to ensure students receive relevant feedback prior to the summative experience.</p> <p>This workshop will be facilitated by administrators who will review the purpose of the aforementioned grading system. Facilitators will provide teams a framework to: identify the targeted skills/concepts that will be reported in the gradebook, review their current assessments for these skills/concepts, align assessment items to these skills/concepts, and set up their gradebook to report by these skills/concepts. Additionally, facilitators will demonstrate how to set up a skills-based gradebook in Infinite Campus without using percentages and points.</p> <p>Following the review of the framework, course teams will collaborate to apply guidelines previously provided to all their units of study. While teams will likely need to work past the time provided in the workshop, the two-day opportunity will ensure a successful transition to the A-F grading scale. As a result, students in these courses in the 2022-23 school year will benefit from a grading system that clearly articulates their acquisition of knowledge and skills.</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 3/9/22

VIII. CURRICULUM OFFICE USE ONLY	
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Other hours	Maximum cost allowable

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A. Division Curriculum & Instruction	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 40px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">of</td> <td style="width: 40px; text-align: center;">5</td> </tr> </table>	4	of	5
4		of	5	
B. Department Assessment & Research				
III. TITLE AND CRITERIA				
A. Workshop Title Summer Professional Week Leaders	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 checked="" 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	NUMBER OF DAYS	TOTAL HOURS
1. Bowker, Nora	Session 8/8-12 + prep.	2	6
2. Wilcox, Krista	Session 8/8-12 + prep.	2	6
3. Salaymeh, Callie	Session 8/8-12 + prep.	2	6
4. Voy, Darragh	Session 8/8-12 + prep.	2	6
5. Vrtis, Jeremy	Session 8/8-12 + prep.	2	6
6. Rivan, Rebecca	Session 8/8-12 + prep.	2	6
7. Maffey, Joseph	Session 8/8-12 + prep.	2	6
8. Teacher Presenter	Session 8/8-12 + prep.	2	6
9. Teacher Presenter	Session 8/8-12 + prep.	2	6
10. Teacher Presenter	Session 8/8-12 + prep.	2	6
11. Teacher Presenter	Session 8/8-12 + prep.	2	6
TOTALS		22	66


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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With evolving grading practices, technological changes, and instructional needs, staff has a great deal to balance. The Professional Learning Team would like to offer a variety of three-hour (half day) sessions during the week of August 8th through August 11th to provide refresher training prior to the start of school. If this proposal is approved, each session will be assigned a date and time within the week of August 8-12. Staff will receive a brochure with session options and registration information.

The sessions that will be offered include:

- Actualizing the Dignity Standards
- Aligning Formatives to Summatives
- Assessment Design 101
- Creating a Variety of Formative and Summative Assessment Types
- Cultivating Belonging while Teaching the SEL Standards and Using the Formative Assessment Practices
- Designing Performance Tasks
- Effective Feedback
- Reading and Managing IEPs
- Tech Session 1: Canvas, Re-takes with Badges, and SecURLY
- Tech Session 2: Enhancing Instruction with Technology
- The Fundamentals of Differentiated Instruction

In order to run these sessions, facilitators will need time to plan and develop session resources. In addition, they will need time on the day of each session to facilitate. The above proposal indicates the nine staff facilitators will need six hours total to plan and run their session. Participants would receive a \$50.00 stipend for each three-hour session that they attend.

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 3/9/22

VIII. CURRICULUM OFFICE USE ONLY	
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Approved with revisions	Total hours approved
District budget hours	Grant hours <i>all Title II</i>
Other hours	Maximum cost allowable


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I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 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	<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; text-align: center;">5</td> <td style="width: 50px; text-align: center;">of</td> <td style="width: 100px; text-align: center;">5</td> </tr> </table>	5	of	5
5	of	5		
A. Workshop Title Refresher Training Sessions	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 checked="" 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	NUMBER OF DAYS	TOTAL HOURS
200 participants	Sessions 8/8-12	½ day = \$50	100 days
TOTALS		Per diem	\$10,000

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 evolving grading practices, technological changes, and instructional needs, staff has a great deal to balance. The Professional Learning Team would like to offer a variety of three-hour (half day) sessions during the week of August 8th through August 12th to provide refresher training prior to the start of school. If this proposal is approved, each session will be assigned a date and time within the week of August 8-12. Staff will receive a brochure with session options and registration information.</p> <p>The sessions that will be offered include:</p> <ul style="list-style-type: none"> • Actualizing the Dignity Standards • Aligning Formatives to Summatives • Assessment Design 101 • Creating a Variety of Formative and Summative Assessment Types • Cultivating Belonging while Teaching the SEL Standards and Using the Formative Assessment Practices • Designing Performance Tasks • Effective Feedback • Reading and Managing IEPs • Tech Session 1: Canvas, Re-takes with Badges, and SecURLY • Tech Session 2: Enhancing Instruction with Technology • The Fundamentals of Differentiated Instruction <p>Participants will receive a \$50 per diem stipend for each session they attend.</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 3/9/22

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
Approved with revisions ✓	Total hours approved
District budget hours	Grant hours <i>all Title II</i>
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m. • Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Fine Arts	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department World Language	
III. TITLE AND CRITERIA	1 of 1
A. Workshop Title Spanish II Alignment	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.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Laura Villanueva	TBD	4	20 hours
2. Maggie Hellermann	TBD	4	20 hours
3. Karly Enright	TBD	4	20 hours
4. Spanish 2 team member	TBD	4	20 hours
TOTALS		16	80

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 ultimate goal for students enrolled in this course is to enhance communication and comprehension of Spanish by using the language in authentic situations. To better achieve this goal, the Spanish II team will be basing our curriculum on Proficiency Based Teaching, enhanced with the textbook series "Autentico." We will diligently work to complete an array of tasks that, once implemented in the coming school year, will help us guide our students towards the overarching goal of communicating authentically while using auxiliary activities and materials provided by the textbook series.</p> <p>Our team has seen the need to review, revise and restructure our course to meet the needs of students whose Spanish experience has been disrupted due to Covid. This year we were able to piece together an additional unit to "even the playing field" but need a summer workshop to formally add it to our curricular sequence and make adjustments to our teaching timeline, summative and formative assessments and authentic teaching materials.</p>

VII. SIGNATURES AND APPROVAL	
<i>Margaret Hellermann</i>	02/07/2022
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
<i>Paula A. Nardi</i>	02/07/2022
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel <i>Scott [Signature]</i>	Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted ✓	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS

- Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first.
- Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m.
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II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY			
A. Division Global Studies	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <table border="1" style="margin-left: auto; margin-right: auto;"><tr><td style="width: 40px; text-align: center;">1</td><td style="width: 40px; text-align: center;">of</td><td style="width: 40px; text-align: center;">1</td></tr></table>	1	of	1
1		of	1	
B. Department Social Studies				
III. TITLE AND CRITERIA	B. Funding source(s) and account numbers			
A. Workshop Title U.S. History Workshop				
B. Selection Criteria Priority				
<input type="checkbox"/> 1. Approved Curriculum Change				
<input checked="" type="checkbox"/> 2. District Goals				
<input type="checkbox"/> 3. Federal and/or State Mandates:	<input type="checkbox"/> Grant Account			
	<input type="checkbox"/> District Budget Account			
	<input type="checkbox"/> Township Initiative			
	<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	NUMBER OF DAYS	TOTAL HOURS
1. Condon, Virginia	June 6-10	5	20
2. Johannes, Andrew	June 6-10	5	20
3. Vahl, Mica	June 6-10	5	20
4. AP U.S. History Teacher	June 6-10	5	20
5. U.S. History Prep. Teacher	June 6-10	5	20
6. U.S. History Prep. Teacher	June 6-10	5	20
7. U.S. History Prep. Teacher	June 6-10	5	20
8. U.S. History Prep. Teacher	June 6-10	5	20
9. U.S. History Accel Teacher	June 6-10	5	20
10. U.S. History Accel Teacher	June 6-10	5	20
11. U.S. History Accel Teacher	June 6-10	5	20
TOTALS		55	220


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.)

New Social Studies standards will be implemented in the [state of Illinois](#) for the 2022-2023 school year. These standards put an emphasis on teaching the skills of developing and planning inquiries, evaluating sources and using evidence, and communicating conclusions and taking informed action. While these skills have always been embedded in social studies courses to a degree, they have not always intentionally been the vehicle for delivering the social studies content. As a result, it will be necessary for some of LT's social studies courses to redesign or revise their curriculum through this new lens, which compliments LT's desire to move towards a skill/concept-based A-F grading system.

The U.S. History Preparatory and U.S. History Accelerated level courses would like to take advantage of the state's timely adoption of these new standards to revamp their curriculum. Redesigning the U.S. History curriculum would also provide an opportunity to ensure: the course content and course resources are inclusive of all American identities and perspectives, the units of study emphasize recurring patterns and themes that can be traced through time, the units of study are arranged intentionally to incorporate the formative assessment process, multiple types of summative assessment are woven throughout the curriculum, and formative assessments are tightly aligned to summative experiences.

With the plethora of curricular changes that need to be considered in the redesigning of the US History course at both the prep and accel levels, the process for engaging in this work will be slightly different than in the past. On the initial day of the workshop, the team would receive a review of the curriculum redesign process facilitated by the Curriculum Office, as well as a refresher on the formative assessment process from the Instructional Coach, and an overview of culturally responsive pedagogy facilitated by an Equity Ambassador. With a clear redesign framework in place and an expectation of the instructional components, the team and Instructional Coach would then collaborate to develop the course units of instruction, complete the essential curriculum documents for both the prep and accel levels (curriculum map, pacing guide, and syllabus) and set-up their skills/concept-based A-F gradebook. Since the first day of the workshop would be devoted to learning, the team is requesting five days of four hours per day to complete the redesign. Additionally, the proposal includes a representative from the World History course and AP U.S. History course. The inclusion of these staff members will allow other courses to follow a similar process with making curricular changes in the future.

If this summer workshop is granted, students in U.S. Prep and Accel courses in the 2022-2023 school year would engage in a curriculum that uses the new skills-based standards to deliver the history content in a student-centered and culturally responsive manner. Their learning would be communicated through a skills/concept-based gradebook.

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 <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <i>✓</i>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable


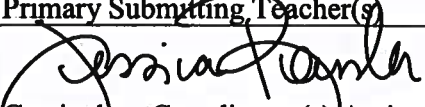
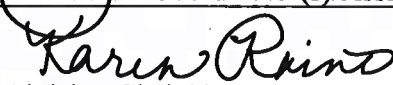

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 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.) <table border="1" style="margin-left: auto; margin-right: auto;"><tr><td style="width: 20px; text-align: center;">1</td><td style="width: 20px; text-align: center;">of</td><td style="width: 20px; text-align: center;">3</td></tr></table>	1	of	3
1		of	3	
B. Department English				
III. TITLE AND CRITERIA				
A. Workshop Title EL Reading	B. Funding source(s) and account numbers			
B. Selection Criteria Priority	<input checked="" 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			

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. Deana Mancini	6/2 – 6/4	3	15
2.			
3.			
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TOTALS		3	15

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>EL Reading is a course that has not run in the past 15 years. We have reformatted the course to reach more students at a variety of English language proficiency levels. This summer workshop would allow Deana Mancini, Reading Specialist and ESL endorsed teacher, to create the outcomes, skill alignment, assessments, and content of the course as well analyze student ACCESS data from 2022 in order to differentiate for students' specific needs.</p>

VII. SIGNATURES AND APPROVAL	
 Primary Submitting Teacher(s) Deana Mancini	Date 2.7.22
 Curriculum Coordinator(s) Assistant Division Chair(s)	2.7.22 Date
 Division Chair(s)	Date 2.7.22
Director of Curriculum/Instruction or Personnel 	Date 3/9/02

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal

I. DIRECTIONS

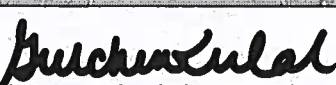
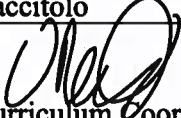


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II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division LAD	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">2 of 3</div>
B. Department English	
III. TITLE AND CRITERIA	
A. Workshop Title English II (Honors)	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

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. Gretchen Kulat	6/2, 6/3, 6/6	3	15
2. Vikki Reid	“	“	“
3. Anna Meyers Caccitolo	“	“	“
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TOTALS		3	45

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.)

English II Honors has adopted a new text, *How Much of These Hills is Gold*, for the 22-23 school year. In addition, this team did not meet in a PLC during the 21-22 school year. Workshop time will be utilized to plan how to integrate the text into the existing curriculum and to create engaging lessons and summative assignments that fit well with the other units in the course. In addition, we will work to ensure formative and summative assignments are aligned overall.

VII. SIGNATURES AND APPROVAL	
 Primary Submitting Teacher(s) Gretchen Kulat, Vikki Reid, Anna Meyers-Caccitolo	Date 2.7.22
 Curriculum Coordinator(s)/Assistant Division Chair(s)	2.7.22 Date
 Division Chair(s)	2.7/22 Date
Director of Curriculum/Instruction or Personnel 	Date 3/9/22

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal

I. DIRECTIONS

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- Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m.
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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.) <div style="text-align: center;">3 of 3</div>
B. Department English	
III. TITLE AND CRITERIA	
A. Workshop Title English IV (Prep) Perspectives in World Literature	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
<input 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

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. Kari Karubas	6/2 – 6/4	3	15
2. TBD	6/2 – 6/4	3	15
3.			
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TOTALS		3	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.)

The Perspectives in World Literature course will adopt the textbook entitled *Uncharted Territory* by Jim Burke for the 22-23 school year. This workshop would allow this teaching team to align content, skills, and assessment to the text and would create a more cohesive, and engaging class overall.

VII. SIGNATURES AND APPROVAL	
<i>Kari Karubas</i> (electronic signature) Primary Submitting Teacher(s)	2.7.22 Date
<i>Jessica Ponder</i> Curriculum Coordinator(s)/Assistant Division Chair(s)	2.7.22 Date
<i>Karen Reind</i> Division Chair(s)	2.7.22 Date
Director of Curriculum/Instruction or Personnel <i>[Signature]</i>	Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 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	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 50px; text-align: center;">1</td> <td style="width: 50px; text-align: center;">of</td> <td style="width: 50px; text-align: center;">6</td> </tr> </table>	1	of	6
1	of	6		
A. Workshop Title Health Care Careers	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:	<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	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. TBA 1		5	25
2. TBA 2		5	25
TOTALS		10	50

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>Introduction to Healthcare Careers is a new course offered to 9th and 10th grade students. As it is the foundation of the Healthcare Career pathway, this workshop will allow the instructors to develop the expectations for the course and plan for units and labs.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> ● Develop units and lab activities around the core competencies of healthcare careers. ● Develop a Curriculum Map with common formative and summative assessments aligned to standards. ● Develop a Course Syllabus.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
<i>Britt Lindahl</i> Curriculum Coordinator(s)/Assistant Division Chair(s)	Date <i>02/07/22</i>
Division Chair(s) <i>Coll V/T</i>	Date <i>2/7/22</i>
Director of Curriculum/Instruction or Personnel <i>[Signature]</i>	Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
Approved with revisions <i>Reduced Semester courses = 5 days</i>	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal

DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 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;">6</div>
B. Department Science	
III. TITLE AND CRITERIA	
A. Workshop Title Urban Agriculture	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:	<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	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. TBA 1		10	50
2. TBA 2		10	50
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>Urban Agriculture is a new science course available to 11th and 12th grade students. The course focuses on sustainable agricultural practices that can be used in an urban area with limited space. This year-long course will include labs and partnerships with area businesses and not-for-profit groups.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> ● Develop units and lab activities around the core competencies of urban agriculture. ● Develop a Curriculum Map with common formative and summative assessments aligned to standards. ● Develop a Course Syllabus.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
<i>Britt Lindahl</i> Curriculum Coordinator(s)/Assistant Division Chair(s)	Date <i>02/07/22</i>
<i>Coll Ust</i> Division Chair(s)	Date <i>2/7/22</i>
<i>[Signature]</i> Director of Curriculum/Instruction or Personnel	Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS	
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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	Math		
III. TITLE AND CRITERIA		3	of 6
A. Workshop Title	Data Probability	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:		<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	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. TBA 1		5	25
2. TBA 2		5	25
TOTALS		10	50

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.)
Develop new course curriculum map, assessments, classroom experiences, etc.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
<i>Britt Kendall</i> Curriculum Coordinator(s)/Assistant Division Chair(s)	Date <i>02/07/22</i>
Division Chair(s) <i>Coll Vest</i>	Date <i>2/7/22</i>
Director of Curriculum/Instruction or Personnel <i>[Signature]</i>	Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
<i>- Reduced -</i> Approved with revisions <i>Semester course = 5 days</i>	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 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;">5 of 6</div>
B. Department Math	
III. TITLE AND CRITERIA	
A. Workshop Title Math Alt Assessment	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 checked="" type="checkbox"/> 2. District Goals:	
<input type="checkbox"/> 3. Federal and/or State Mandates:	

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 1		3	15
2. TBA 2		3	15
3. TBA 3		3	15
4. TBA 4		3	15
5. TBA 5		3	15
6. TBA 6		3	15
7. TBA 7		3	15
8. TBA 8		3	15
9. TBA 9		3	15
10. TBA 10		3	15
TOTALS		30	150

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>Instruction will be provided on how alternative forms of assessment benefit students and align with Common Core State Standards Mathematical Practices. Teams will then have time to develop assessments and rubrics that provide alternatives to traditional tests that could be used as additional means of measuring student learning in place of/in addition to traditional tests. Team members will take their alternative assessment back to the PLC's for use during the 2022-2023 school year.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
<i>Britt Lindahl</i>	
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date <i>02/07/22</i>
Division Chair(s) <i>Cell VP</i>	Date <i>2/7/22</i>
Director of Curriculum/Instruction or Personnel <i>[Signature]</i>	Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
<i>Condensed 4 workshops into 1. fewer hours.</i> Approved with revisions	Total hours approved
District budget hours	Grant hours <i>all Title I</i>
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS	
<ul style="list-style-type: none"> ● Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 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		B. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)	
B. Department Science			
III. TITLE AND CRITERIA		6	of 6
A. Workshop Title Biology Storylining		B. Funding source(s) and account numbers	
B. Selection Criteria Priority		<input type="checkbox"/>	Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change		<input checked="" type="checkbox"/>	District Budget Account
<input checked="" 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	NUMBER OF DAYS	TOTAL HOURS
1. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
2. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
3. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
4. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
5. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
6. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
7. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
8. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
9. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
10. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
11. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
TOTALS		22	\$2200

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>During the 2018-2019 school year, LT's Biology Team fully implemented a story-lining curriculum, which is aligned to the Next Generation Science Standards. Each unit in this curriculum is driven by a scientific story. Students uncover the story as they engage in inquiry and investigation that builds upon itself with each successive day. Scientific skills and cross-cutting concepts are embedded in every unit of study, thereby, increasing the amount of exposure and practice students receive.</p> <p>The purpose of this summer training is to review storylining concepts for those who have worked with the process since 2018 and provide initial training for those new to the biology team.</p> <p>Sessions will be led by a trainer to ensure all teachers have the same storylining understanding. Training will include an overview of philosophy, development of instructional strategies, and structure of storylining units.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
<i>Britt Lindahl</i> Curriculum Coordinator(s)/Assistant Division Chair(s)	Date <i>02/07/22</i>
<i>Collie Velt</i> Division Chair(s)	Date <i>2/7/22</i>
<i>[Signature]</i> Director of Curriculum/Instruction or Personnel	Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
Approved with revisions <i>Added all team members</i>	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 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 3
A. Workshop Title Yoga curriculum	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
X 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. District Goals: 1	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates: 3	<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	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Cassie Niego	6/13-6/14	2	10
2. Brittany Sidoti	6/13-6/14	2	10
3. Missy Mitidiero	6/13-6/14	2	10
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS			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.)
<p>This will be our final opportunity to have our certified Yoga instructors collaborate on our new Yoga curriculum. While there has been a significant amount of planning that has gone into the development of this class, it will be important to have dedicated time to take the course plans, unit plans, and individual lessons that have been developed and ensure they are linked to standards and are assessed in an accurate way. While each teacher is a 200 hour Yoga certified instructor, it will be important that all teachers collaborate to ensure we are providing a safe, supported, and consistent curriculum regardless of instructor.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> - Yoga curriculum map with common formative and summative assessments that are aligned to standards. - The development of supplemental learning materials for students in the course. - The development of individual lessons linked to SHAPE standards, IL Learning standards, and SEL standards.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) <i>C. N. [Signature]</i>	Date <i>2/3/22</i>
Curriculum Coordinator(s)/Assistant Division Chair(s) <i>[Signature]</i>	Date <i>2/3/22</i>
Division Chair(s) <i>[Signature]</i>	Date <i>2/3/22</i>
Director of Curriculum/Instruction or Personnel <i>[Signature]</i>	Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal

I. DIRECTIONS	
•	Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first.
•	Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 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 PE III/IV- Strength Training				
III. TITLE AND CRITERIA	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">of</td> <td style="width: 20px; text-align: center;">3</td> </tr> </table>	2	of	3
2	of	3		
A. Workshop Title Jr/Sr Strength Training	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 checked="" 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.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Bryan Aloisio	6/6/22-6/7/22	2	10
2. Bryan Bergman	6/6/22-6/7/22	2	10
3. Katie Meyers	6/6/22-6/7/22	2	10
4. Missy Mitidiero	6/6/22-6/7/22	2	10
5. Kurt Weinberg	6/6/22-6/7/22	2	10
6.			
7.			
8.			
9.			
10.			
TOTALS			50

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>This summer workshop would be essential for creating vertical alignment as well as progression for our Strength Training courses.</p> <p>Sophomore Strength is providing our students with an incredible introductory course for our students, and therefore, our Junior and Senior Strength Training will need to vertically align while adding progression to compound and auxiliary lifting techniques, supplementary exercises, skills and cognitive assessments. This summer workshop will be vital to our Junior and Seniors in Strength Training courses.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> • Vertically aligned curriculum with differentiated curriculum for students that repeat the Junior/Senior course • Adjusted formative and summative assessments that are aligned to the revised curriculum

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) Missy Mitidiero	Date 1/26/22
Curriculum Coordinator(s)/Assistant Division Chair(s) <i>Susie Myz</i>	Date 2/3/22
Division Chair(s) <i>[Signature]</i>	Date 2/3/22
Director of Curriculum/Instruction or Personnel <i>[Signature]</i>	Date 3/9/22

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable


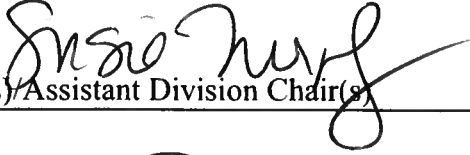


**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS	
•	Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first.
•	Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 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 Welfare		
III. TITLE AND CRITERIA		3	of 3
A. Workshop Title	Freshman SEL Curriculum	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 checked="" 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.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Bryan Bergman	June 6-7	2	10
2. Dan Bielawski	June 6-7	2	10
3. Amanda Buchanan	June 6-7	2	10
4. Gretchen Jochum	June 6-7	2	10
5. Sami Melendez	June 6-7	2	10
6. Jason Brauer	June 6-7	2	10
7.			
8.			
9.			
10.			
TOTALS			60

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 Freshman Physical Education PLC will utilize summer workshop time to look at student data regarding social emotional learning. Based upon this data, the Freshman PLC will update and redesign the current curriculum to continue to meet district and state goals. Currently there are 16 SEL lessons that are taught to freshman physical education students throughout the course of a school year. The PLC would appreciate the time to improve the SEL experience for all freshman students to ensure we are providing an impactful experience for all students.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> • an analysis of student data collected over the first 5 years in the RULER curriculum • Revised unit plan and curriculum based on student data and teacher reflections.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) 	Date 2/3/22
Curriculum Coordinator(s)/Assistant Division Chair(s) 	Date 2/3/22
Division Chair(s) 	Date 2/3/22
Director of Curriculum/Instruction or Personnel 	Date 3/9/22

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Special Education, PE	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Special Education, PE	
III. TITLE AND CRITERIA	1 of 1
A. Workshop Title LIFE Health Curriculum	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 checked="" 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.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Beth Rappa	6/13-6/15	3	15
2. Scott Walker	6/13-6/15	3	15
3. Kristine Vins	6/13-6/15	3	15
4. Daniella Gutierrez	6/13-6/15	3	15
5. Kate Wohlgemuth	6/13-6/15	3	15
6.			
7.			
8.			
9.			
10.			
TOTALS			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 Health curriculum is currently delivered to students in LIFE A and LIFE B classes within their academic courses. A community agency partner works with the LIFE A and LIFE B teachers to prepare the lessons. After encountering scheduling conflicts this year, we identified a need to deliver the Health curriculum within the LIFE PE class to ensure that all students have access to the curriculum, to reduce impact on other academic content time, to ensure that the curriculum includes all required state standards, and to align with the general education Health curriculum.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> - The development of individual lessons linked to IL Learning standards, SEL standards, and the required content to be covered through health education. - The development of common formative and summative assessments that are aligned to standards. - The development of supplemental learning materials for students in the course.

VII. SIGNATURES AND APPROVAL	
<i>Janelli Huxerrey</i> <i>Beth Papp</i> Primary Submitting Teacher(s) <i>Kate Wohlgenoth</i>	Date <i>2/7/22</i>
<i>Kate Wohlgenoth</i> Curriculum Coordinator(s)/Assistant Division Chair(s)	Date <i>2/7/22</i>
<i>Melissa Mace</i> Division Chair(s)	Date <i>2/7/22</i>
Director of Curriculum/Instruction or Personnel	<i>Scott G... 3/9/22</i> Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m. • Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY			
A. Division Student Services	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; width: 20%; text-align: center;">1</td> <td style="border: none; width: 20%; text-align: center;">of</td> <td style="border: 1px solid black; width: 20%; text-align: center;">2</td> </tr> </table>	1	of	2
1		of	2	
B. Department				
III. TITLE AND CRITERIA	B. Funding source(s) and account numbers			
A. Workshop Title Co-Teaching Pilot Training	<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 checked="" type="checkbox"/> 2. District Goals				
<input checked="" type="checkbox"/> 3. Federal and/or State Mandates:				

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 Per Diem (Days x \$100)
1. Language Arts Teacher	June 9, 10	2	\$200
2. Language Arts Teacher	June 9, 10	2	\$200
3. Language Arts Teacher	June 9, 10	2	\$200
4. Language Arts Teacher	June 9, 10	2	\$200
5. Global Studies Teacher	June 9, 10	2	\$200
6. Global Studies Teacher	June 9, 10	2	\$200
7. Global Studies Teacher	June 9, 10	2	\$200
8. Global Studies Teacher	June 9, 10	2	\$200
9. Special Education Teacher	June 9, 10	2	\$200
10. Special Education Teacher	June 9, 10	2	\$200
11. Special Education Teacher	June 9, 10	2	\$200
12. Special Education Teacher	June 9, 10	2	\$200
13. Amy Johnson	June 9, 10	2	\$200
14. Math Teacher	June 9, 10	2	\$200
15. Math Teacher	June 9, 10	2	\$200
16. Math Teacher	June 9, 10	2	\$200
17. Science Teacher	June 9, 10	2	\$200
18. Science Teacher	June 9, 10	2	\$200
19. Science Teacher	June 9, 10	2	\$200
TOTALS		38	\$3,800

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.)

Co-teaching has become an integral part of educators' efforts to raise the achievement of students with disabilities and reduce the gap between their achievement and that of their peers. However, co-teaching is far more than assigning two teachers to a classroom. In this 2-day workshop led by Marilyn Friend, essential topics for building strong co-teaching partnerships and refining instructional practices will be explored.

Here are the guiding questions and related key topics we'll address:

1. What is co-teaching? What are terms sometimes confused with co-teaching?

- The vocabulary and concepts of co-teaching
- Co-teaching v. team teaching v. collaboration v. inclusion

2. How are special education services implemented within co-teaching?

- Definition of specially designed instruction (SDI)
- Characteristics of SDI
- Co-teachers' obligations to implement SDI

3. How do co-teachers build (or renew) their partnership?

- Professional roles of co-teachers
- Suggestions for the beginning of a new school year
- Self-awareness and self-understanding

4. Why is co-teaching essential in today's schools?

- Legislation and policy related to co-teaching
- Data on co-teaching effectiveness Research on co-teaching
- Student data supporting co-teaching

5. How do co-teachers create instructional intensity through co-teaching?

- Description of six co-teaching approaches, including variations of them
- Strategies for grouping students for co-teaching
- Examples of lessons and evidence-based instructional strategies that are more easily implemented or enhanced through co-teaching

6. What is needed to make co-teaching sustainable?

- Common planning time and scheduling co-teaching
- Co-teaching class composition
- Administrative support for co-teaching

7. What are common co-teaching issues, dilemmas, and challenges?

- Partnership problems (reluctant partners; absent partners)
- Parent questions and concerns
- Your additional questions and concerns

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s) <i>Restallera</i>	Date <i>3/9/22</i>
Director of Curriculum/Instruction or Personnel <i>[Signature]</i>	Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours	Grant hours <i>all Title II</i>
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m. • Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY			
A. Division Student Services	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <table style="margin-left: auto; margin-right: auto; border: 1px solid black;"> <tr> <td style="border: 1px solid black; padding: 2px 10px;">2</td> <td style="border: 1px solid black; padding: 2px 10px;">of</td> <td style="border: 1px solid black; padding: 2px 10px;">2</td> </tr> </table>	2	of	2
2		of	2	
B. Department				
III. TITLE AND CRITERIA	B. Funding source(s) and account numbers			
A. Workshop Title Co-Teaching Pilot	<input type="checkbox"/> Grant Account			
B. Selection Criteria Priority	<input checked="" type="checkbox"/> District Budget Account			
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> Township Initiative			
<input checked="" type="checkbox"/> 2. District Goals	<input type="checkbox"/> Other			
<input checked="" type="checkbox"/> 3. Federal and/or State Mandates:				

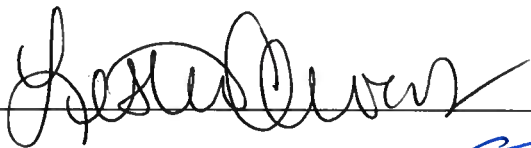

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. English I Prep Teacher	June 13-15	3	15
2. English I Prep Teacher	June 13-15	3	15
3. English I Prep Teacher	June 13-15	3	15
4. World History Teacher	June 13-15	3	15
5. World History Teacher	June 13-15	3	15
6. Special Education Teacher - English	June 13-15	3	15
7. Special Education Teacher - English	June 13-15	3	15
8. Special Education Teacher - History	June 13-15	3	15
9. Special Education Teacher - History	June 13-15	3	15
TOTALS		27	135

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.)

LTHS will be launching a co-teaching instructional delivery model in English I Prep and World History Prep in the fall of 2022. At the core of this model are the co-teachers who will need time to coordinate a number of elements and establish roles and responsibilities that they will learn in a two-day training with Marilyn Friend.

Following the two-day training on the elements of co-teaching, participants in this workshop will work together to review the IEPs of the Special Education students enrolled in the course to determine the required specialized instruction. The pairs will create instructional plans and determine a structure and schedule for common planning, delivery of instruction, and assessment of student learning.

VII. SIGNATURES AND APPROVAL

Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s) 	Date 3/9/22
Director of Curriculum/Instruction or Personnel 	Date 3/9/22

VIII. CURRICULUM OFFICE USE ONLY

Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours	Grant hours <i>all Title II</i>
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL


CURRICULUM OFFICE 100 S. Brainard Ave., LaGrange, IL 60525-2101

- Tel: (708) 579-6470
- E-mail: seggerding@lths.net
- Fax: (708) 579-6036
- Website: www.lths.net



SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Bran Waterman
Board of Education

FROM: Scott Eggerding 

DATE: April 12, 2022

RE: 2022-2023 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.

The only District costs associated with the entire list of texts in this agenda item are requests for class sets/digital access to an anthology of essays, poems, short stories, photography and comix that will provide supplementary readings in English III Accel and Prep, English IV World Perspectives, and English IV Multicultural Lit. The total District costs in this proposal total \$15,600 for class sets. The cost of the online access is approximately \$9 per student and the online works interact with Canvas.

You will also notice a supply request for our Introduction to Healthcare Careers course. Students will purchase their own lab coats and stethoscopes to participate in the labs.

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.

Text Adoption/Change by Designation

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 Cost
LAD/English	English III Prep and Accel, Am Lit & Comp, English IV World Perspectives, English IV Multicultural Lit	Uncharted Territory	9780393884357		CS	\$65.00	240	\$15,600.00
GS: Business	Consumer Economics	Economics Education for Consumer 4th	9780538448888		CS			\$0.00
GS: Business	Business Law	Law for Business and Personal use	9780538496902		CS			\$0.00
GS: Business	Introduction to Business	Business Management 13th	9781111571726		CS			\$0.00
GS: Business	Web Page Development	New Perspectives on HTML, CSS & Dynamic HTML	9781111526436		CS			\$0.00
Special Education	US History	America: History of our Nation	9780133230048		CS	\$0.00		\$0.00
Special Education	Practical Math	Mathematics Concepts and Workbook	9780785437819/33		CS	\$0.00		\$0.00
\$15,600.00								

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 Cost
LAD/English	English III Prep and Accel, Am Lit & Comp, English IV World Perspectives, English IV Multicultural Lit	Uncharted Territory	9781324019022		CN	\$50.00	700	\$35,000.00
GS: Business	PC Repair and Maintenance (A)	COMPTIA A+ Guide to Information Technology 11th	9780357674604	3*	CN	\$120.00	50	\$6,000.00
Science	Intro to Healthcare Careers	Stethoscope and Lab Coat			CN	\$52.93	182	\$9,633.26
Student Services	Alternative English III/IV	There Are No Children Here	9780385265565		CN	\$10.79	25	\$269.75
Student Services	Alternative English III/IV	A Lesson Before Dying	9780375702709		CN	\$9.49	25	\$237.25
\$51,515.01								

Text Adoption/Change by Designation Dropped Books

Division/Dept.	Course	Text	ISBN	Age of Book	Cost per	Enroll	Estimated
GS: FCS	Adult Living	Strengthening Family and Self	9781590701249	DRP	\$0.00		\$0.00
Special Education	BASE I and BASE II	Executive Functioning: A Blueprint for Success	9781630802226	DRP	\$0.00		\$0.00
Special Education	LIFE English and LIFE Reading	Reading Mastery Choice		DRP	\$0.00		\$0.00
Special Education	LIFE Mathematics	Connecting Math Concepts Levels C, D, & Wkbk.		DRP	\$0.00		\$0.00

Divisional Cost Summary

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enrollment	Estimated Cost
LAD/English	English III Prep and Accel, Am Lit & Comp, English IV World Perspectives, English IV Multicultural Lit	Uncharted Territory	9781324019022	N/A	CN	\$50.00	700	\$35,000.00
			9780393884357		CS	\$65.00	240	\$15,600.00

Total **\$15,600.00**

Cost to District \$15,600.00

Division/Dept	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enrollment	Estimated Cost
GS: Business	PC Repair and Maintenance (A+)	COMPTIA A+ Guide to Information Technology 11	9780357674604	3*	CN	\$120.00	50	\$6,000.00
GS: Business	Consumer Economics	Economics Education for Consumer 4th	9780538448888		CS			\$0.00
GS: Business	Business Law	Law for Business and Personal use	9780538496902		CS			\$0.00
GS: Business	Introduction to Business	Business Management 13th	9781111571726		CS			\$0.00
GS: Business	Web Page Development	New Perspectives on HTML, CSS & Dynamic HTML	9781111526436		CS			\$0.00
GS: Social Studies	Economics	Economics: Concepts and Choices	9780618594030		CS			\$0.00
GS: FCS	Adult Living	Strengthening Family and Self	9781590701249		DRP			\$0.00

Total **\$6,000.00**

Cost to District \$0.00

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enrollment	Estimated Cost
Science	Intro to Healthcare Careers	Stethoscope and Lab Coat		N/A	CN	\$52.93	182	\$9,633.26

Total **\$9,633.26**

Cost to District \$0.00

Divisional Cost Summary

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enrollment	Estimated Cost
Special Education	US History	America: History of our Nation	9780133230048		CS	\$0.00		\$0.00
Special Education	BASE I and BASE II	Executive Functioning: A Blueprint for Success	9781630802226		DRP	\$0.00		\$0.00
Special Education	LIFE English and LIFE Reading	Reading Mastery Choice			DRP	\$0.00		\$0.00
Special Education	LIFE Mathematics	Connecting Math Concepts Levels C, D, & Wkbk.			DRP	\$0.00		\$0.00
Special Education	Practical Math	Mathematics Concepts and Workbook	9780785437819/33		CS	\$0.00		\$0.00

Total \$0.00

Cost to District \$0.00

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enrollment	Estimated Cost
Student Services	Alternative English III/IV	There Are No Children Here	9780385265565		CN	\$10.79	25	\$269.75
Student Services	Alternative English III/IV	A Lesson Before Dying	9780375702709		CN	\$9.49	25	\$237.25
Student Services	Alternative English III/IV	The Freedom Writer's Diary	9780385494229		CN	\$14.99	25	\$374.75

Total \$881.75

Cost to District \$0.00

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022-2023 Textbook/Core Reading/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 17, 3:00 p.m.
- Submit form electronically *and* hard copy.
- Nota Bene: examination copy of text/material must accompany request.
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Language Arts
Department	English
Course Title	English III (Accel) (Prep): Am. Lit. & Comp.; English IV World Perspectives; English IV Multicultural Am. Lit.
Course Number(s)	LA7331/2; LA5331/2; LA5321/2; LA4351/2
Course Level	III and IV
Projected Enrollment for 2022-2023	Est. 1000 for all 4 courses

II. ADD or DROP FOR YEAR		
	ADD	DROP
2022-23	X	
2023-24		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Uncharted Territory: A High School Reader	
Author(s)	Jim Burke	
Publisher	W. W. Norton & Company;	
Copyright Date/Edition	Second edition – June 1, 2022	
ISBN 13#	978-0393884357	
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source	Norton School Quote	

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback	X	E-book	
Hardback w/digital		CD Rom	
Paperback		Website subscription	
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)		
Teacher Desk Copies		
Blackline Masters	Software	
Workbooks/Lab Manuals	CD Roms	
Wraparound Editions	E-book	
Study Guides	Test Banks	
Videos	Other	

VI. Comments (Box will expand as needed)
This text will be a class set and for \$9 students will have access to the digital version.



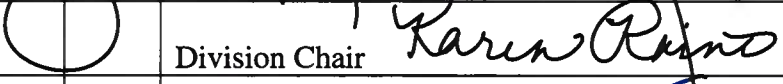

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT = District purchase - student rental, CS = District purchase - class set, IL = State purchase - student rental, CN = Student purchase	
District (DT)	
District (CS)	\$65.00
State Textbook Loan Program IL	
Student (CN)	\$9
Grant (specify)	
Total cost to student for course (CN above + other CN and fees for the course)	\$9

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

Unchartered Territory by Jim Burke is a diverse anthology of short fiction and non-fiction that is organized thematically. This text will serve as an additional resource for students in junior American Literature courses as well as for seniors in Perspectives in World Literature and Multicultural Literature. The text mirrors many of the themes that students explore in each course and offers novel pairings for students which will encourage more independent reading. Additionally, the text provides writing opportunities that are relevant as well as writing resources to help students as they grow in their abilities to write narrative, expository, and argument pieces. Teaching teams will collaborate to identify the pieces that will be taught in each class.

B. Signatures Division chair signature indicates approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, it indicates assurances regarding the use of the stated instructional objectives and consistency and alignment with District level standards and expectations.

1.	Teacher(s)		R. Darrah; N. Hulbert; J. Roessler		Date 3.3.22
2.	Recommend	X	Do Not Recommend	 Assistant Division Chair	Date 3.3.22
3.	Approved	X	Not Approved	 Division Chair	Date 3.3.22
4.	Approved	A	Not Approved	 Director of Curriculum/Instruction	Date 4/5/22

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	IL (State Loan Program)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
 • Division Chair/Assistant Division Chair
 • Bookstore

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022-23 Textbook/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 3, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 17
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Global Studies
Department	Business Education
Course Title	PC Repair & Maintenance (A+)
Course Number(s)	BU4836, BU4837, BU4831, BU4832
Course Level	III
Projected Enrollment for 2022-23	50

II. ADD/DROP YEAR		
	ADD	DROP
2022-23	X	X
2023-24		
2024-25		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	COMPTIA A+ Guide to Information Technology Technical Support, 11 th Edition	COMPTIA A+ Guide to Information Technology Technical Support, 10 th Edition
Author(s)	Jean Andrews, Joy Dark Shelton, Nicholas Pierce	Jean Andrews; Joy Dark Shelton; Jill West
Publisher	Cengage Learning NGL	Cengage Learning NGL
Copyright Date/Edition	Copyright 2023 Available May 2022	Copyright 2020
ISBN 13#	9780357674604	978-0-357-10829-1
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level	High School / College	High School / College
Catalog/Web/Purchase Source	Cengage Learning NGL	Cengage Learning NGL

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback		E-book	X
Hardback w/digital		CD Rom	
Paperback		Website subscription	X
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)		
Teacher Desk Copies		4
Blackline Masters	Software	
Workbooks/Lab Manuals	Videos	
Wraparound Editions	E-book	
Study Guides	Test Banks	

VI. Comments (Box will expand as needed)	
Subscription Offerings	
<p>Cengage Unlimited</p> <p>Provide students access to all Cengage eBooks and online homework platforms—plus at least 4 free hardcopy textbook rentals (\$7.99 S&H each), study tools and more—in one place, for one price.</p>	<p>student price starts at \$119.99</p> <p>LEARN MORE</p>

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5 year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	\$120
Grant: (specify in comments above)	72
Total cost to student for course (CN above + other CN and fees for the course)	\$120

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

The COMPTIA A+ Guide to Information Technology Tech Support is the industry standard text that prepares students for the COMPTIA A+ exam. Because the book and the exam are geared toward IT Tech Support that is current, the book changes frequently. There are a number of ways to purchase the material. The Cengage Unlimited version gives students access to the homework as well as the textbook. When the e-book and the homework module are purchased separately, the two items cost \$139. The hardback book costs \$150 and has no access to the homework. We are suggesting the cost be borne by the student here, but we may be able to subsidize the cost of the e-book for about 1/3 of the total price. As presented, the student would pay the full amount, but we expect to be able to reduce that cost with the support of the District.

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s)					Date
2.	Recommend		Do Not Recommend		Assistant Division Chair	Date
3.	Approved		Not Approved		Division Chair	Date
4.	Approved	X	Not Approved		Director of Curriculum and Instruction <i>Scott Sperry</i>	Date 4/5/22

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
- Division Chair/Assistant Division Chair
- Bookstore

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022-23 Textbook/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 3, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 17
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Global Studies Division
Department	Business Education
Course Title	Consumer Economics
Course Number(s)	BU 0551 & BU 0552
Course Level	III
Projected Enrollment for 2022-23	??

II. ADD/DROP YEAR		
	ADD	DROP
2022-23		
2023-24		
2024-25		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Economics Education for Consumers 4e	
Author(s)	Roger Miller and Alan Stafford	
Publisher	South-Western / Cengage Learning	
Copyright Date/Edition	2010 / 4 th edition	
ISBN 13#	978-0-5384-4888-8	
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback	<input checked="" type="checkbox"/>	E-book	<input type="checkbox"/>
Hardback w/digital	<input type="checkbox"/>	CD Rom	<input type="checkbox"/>
Paperback	<input type="checkbox"/>	Website subscription	<input type="checkbox"/>
Paperback w/digital	<input type="checkbox"/>	Workbook/Lab Manual	<input type="checkbox"/>

V. TEACHING MATERIALS (need accurate count)		
Teacher Desk Copies		
Blackline Masters		Software
Workbooks/Lab Manuals		Videos
Wraparound Editions		E-book
Study Guides		Test Banks

VI. Comments (Box will expand as needed)


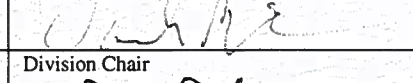
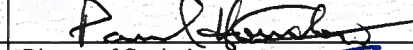

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5 year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	X
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

The book is not being used as a primary set and is used more as reference. Requesting to change from district rental to class set.

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s): Greg Gerritsen	Krista Wilcox		Assistant Division Chair	Date 3/24/2022
2.	Recommend	<input checked="" type="checkbox"/>	Do Not Recommend		Date 3/25/2022
3.	Approved	<input checked="" type="checkbox"/>	Not Approved		Date 3-25-2022
4.	Approved	<input checked="" type="checkbox"/>	Not Approved		Date 4/5/22

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
 • Division Chair/Assistant Division Chair
 • Bookstore

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022-23 Textbook/Instructional Material Adoption/Change Form**

- Teacher(s) submits to Division chairs by Friday, December 3, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 17
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Global Studies Division
Department	Business Education
Course Title	Business Law
Course Number(s)	BU5811 & BU5812
Course Level	III
Projected Enrollment for 2022-23	??

II. ADD/DROP YEAR		
	ADD	DROP
2022-23		
2023-24		
2024-25		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Law for Business & Personal Use	
Author(s)	Adamson & Morrison	
Publisher	South-Western / Cengage Learning	
Copyright Date/Edition	2012 / 19 th edition	
ISBN 13#	978-0-538-49690-2	
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback	X	E-book	
Hardback w/digital		CD Rom	
Paperback		Website subscription	
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)	
Teacher Desk Copies	
Blackline Masters	Software
Workbooks/Lab Manuals	Videos
Wraparound Editions	E-book
Study Guides	Test Banks

VI. Comments (Box will expand as needed)

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5 year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	X
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

The book is not being used as a primary set and is used more as reference. Requesting to change from district rental to class set.

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s): Greg Gerritsen	<i>Greg Gerritsen</i>			Assistant Division Chair	Date 3/23/2022
2.	Recommend	<input checked="" type="checkbox"/>	Do Not Recommend		<i>[Signature]</i> Assistant Division Chair	Date 3/25/2022
3.	Approved	<input checked="" type="checkbox"/>	Not Approved		<i>[Signature]</i> Division Chair	Date 3-25-22
4.	Approved	<input checked="" type="checkbox"/>	Not Approved		<i>[Signature]</i> Director of Curriculum and Instruction	Date 4/5/22

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
 • Division Chair/Assistant Division Chair
 • Bookstore

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022-23 Textbook/Instructional Material Adoption/Change Form**

- Teacher(s) submits to Division chairs by Friday, December 3, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 17
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Global Studies Division
Department	Business Education
Course Title	Introduction to Business
Course Number(s)	BU 5111, BU5112, BU5116, BU5117
Course Level	III
Projected Enrollment for 2022-23	??

II. ADD/DROP YEAR		
	ADD	DROP
2022-23		
2023-24		
2024-25		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Business Management 13e	
Author(s)	Burrow Kleindl	
Publisher	Cengage Learning	
Copyright Date/Edition	2013	
ISBN 13#	978-1-1115-7172-6	
CD Rom Included? ISBN#	No	
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback	<input checked="" type="checkbox"/>	E-book	<input type="checkbox"/>
Hardback w/digital	<input type="checkbox"/>	CD Rom	<input type="checkbox"/>
Paperback	<input type="checkbox"/>	Website subscription	<input type="checkbox"/>
Paperback w/digital	<input type="checkbox"/>	Workbook/Lab Manual	<input type="checkbox"/>

V. TEACHING MATERIALS (need accurate count)		
Teacher Desk Copies		
Blackline Masters		Software
Workbooks/Lab Manuals		Videos
Wraparound Editions		E-book
Study Guides		Test Banks

VI. Comments (Box will expand as needed)

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5 year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	X
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

The book is not being used as a primary set and is used more as reference. Requesting to change from district rental to class set.

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s): Greg Gerritsen & Ryan Gerenstein	<i>Greg Gerritsen & Ryan Gerenstein</i>			Date 2/28/2022
2.	Recommend	<input checked="" type="checkbox"/>	Do Not Recommend	Assistant Division Chair <i>[Signature]</i>	Date 3/25/2022
3.	Approved	<input type="checkbox"/>	Not Approved	Division Chair <i>[Signature]</i>	Date 3-29-22
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	Director of Curriculum and Instruction <i>[Signature]</i>	Date 4/5/22

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
 • Division Chair/Assistant Division Chair
 • Bookstore

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022-23 Textbook/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 3, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 17
- Submit form electronically and hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Global Studies Division
Department	Business Education
Course Title	Web Page Development
Course Number(s)	BU4841, BU4842, BU4846, BU4847
Course Level	III
Projected Enrollment for 2022-23	??

II. ADD/DROP YEAR		
	ADD	DRO
2022-23		
2023-24		
2024-25		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	New Perspectives on HTML, CSS and Dynamic HTML	
Author(s)	Patrick Carey	
Publisher	Cengage Learning	
Copyright Date/Edition	2013 / 5 th Edition	
ISBN 13#	978-1-1115-2643-6	
CD Rom Included? ISBN#	No	
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback		E-book	
Hardback w/digital		CD Rom	
Paperback	X	Website subscription	
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			
Blackline Masters		Software	
Workbooks/Lab Manuals		Videos	
Wraparound Editions		E-book	
Study Guides		Test Banks	

VI. Comments (Box will expand as needed)

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5 year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	X
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

The book is not being used as a primary set and is used more as reference. Requesting to change from district rental to class set.

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s): Ryan Gerenstein	<i>Ryan Gerenstein</i>			Date 2-28-22
2.	Recommend	<input checked="" type="checkbox"/>	Do Not Recommend	Assistant Division Chair <i>[Signature]</i>	Date 3-25-2022
3.	Approved	<input type="checkbox"/>	Not Approved	Division Chair <i>[Signature]</i>	Date 3-25-22
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	Director of Curriculum and Instruction <i>[Signature]</i>	Date 4/5/22

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
 • Division Chair/Assistant Division Chair
 • Bookstore

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022-23 Textbook/Instructional Material Adoption/Change Form**

- **Teacher(s) submits to Division chairs by Friday, December 3, 3:00 p.m.**
- **Chairs submit signed forms and copies of books for Board Room display by Friday, December 17**
- **Submit form electronically and hard copy (single sided and signed)**
- **Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.**
- **Do not add any surcharges, shipping charges, tax, etc., to costs.**

I. COURSE INFORMATION	
Division	Global Studies
Department	Social Studies
Course Title	Economics
Course Number(s)	SS5916/SS5917 & SS5911/SS5912
Course Level	Level 3
Projected Enrollment for 2022-23	200

II. ADD/DROP YEAR		
	ADD	DROP
2022-23		
2023-24		
2024-25		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Economics: Concepts and Choices	
Author(s)	Meek, Morton, Schug	
Publisher	McDougal Littell	
Copyright Date/Edition	2008	
ISBN 13#	978-0-618-59403-0	
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback	X	E-book	
Hardback w/digital		CD Rom	
Paperback		Website subscription	
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)		
Teacher Desk Copies		
Blackline Masters		Software
Workbooks/Lab Manuals		Videos
Wraparound Editions		E-book
Study Guides		Test Banks

VI. Comments (Box will expand as needed)
This is the current book distributed to students. This is a request to make the textbook a class set rather than having students take them.





VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5 year cycle	0
CS: Class Sets of texts purchased by the District and stored in classrooms	0
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	0

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

Students would have better use of the economics textbook if it was a classroom set rather than distributed to each individual student. The class could utilize the textbook more often with less disruption to instructional time that would improve student learning. It would result in no cost to the district and would require this organization for the bookstore distributing and collecting books every semester.

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s)				Assistant Division Chair	Date 1/7/22
2.	Recommend		Do Not Recommend		Division Chair	Date 1-7-2022
3.	Approved		Not Approved		Paul Houston	Date 1-7-2022
4.	Approved	X	Not Approved		Director of Curriculum and Instruction	Date 4/5/22

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- c: • Director of Curriculum & Instruction
- Division Chair/Assistant Division Chair
- Bookstore

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022-23 Textbook/Instructional Material Adoption/Change Form

- **Teacher(s) submits to Division chairs by Friday, December 3, 3:00 p.m.**
- **Chairs submit signed forms and copies of books for Board Room display by Friday, December 17**
- **Submit form electronically and hard copy (single sided and signed)**
- **Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.**
- **Do not add any surcharges, shipping charges, tax, etc., to costs.**

I. COURSE INFORMATION	
Division	Global Studies
Department	Family and Consumer Sciences
Course Title	Adult Living
Course Number(s)	FC5411 & FC5412
Course Level	III
Projected Enrollment for 2022-23	50

II. ADD/DROP YEAR		
	ADD	DROP
2022-23		X
2023-24		
2024-25		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title		Strengthening Family & Self
Author(s)		Leona Johnson
Publisher		The Goodheart-Willcox Company, Inc.
Copyright Date/Edition		2004
ISBN 13#		978-1590701249
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback		E-book	
Hardback w/digital		CD Rom	
Paperback		Website subscription	
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			
Blackline Masters		Software	
Workbooks/Lab Manuals		Videos	
Wraparound Editions		E-book	
Study Guides		Test Banks	

VI. Comments (Box will expand as needed)


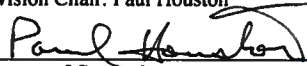

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5 year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

The textbook is outdated and has not been used in the course since a curriculum change in 2019. This course no longer needs a textbook because of the presence of student Chromebooks.

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s)					Date
2.	Recommend		Do Not Recommend		Assistant Division Chair: Danielle Radzialowski	Date 1/31/2022
3.	Approved		Not Approved		Division Chair: Paul Houston	Date
4.	Approved	X	Not Approved		Director of Curriculum and Instruction: Scott Eggerding	Date 4/5/22

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
 • Division Chair/Assistant Division Chair
 • Bookstore

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022-23 Textbook/Instructional Material Adoption/Change Form**

- Teacher(s) submits to Division chairs by Friday, December 3, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 17
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Math/Science
Department	Science
Course Title	Intro to Healthcare Careers
Course Number(s)	SN2116/7
Course Level	III
Projected Enrollment for 2022-23	182

II. ADD/DROP YEAR		
	ADD	DROP
2022-23	x	
2023-24		
2024-25		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	ParaMed Stethoscope Unisex Student Lab Coat	
Author(s)		
Publisher		
Copyright Date/Edition		
ISBN 13#		
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback		E-book	
Hardback w/digital		CD Rom	
Paperback		Website subscription	
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			
Blackline Masters		Software	
Workbooks/Lab Manuals		Videos	
Wraparound Editions		E-book	
Study Guides		Test Banks	

VI. Comments (Box will expand as needed)

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5 year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	\$23.95 \$28.98
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$52.93

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

Students will purchase their own lab coat and stethoscope for use in the course. This will be used regularly throughout the course and should not be shared for safety concerns.

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s)	<i>Amber Beemer</i>			Date	<i>4/5/22</i>
2.	Recommend	<input checked="" type="checkbox"/>	Do Not Recommend	Assistant Division Chair	Date	<i>4/4/22</i>
				<i>Annette Orrico</i>		
3.	Approved	<input checked="" type="checkbox"/>	Not Approved	Division Chair	Date	<i>4/4/22</i>
				<i>Collin Voigt</i>		
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	Director of Curriculum and Instruction	Date	<i>4/5/22</i>
				<i>Scott Speltz</i>		

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
 • Division Chair/Assistant Division Chair
 • Bookstore

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022-23 Textbook/Instructional Material Adoption/Change Form

- **Teacher(s) submits to Division chairs by Friday, December 3, 3:00 p.m.**
- **Chairs submit signed forms and copies of books for Board Room display by Friday, December 17**
- **Submit form electronically and hard copy (single sided and signed)**
- **Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.**
- **Do not add any surcharges, shipping charges, tax, etc., to costs.**

I. COURSE INFORMATION	
Division	Special Education
Department	Special Education
Course Title	US History
Course Number(s)	IP2211/12
Course Level	
Projected Enrollment for 2022-23	

II. ADD/DROP YEAR		
	ADD	DROP
2022-23		
2023-24		
2024-25		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	America: History of Our Nation	
Author(s)		
Publisher	Prentice Hall	
Copyright Date/Edition	2013	
ISBN 13#	978013323000048 or 013323004x	
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback		E-book	
Hardback w/digital		CD Rom	
Paperback		Website subscription	
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			
Blackline Masters		Software	
Workbooks/Lab Manuals		Videos	
Wraparound Editions		E-book	
Study Guides		Test Banks	

VI. Comments (Box will expand as needed)

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5 year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	x
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

This is no longer published so we cannot get enough copies for all students. Shifting from District Text to Class Set.

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s)				Assistant Division Chair	Date
2.	Recommend	<input checked="" type="checkbox"/>	Do Not Recommend		Al Dyer	Date 4-4-22
3.	Approved	<input checked="" type="checkbox"/>	Not Approved		Division Chair Melissa Moore	Date 4-4-22
4.	Approved	<input checked="" type="checkbox"/>	Not Approved		Director of Curriculum and Instruction Scott Ferguson	Date 4/5/22

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
 • Division Chair/Assistant Division Chair
 • Bookstore

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022-23 Textbook/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 3, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 17
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Special Education
Department	Special Education
Course Title	BASE I & BASE II
Course Number(s)	IP0316/17 & IP0326/27 & IP0321/22
Course Level	
Projected Enrollment for 2022-23	

II. ADD/DROP YEAR		
	ADD	DROP
2022-23		X
2023-24		
2024-25		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title		Executive Functioning: A Blueprint for Success Guide
Author(s)		Rush Neurobehavioral Center
Publisher		Rush Neurobehavioral Center
Copyright Date/Edition		2016 – 2 nd Edition
ISBN 13#		9781630802226
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback		E-book	
Hardback w/digital		CD Rom	
Paperback		Website subscription	
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			
Blackline Masters		Software	
Workbooks/Lab Manuals		Videos	
Wraparound Editions		E-book	
Study Guides		Test Banks	

VI. Comments (Box will expand as needed)

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5 year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	X
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

Rush Neurobehavioral Center no longer publishes this guide. BASE classes will continue to use the curriculum, but shift to in-class resources.

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s)				Assistant Division Chair	Date
2.	Recommend	<input checked="" type="checkbox"/>	Do Not Recommend		<i>Al Diaz</i>	Date 4-4-22
3.	Approved	<input checked="" type="checkbox"/>	Not Approved		<i>Melissa Moore</i>	Date 4-4-22
4.	Approved	<input checked="" type="checkbox"/>	Not Approved		<i>Scott Grogg</i>	Date 4/5/22

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
 • Division Chair/Assistant Division Chair
 • Bookstore

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022-23 Textbook/Instructional Material Adoption/Change Form**

- Teacher(s) submits to Division chairs by Friday, December 3, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 17
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Special Education
Department	Special Education
Course Title	LIFE English & LIFE Reading
Course Number(s)	IP1516/17 & IP1616/17
Course Level	
Projected Enrollment for 2022-23	

II. ADD/DROP YEAR		
	ADD	DROP
2022-23		X
2023-24		
2024-25		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title		Reading Mastery Choice
Author(s)		
Publisher		
Copyright Date/Edition		
ISBN 13#		
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback		E-book	
Hardback w/digital		CD Rom	
Paperback		Website subscription	
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			
Blackline Masters		Software	
Workbooks/Lab Manuals		Videos	
Wraparound Editions		E-book	
Study Guides		Test Banks	

VI. Comments (Box will expand as needed)

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5 year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	X
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

This curriculum has not been used in our LIFE program.

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s)					Date
2.	Recommend	<input checked="" type="checkbox"/>	Do Not Recommend		Assistant Division Chair	Date
3.	Approved	<input checked="" type="checkbox"/>	Not Approved		Division Chair	Date
4.	Approved	<input checked="" type="checkbox"/>	Not Approved		Director of Curriculum and Instruction	Date

Handwritten signatures and dates:
 Row 2: *[Signature]*, Date: 4-4-22
 Row 3: *Melissa Moore*, Date: 4-4-22
 Row 4: *[Signature]*, Date: 4/5/22

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
 • Division Chair/Assistant Division Chair
 • Bookstore

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022-23 Textbook/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 3, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 17
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Special Education
Department	Special Education
Course Title	LIFE Mathematics
Course Number(s)	IP1216/17
Course Level	
Projected Enrollment for 2022-23	

II. ADD/DROP YEAR		
	ADD	DROP
2022-23		X
2023-24		
2024-25		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title		Connecting Math Concepts Level C and Level D Connecting Math Concepts Workbook
Author(s)		
Publisher		McGraw Hill
Copyright Date/Edition		
ISBN 13#		
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback		E-book	
Hardback w/digital		CD Rom	
Paperback		Website subscription	
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			
Blackline Masters		Software	
Workbooks/Lab Manuals		Videos	
Wraparound Editions		E-book	
Study Guides		Test Banks	

VI. Comments (Box will expand as needed)

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5 year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	X
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

This curriculum has not been used in our LIFE program.

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s)					Date
2.	Recommend	<input checked="" type="checkbox"/>	Do Not Recommend		Assistant Division Chair	Date
3.	Approved	<input checked="" type="checkbox"/>	Not Approved		Division Chair	Date
4.	Approved	<input checked="" type="checkbox"/>	Not Approved		Director of Curriculum and Instruction	Date

Al Dy...
Melissa Moore
Scott...

4-4-22
 4-4-22
 4/5/22

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
 • Division Chair/Assistant Division Chair
 • Bookstore

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022-23 Textbook/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 3, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 17
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Special Education
Department	Special Education
Course Title	Practical Math
Course Number(s)	IP1241/42
Course Level	
Projected Enrollment for 2022-23	

II. ADD/DROP YEAR		
	ADD	DROP
2022-23		
2023-24		
2024-25		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Mathematics Concepts Mathematics Concepts Workbook	
Author(s)	Siegfried Haenisch	
Publisher	AGS Publishing Circle	
Copyright Date/Edition	2005	
ISBN 13#	9780785437819 9780785437833	
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback		E-book	
Hardback w/digital		CD Rom	
Paperback		Website subscription	
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			
Blackline Masters		Software	
Workbooks/Lab Manuals		Videos	
Wraparound Editions		E-book	
Study Guides		Test Banks	

VI. Comments (Box will expand as needed)

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5 year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	x
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

This is no longer published so we cannot get enough copies for all students. Shifting from District Text to Class Set.

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s)				Assistant Division Chair	Date
2.	Recommend	<input checked="" type="checkbox"/>	Do Not Recommend		Division Chair	Date
3.	Approved	<input checked="" type="checkbox"/>	Not Approved		Director of Curriculum and Instruction	Date
4.	Approved	<input checked="" type="checkbox"/>	Not Approved			Date

Handwritten signatures and dates:
 Row 2: *AK Dyr*, Date: *4-4-22*
 Row 3: *Melissa Moore*, Date: *4-4-22*
 Row 4: *Scott Fry*, Date: *4/5/22*

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
 • Division Chair/Assistant Division Chair
 • Bookstore

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022-23 Textbook/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 3, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 17
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Student Services
Department	Alternative
Course Title	English III / IV
Course Number(s)	AL0031 / AL0041
Course Level	LIII
Projected Enrollment for 2022-23	25

II. ADD/DROP YEAR		
	ADD	DROP
2022-23	X	
2023-24		
2024-25		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	There Are No Children Here	
Author(s)	Alex Kotlowitz	
Publisher	Anchor Books / Random House	
Copyright Date/Edition	Feb, 1992	
ISBN 13#	0-375-26556-5	
CD Rom Included? ISBN#	N/A	
Software ISBN#	N/A	
Reading Level		
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE		
Hardback	<input type="checkbox"/>	E-book
Hardback w/digital	<input type="checkbox"/>	CD Rom
Paperback	<input checked="" type="checkbox"/>	Website subscription
Paperback w/digital	<input type="checkbox"/>	Workbook/Lab Manual

V. TEACHING MATERIALS (need accurate count)		
Teacher Desk Copies		
Blackline Masters		Software
Workbooks/Lab Manuals		Videos
Wraparound Editions		E-book
Study Guides		Test Banks

VI. Comments (Box will expand as needed)

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5 year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	\$ 10.79
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$ 35.27

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s)					Date
2.	Recommend	Do Not Recommend		Assistant Division Chair		Date
3.	Approved	Not Approved		Division Chair <i>Dan Ed</i>		Date 4/4/22
4.	Approved	Not Approved		Director of Curriculum and Instruction		Date

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
 • Division Chair/Assistant Division Chair
 • Bookstore

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022-23 Textbook/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 3, 3:00 p.m.
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- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION

Division	Student Services
Department	Alternative
Course Title	English III / III
Course Number(s)	AL0031 / AL0041
Course Level	L III
Projected Enrollment for 2022-23	25

II. ADD/DROP YEAR

	ADD	DROP
2022-23	X	
2023-24		
2024-25		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION

	ADD	DROP
Text/Material Title	A Lesson Before Dying	
Author(s)	Ernest J. Gaines	
Publisher	Vintage	
Copyright Date/Edition	Sept. 1994	
ISBN 13#	978-03757702709	
CD Rom Included? ISBN#		
Software ISBN#	X	
Reading Level		
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE

Hardback	E-book
Hardback w/digital	CD Rom
Paperback	Website subscription
Paperback w/digital	Workbook/Lab Manual

V. TEACHING MATERIALS (need accurate count)

Teacher Desk Copies	
Blackline Masters	Software
Workbooks/Lab Manuals	Videos
Wraparound Editions	E-book
Study Guides	Test Banks

VI. Comments (Box will expand as needed)


VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)

DT: District Text adopted for a minimum 5 year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	\$ 9.49
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$ 35.27

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s)				Assistant Division Chair	Date
2.	Recommend		Do Not Recommend		Division Chair	Date
3.	Approved		Not Approved			Date 4/4/22
4.	Approved		Not Approved		Director of Curriculum and Instruction	Date

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
 • Division Chair/Assistant Division Chair
 • Bookstore

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022-23 Textbook/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 3, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 17
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Student Services
Department	Mathematics
Course Title	English III / IV
Course Number(s)	AL0031 / AL0041
Course Level	LTII
Projected Enrollment for 2022-23	25

II. ADD/DROP YEAR		
	ADD	DROP
2022-23	X	
2023-24		
2024-25		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	The Freedom Writers Diary	
Author(s)	Erin Gruwell	
Publisher	Crown	
Copyright Date/Edition	Oct. 1999	
ISBN 13#	978 - 0385494229	
CD Rom Included? ISBN#		
Software ISBN#	X	
Reading Level		
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback		E-book	
Hardback w/digital		CD Rom	
Paperback	✓	Website subscription	
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			
Blackline Masters		Software	
Workbooks/Lab Manuals		Videos	
Wraparound Editions		E-book	
Study Guides		Test Banks	

VI. Comments (Box will expand as needed)

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5 year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	\$ 14.99
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$ 35.29

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level standards and expectations.

1.	Teacher(s)					Date
2.	Recommend		Do Not Recommend		Assistant Division Chair	Date
3.	Approved		Not Approved		Division Chair <i>Dan Ed</i>	Date 4/4/22
4.	Approved		Not Approved		Director of Curriculum and Instruction	Date

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
 • Division Chair/Assistant Division Chair
 • Bookstore

LYONS TOWNSHIP HIGH SCHOOL



Language Arts Division

TO: Scott Eggerding, Director of Curriculum and Instruction
Brian Waterman, Superintendent
Board of Education

FROM: Karen Raino, Language Arts Division Chair

DATE: March 15, 2022

RE: Summer Reading 2022

The Summer Reading Committee has been working since December 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. For LT Summer Reading 2022, 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 not 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 May. 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 nine years.

LT Summer Reading List 2022

Fiction					Non-Fiction
<i>The Ace of Spades</i> by Faridah Abiké-Iyimidé	<i>The Cruel Prince</i> by Holly Black	<i>Field Guide to the North American Teenager</i> by Ben Philippe	<i>The Night Circus</i> by Erin Morgenstern	<i>A River Runs Through It</i> by Norman Maclean	<i>Ask Iwata</i> by Satoru Iwata
<i>Angel of Greenwood</i> by Randi Pink	<i>A Cuban Girl's Guide to Tea and Tomorrow</i> by Laura Taylor Namey	<i>A Good Girl's Guide to Murder</i> by Holly Jackson	<i>One of Us Is Lying</i> by Karen M. McManus	<i>Such a Fun Age</i> by Kiley Reid	<i>The Anthropocene Reviewed</i> by John Green
<i>Bluebird</i> by Sharon Cameron	<i>Dial A for Aunties</i> by Jesse Q. Sutanto	<i>The Grapes of Wrath</i> by John Steinbeck	<i>Pride</i> by Ibi Zoboi	<i>They Both Die at the End</i> by Adam Silvera	<i>Code Girls: The Untold Story of the American Women Code Breakers in WW2</i> by Liza Mundy
<i>Carry On</i> by Rainbow Rowell	<i>Dig</i> by A. S. King	<i>The King of Scars</i> by Leigh Bardugo	<i>Red, White, and Royal Blue</i> by Casey McQuiston	<i>Truly Devious</i> by Maureen Johnson	<i>Crying in H Mart</i> by Michelle Zauner
<i>Crave</i> by Tracy Wolff	<i>The Epic Crush of Genie Lo</i> by F.C. Yee	<i>Lockwood & Co. The Screaming Staircase</i> by Jonathan Stroud	<i>Renegades</i> by Marissa Meyer	<i>Where the Crawdads Sing</i> by Delia Owens	<i>When Harry Met Minnie</i> by Martha Teichner

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, 2022.

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.

1. ***The Men We Reaped*** by Jesmyn Ward
2. ***Poet Warrior*** by Joy Harjo
3. ***Killers of the Flower Moon: The Osage Murders and the Birth of the FBI*** by David Grann
4. ***Work Won't Love You Back*** by Sarah Jaffe
5. ***Dreamland: The True Tale of America's Opiate Epidemic*** by Sam Quinones
6. ***Heartland*** by Sarah Smarsh
7. ***Educated*** by Sara Westover
8. ***The Story of More: How We Got to Climate Change and Where We Go From Here*** by Hope Jahren
9. ***Quiet*** by Susan Cain
10. ***Wild*** by Cheryl Strayed

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 2022.

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

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



SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Brian Waterman
Board of Education

FROM: Scott D. Eggerding *SE*

DATE: April 12, 2022

RE: Grading Practices Update

Following the Grading Practices Update in February, Dr. Waterman asked that I follow up on three questions that the Board raised. Those questions are:

- What are other high schools doing with changes to grading practices?
- How do colleges view changes to grading practices?
- How are we involving and supporting teachers with the implementation of grading practices?

The attached presentation slides and articles are intended to provide the Board with more context for our changes to grading practices in relation to other Chicago area high schools, our associate middle schools, college admissions officers, and the structure we have in place to support teachers.

What are other high schools doing with changes to grading practices?

To answer this question, Katie Smith and I developed a survey which we sent to CADCA, the Chicago Area Directors of Curriculum and Assessment. This professional organization represents 70 school Districts. We received responses from 32. More information about who responded and what they had to say are in the presentation slides. We asked questions about where their schools are now and where they see themselves in 5 years. We also asked about the struggles they have faced and what kinds of questions they are hearing from their students, parents and community. The final slide in this section shares a thumbnail sketch of the grading practices at our associate schools.

How do colleges view changes to grading practices?

The topic of college admissions is well-researched. When it comes to admissions data, NACAC (National Association for College Admissions Counseling) conducts surveys every 2 years. Given the pandemic, they have not published a survey since 2019, but the impact of the pandemic can be extrapolated by the findings. Attached, you will find the section of their 2019 review of admissions that pertains to “Factors in Admissions Decisions.”

Two other articles have been included on the perspective of standards-based grading and the conditions and impacts that it has on admissions. As a reminder, we do not have a standards-based grading system. Our assessments are aligned to course outcomes which are aligned to standards, but we do not measure student performance against a specific standard and we do not report grades based on standards. That being said, we have eliminated the components of our grade that are related to behavior, which is common with standards-based grading.

One follow-up question that was asked at the February meeting had to do with the use of plus and minus distinctions with grades. I have not been able to find anything where a college or professional organization has written anything about disregarding + and – distinctions, although in speaking with Lianne Musser and my colleagues at other schools, as well as the admissions officers from University of Chicago, University of Illinois at Urbana Champaign and De Paul, plusses and minuses are not considered, which may explain why I cannot find anything mentioning them. I will continue to look, though.

How are we involving and supporting teachers with the implementation of grading practices?

Lastly, you will see two slides explaining where we have come since 2017 and showing our Grading Implementation Team structure. The Implementation Team includes administrators and a teacher from every Division. This group put together the changes to the grading practices for second semester this year and has been instrumental in putting together our grading implementation plan prior to the pandemic. We have reconstituted this team in November and have been meeting bi-weekly since.

Based on feedback from that group, we have also re-convened our Grading Communication Committee which will help to share information about how we arrived at the practices we are employing and sharing some of the information that we have learned from other schools, such as the results from the CADCA survey. We expect to re-convene other committees as we move into next year, since we are making no changes to our grading practices for the fall. Our short-term goal is to improve what we already have in place.

The presentation ends with our vision and purpose for grading. Hopefully you can see how our vision and purpose align with the survey results, admissions articles and the implementation of our grading practices up to this point. We know we can provide additional training and supports and we will have the opportunity to better refine our courses and assessments through a curriculum review process that will begin next year. The more we can reiterate our purpose and vision for grades and share how those grades will be received by colleges, the more we can ensure equitable, accurate, bias-resistant and motivational grades that measure what students have learned. Thank you for the opportunity to provide detailed and researched answers to your questions.

RECOMMENDATION:

This item is informational.

Answers to Questions About Grading


Tonight's Questions

What are other high schools doing with changes to grading practices?

How do colleges view changes to grading practices?

How are we involving and supporting teachers with the implementation of grading practices?





1. What are other high schools doing with changes to grading practices?



CADCA Survey

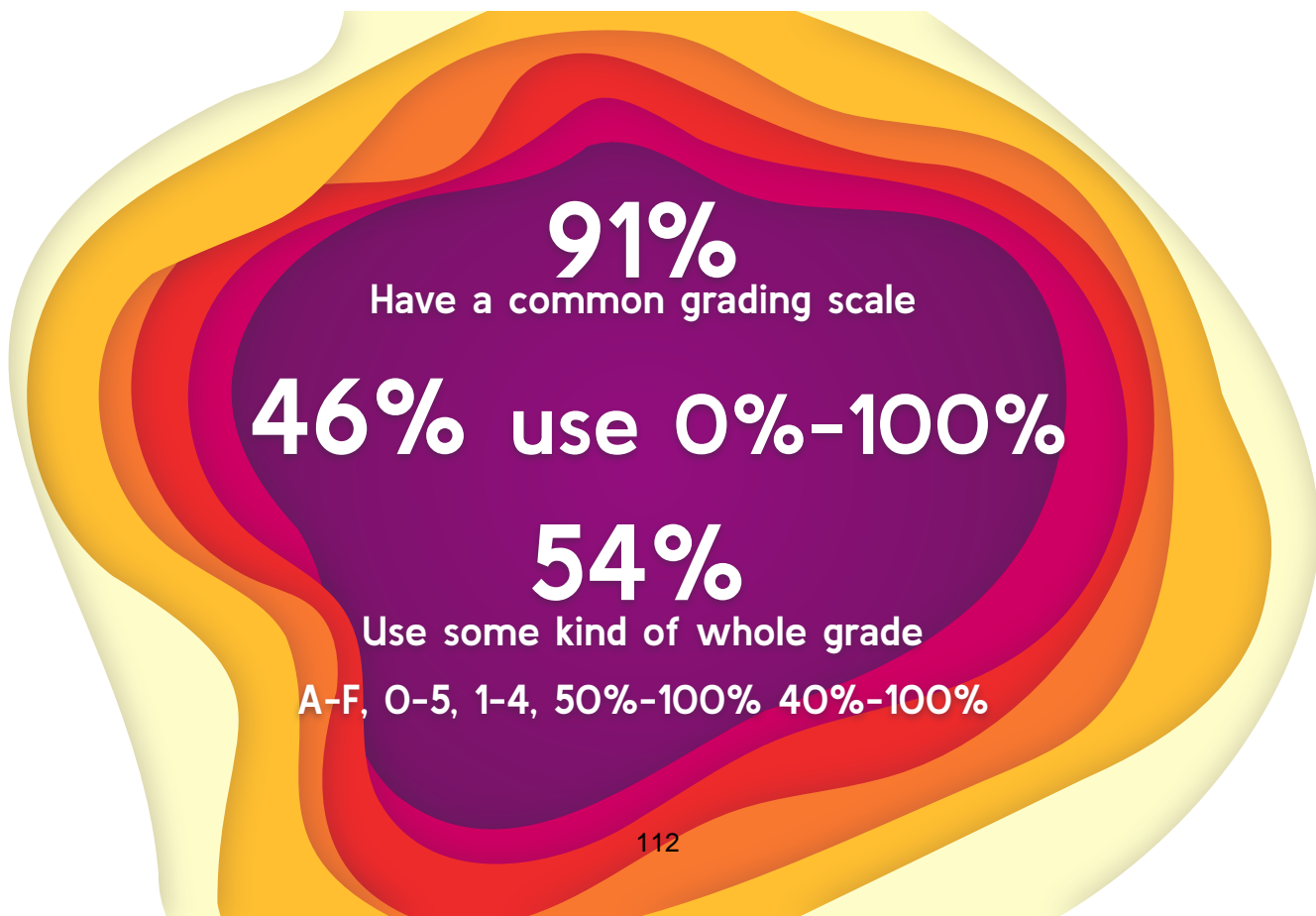
CADCA is a group of suburban school district Assistant Superintendents and Directors that represents 70 school districts including 300 high schools which serve approximately 400,000 students

High Schools Responding to Survey

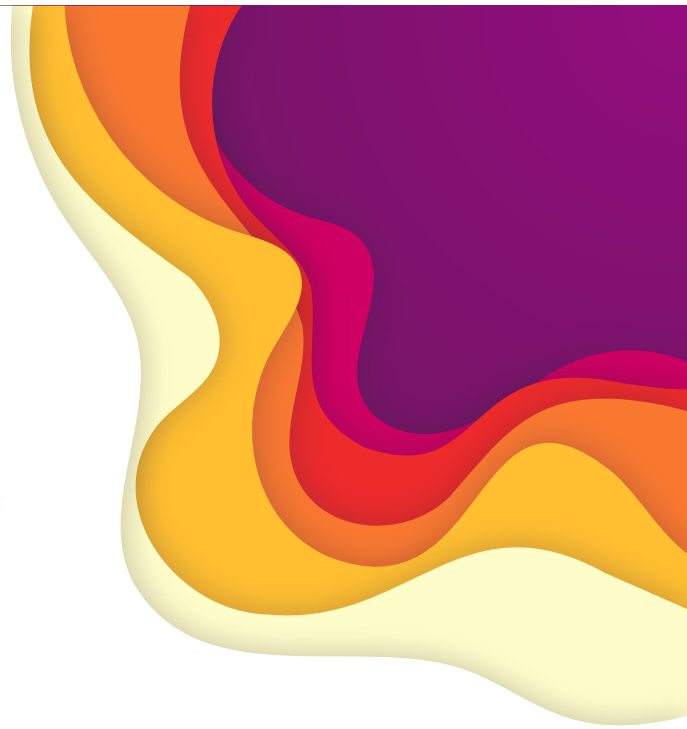
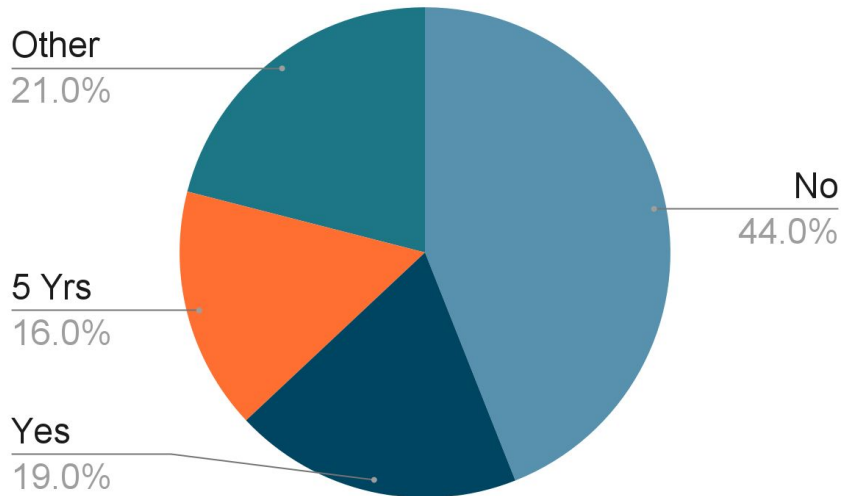
Evanston * York * Morton
Hinsdale Central & South
Addison Trail * Willowbrook
Maine West, South, East
Glenbard N, S, E and W
Lake Park * Fenton * Grant
Oak Lawn * Warren Twp.
Hampshire * Jacobs
Dundee-Crown * LTHS
Libertyville * Vernon Hills
Antioch * Lakes * Waukegan

Joliet Central and West
Niles West and East
Downers Grove North & South
Metea Valley * Neuqua Valley
Waubonsie Valley * Lake Forest
Lincoln-Way Central, East, West
Homewood Flossmoor
Richmond Burton * West Chicago
Highland Park * Deerfield
Oak Park River Forest * Leyden

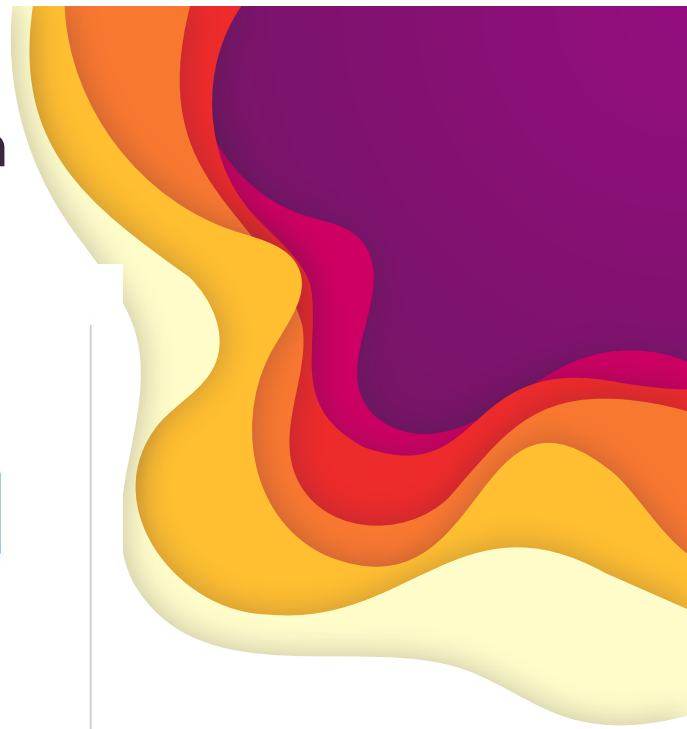
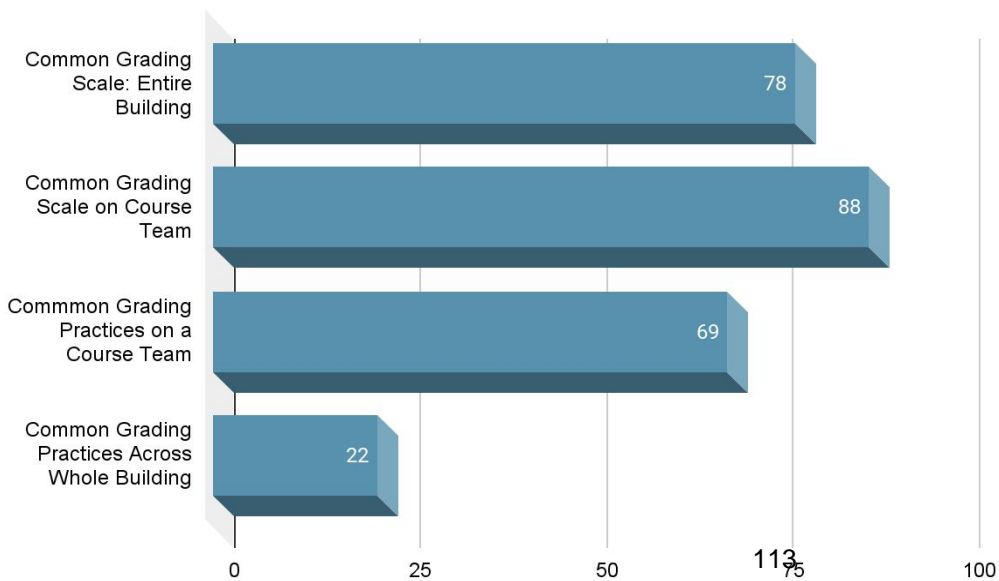
Note—Some of these high schools are part of a unit District, which affects how some of the following data points are reported.



Do High Schools Use Standards-Based Grading?



How Consistent Are Your High School Grading Practices?



Assessments

FORMATIVES

14% Count as 0% of grade
 29% Count as 10% of grade
 21% Count as 20% of grade
 29% Count as no more than 30%



SUMMATIVES

29% Count as 100% of the grade
 Remainder range from 60% to 95% or do not have a set percentage for summatives

46% Have eliminated finals
 23% Count as another summative
 31% Count up to 20% of grade

EXAMS

Some schools are standards based, so they do not count points or percentages. Others allow a department to determine weights. Another replaced final exams with mastery exams (no harm finals).

OTHER

Grading in LT Associate Schools

District 101

K-5 standards based.
 6-8 award grades with allowances for retakes and using 20% formatives and 80% summatives

District 102

K-8 use proficiency scales of 1-4. No grades are given. Only summatives count.

District 105

Formatives are weighted less than summatives. Summatives are primary. Grades are awarded.

District 106

Grades are based on an accumulation of points. Tests and projects are worth more points, but everything "counts" towards letter grades.

District 107

Grades are based on an accumulation of points. Tests and projects are worth more points, but everything "counts" towards letter grades.



2. How do colleges view changes to grading practices?

2019 NACAC State of College Admissions (pre-pandemic)

Biggest Shift

For the past three admission cycles (2016, 2017, and 2018), the percentage of colleges rating grades in all courses as considerably important has matched or surpassed grades in college prep courses.

Major Factors

75 percent of colleges rated grades in all high school courses as considerably important.

73 percent rated grades in college prep courses as considerably important.

Strength of curriculum was rated considerably important by more than 60 percent of colleges.

Nearly half gave admission test scores (ACT/SAT) considerable weight.

2019 NACAC State of College Admissions (pre-pandemic)

Selectivity

Institutions that were more selective placed more emphasis on grades in college prep courses and strength of curriculum.

More selective colleges also rated more highly the essay/writing sample, counselor and teacher recommendations, extracurricular activities, and work.

First Generation Admittance

31 percent rated first-generation status as at least moderately important in first-time freshmen admission decisions.

About one-quarter of colleges considered high school attended, race/ethnicity, and state or county of residence as either moderately or considerably important.

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How Selective Colleges and Universities Evaluate Proficiency-Based High School Transcripts: Insights for Students & Schools

Key Takeaways:

- Holistic review allows admission professionals to carefully consider each applicant in his or her individualized learning environment.
- Proficiency-based transcripts and school profiles should explain what learning standards mean within the context of the particular high school.
- The inclusion of habits of work and cross-curricular knowledge and skills on proficiency-based transcripts and school profiles are particularly useful to admission leaders.¹¹⁶

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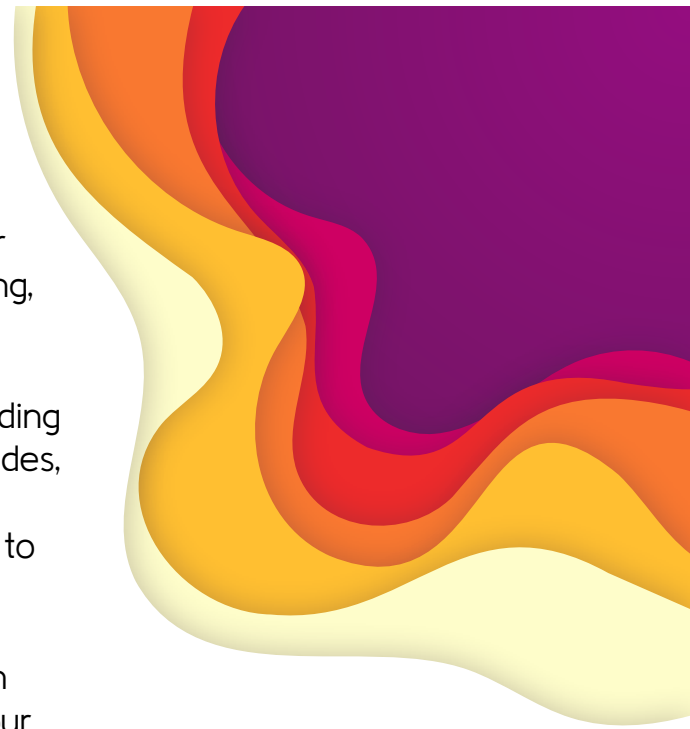


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All admissions leaders at the meeting overwhelmingly agree that students applying from proficiency-based educational systems will experience no disadvantage in the evaluation and admissions process.

Getting a Fair Shot?

- The separation of academic and personal behavior grades, a key component of most standards grading, was seen as beneficial to the admissions process.
- Transcripts from districts with standards-based grading would not be affected in any way. If students' grades, in the form of GPAs, and other required indicators met minimum requirements, they would continue to be admitted as in traditional systems.
- Non-traditional grading on transcripts is not new in college admissions. Admissions personnel at the four universities we studied provided multiple examples of such cases and described strategies used to ensure equity of access.



Getting a Fair Shot?

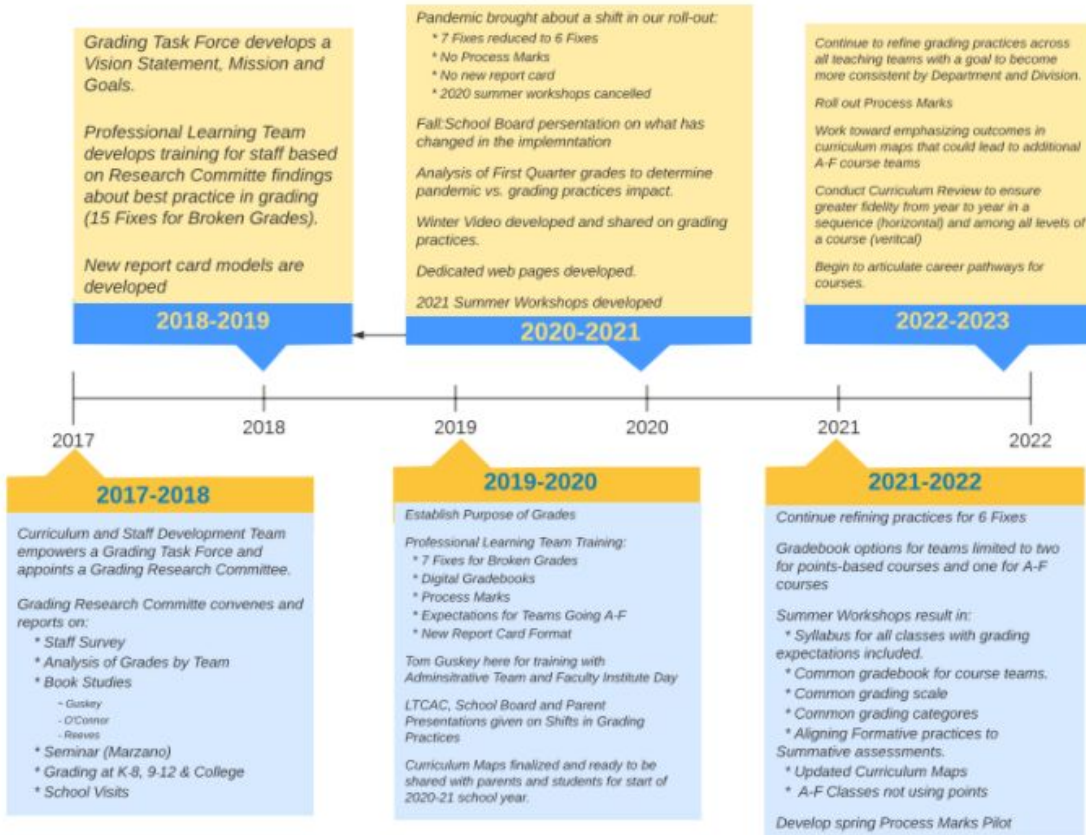
“The worst thing we can do is admit them when they don’t have the skills to be successful. It’s on our shoulders when they’re ... dropping out and walking away with debt.”

“We suspect grades are inflated and standardized tests are biased...I think most of us would be interested in knowing that you have removed the variables that inflate grades.” Thus, recognizing the importance of providing accurate grades that reflect both academic achievement and behavior (work ethic, attendance, perseverance), reported separately, becomes a critical responsibility of secondary school educators.

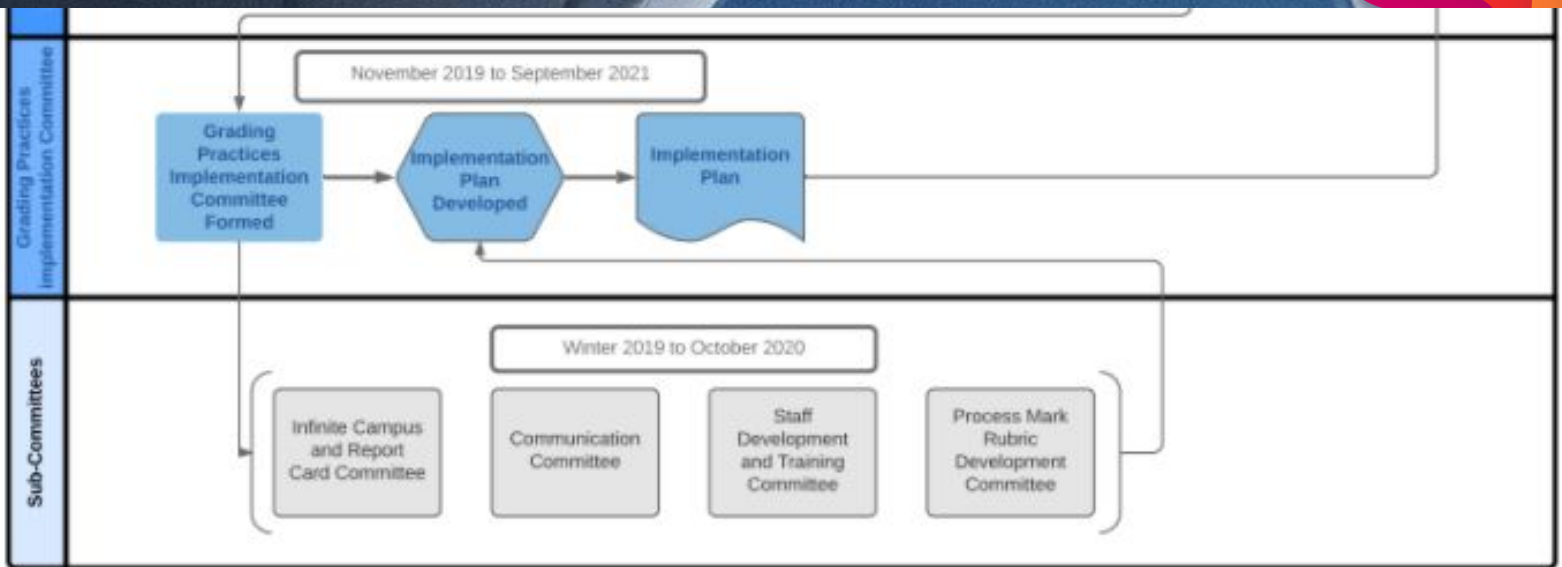
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3. How are we involving and supporting teachers with the implementation of grading practices?

LTHS Grading Practices Timeline



Grading Implementation Team



Purpose and Vision for Grading at LTHS

VISION: The grading system at Lyons Township High School is consistent throughout the school, equitable and fair to all students, and reflective of student performance.



Purpose of Grading:

Accurate

- Easy to Understand
- Descriptive of a student's level of academic performance.

Bias-resistant

- Grades reflect the attainment of content knowledge and not evidence that is influenced by teacher implicit bias.

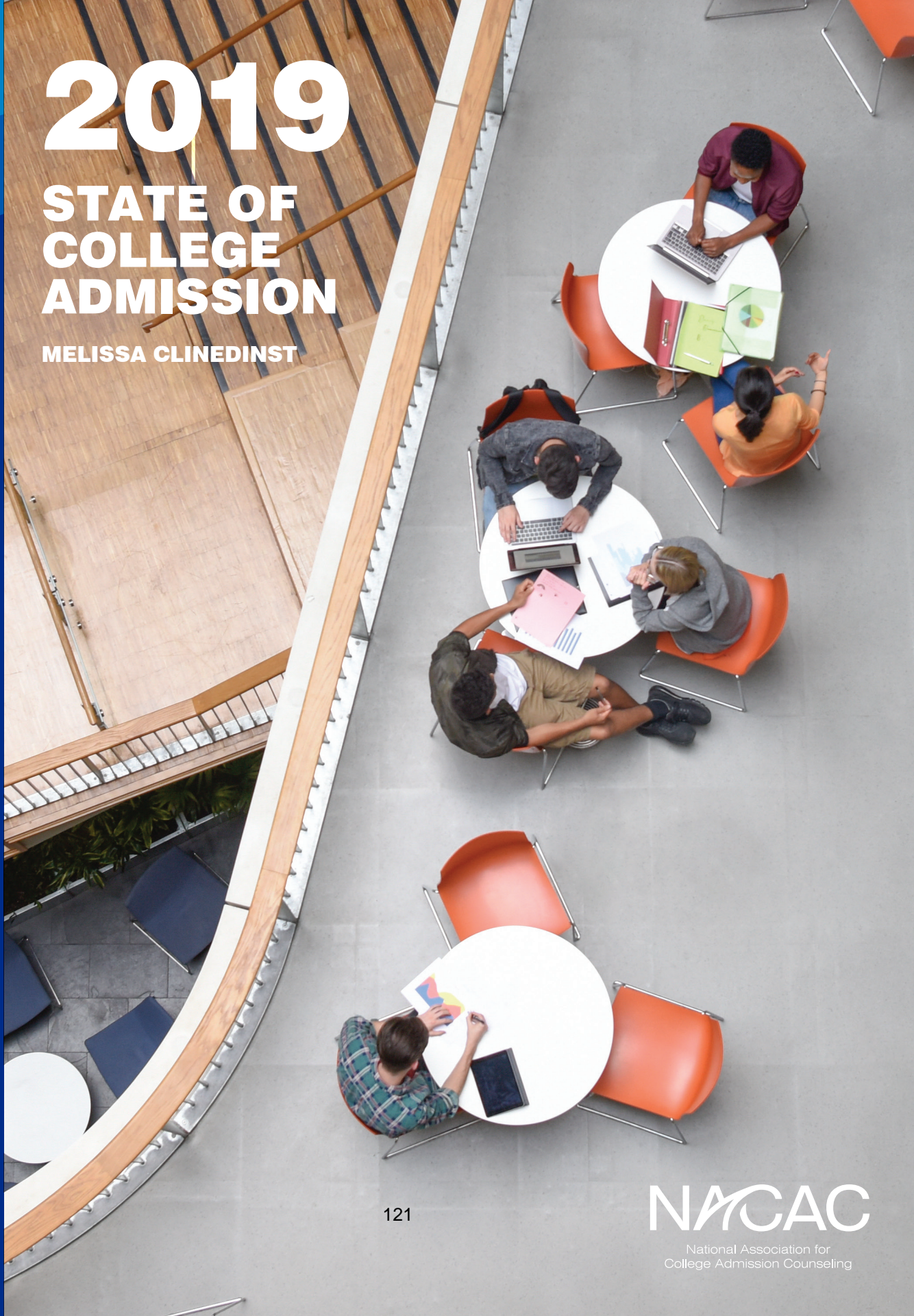
Motivational

- Supports a growth mindset
- Provides opportunities for redemption
- Is transparent so students know where they stand and how they can affect change
- Connect meaning of practice to rewards of learning.

2019

STATE OF COLLEGE ADMISSION

MELISSA CLINEDINST



03

Chapter 3 Factors in Admission Decisions

There is no definite plan or specific combination of factors that will guarantee a student admission to their preferred institution. Colleges and universities review many aspects of prospective student applications in order to determine which students will be admitted. In addition to considering the merits of each applicant, most universities also consider the composition of the entering class as a whole in order to ensure that a diverse group of students with a variety of academic and extracurricular interests will enrich the campus experience. Institutional characteristics, such as enrollment size and acceptance rate, also impact the importance of admission factors.

Factors in Admission Decisions: First-Time Freshmen, Fall 2018 (see Table 7)

- Academic performance in high school has been the most important consideration in

freshman admission decisions for decades. Seventy-five percent of colleges rated grades in all high school courses as considerably important, and 73 percent rated grades in college prep courses as considerably important. Strength of curriculum was rated considerably important by more than 60 percent of colleges and nearly half gave admission test scores (ACT/SAT) considerable weight.

- A second set of factors were most often considered to be moderately important. These factors tend to provide insight regarding the personal qualities and interests of students, as well as offer more detail on academic performance. They include essays or writing samples; teacher and counselor recommendations; student's demonstrated interest; class rank; and extracurricular activities.
- A final group of admission decision factors were given moderate or considerable

importance, on average by a small percentage of institutions, likely because most of the factors are relevant only to a small subset of colleges. They included subject test scores (AP, IB), portfolios, SAT II scores, interviews, state graduation exams scores, and work experience.

Factors in Admission Decisions for First-Time Freshmen: Change Over Time (see Table 8)

The relative importance of many admission decision factors have remained remarkably stable over the long term. Notable exceptions include the declining importance of class rank and interviews.

While academic performance has remained the most important consideration for colleges, in recent years, specific changes in the top factors have become evident. For many years, grades in college prep courses had been rated as the top factor in admission decisions, followed

TABLE 7. PERCENTAGE OF COLLEGES ATTRIBUTING DIFFERENT LEVELS OF IMPORTANCE TO FACTORS IN ADMISSION DECISIONS: FIRST-TIME FRESHMEN, FALL 2017

Factor	N	Considerable Importance	Moderate Importance	Limited Importance	No Importance
Grades in All Courses	220	74.5	15.0	5.5	5.0
Grades in College Prep Courses	220	73.2	16.8	5.9	4.1
Strength of Curriculum	219	62.1	21.9	8.7	7.3
Admission Test Scores (SAT, ACT)	221	45.7	37.1	12.2	5.0
Essay or Writing Sample	220	23.2	33.2	24.1	19.5
Student's Demonstrated Interest	218	16.1	23.9	28.0	32.1
Counselor Recommendation	218	15.1	40.4	26.6	17.9
Teacher Recommendation	219	14.2	40.2	26.5	19.2
Class Rank	220	9.1	29.1	34.1	27.7
Extracurricular Activities	219	6.4	42.9	32.0	18.7
Portfolio	219	6.4	11.9	26.9	54.8
Subject Test Scores (AP, IB)	219	5.5	18.3	35.2	41.1
Interview	219	5.5	16.4	28.3	49.8
Work	217	4.1	28.6	36.9	30.4
State Graduation Exam Scores	218	2.3	8.7	18.8	70.2
SAT II Scores	216	1.9	5.6	14.8	77.8

SOURCE: NACAC Admission Trends Survey, 2018–19.

by strength of curriculum, admission test scores, and grades in all courses (overall GPA). However, for the past three admission cycles (2016, 2017, and 2018), the percentage of colleges rating grades in all courses as considerably important has matched or surpassed grades in college prep courses.

Class rank has become much less important over the past decade. For each admission cycle from Fall 2016 to Fall 2018, only 9 percent of colleges rated class rank as considerably important, compared to 23 percent in 2007.

Factors in Admission by Institutional Characteristics for First-Time Freshmen, Fall 2018

The top four admission decision factors for first-time freshmen are consistent across all types of institutions. However, institutional characteristics determined the relative level of importance assigned to some admission factors.

Institutional Control

- Private colleges placed relatively more importance on the essay/writing sample, the interview,

counselor and teacher recommendations, demonstrated interest, extracurricular activities, and work.

- Public colleges valued admission test scores more highly than private institutions.

Enrollment Size

- Smaller colleges gave comparatively more weight to the interview, teacher and counselor recommendations, and demonstrated interest.
- Larger colleges tended to place more value on admission test scores.

TABLE 8. PERCENTAGE OF COLLEGES ATTRIBUTING “CONSIDERABLE IMPORTANCE” TO FACTORS IN ADMISSION DECISIONS: FIRST-TIME FRESHMEN, FALL 2007 TO FALL 2018

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Grades in College Prep Courses	80%	75%	87%	83%	84%	82%	82%	79%	—	77%	71	73
Grades in All Courses	52	52	46	46	52	50	52	60	—	77	81	75
Strength of Curriculum	64	62	71	66	68	65	64	60	—	52	51	62
Admission Test Scores	59	54	58	59	59	56	58	56	—	54	52	46
Essay or Writing Sample	26	27	26	27	25	20	22	22	—	19	17	23
Class Rank	23	19	16	22	19	13	15	14	—	9	9	9
Counselor Recommendation	21	20	17	19	19	16	16	17	—	15	11	15
Demonstrated Interest	22	21	21	23	21	18	20	17	—	14	16	16
Teacher Recommendation	21	21	17	19	17	15	14	15	—	11	7	14
Interview	11	11	7	9	6	7	8	4	—	5	4	6
Extracurricular Activities	7	7	9	7	5	7	10	6	—	8	4	6
Work	2	2	2	2	2	1	3	1	—	3	2	4
Subject Test Scores (AP, IB)	7	8	7	10	7	5	8	7	—	7	4	6
State Graduation Exams	4	4	3	4	4	2	3	4	—	2	2	2
SAT II Scores	6	7	5	5	5	4	6	5	—	2	7	2
Portfolio	—	7	8	6	7	5	6	7	—	6	5	6

—Data are not available.

SOURCE: NACAC Admission Trends Surveys, 2007-08 through 2018-19.

TABLE 9. PERCENTAGE OF COLLEGES ATTRIBUTING DIFFERENT LEVELS OF INFLUENCE TO STUDENT CHARACTERISTICS IN ADMISSION DECISIONS: FALL 2018

	N	Considerable Influence	Moderate Influence	Limited Influence	No Influence
<i>FIRST-TIME FRESHMEN</i>					
High School Attended	221	4.5	19.0	32.1	44.3
Race/Ethnicity	219	6.8	17.8	16.9	58.4
State or County of Residence	220	4.1	22.3	17.3	56.4
First-generation Status	220	5.5	25.5	20.9	48.2
Ability to Pay	221	1.2	4.2	13.7	81.0
Gender	221	3.2	10.4	18.6	67.9
Alumni Relations	220	0.9	11.8	35.0	52.3

SOURCE: NACAC Admission Trends Survey, 2018–19.

Selectivity

- Institutions that were more selective placed more emphasis on grades in college prep courses and strength of curriculum.
- More selective colleges also rated more highly the essay/writing sample, counselor and teacher recommendations, extracurricular activities, and work.

(See Appendix Table B.1. for a correlation matrix of statistically significant associations.)

Student Characteristics as Contextual Factors in Admission Decisions for First-Time Freshmen, Fall 2018 (see Table 9)

Colleges were asked to rate the influence of certain student characteristics—race/ethnicity, first-generation status, high school attended, state or county of residence, gender, alumni relations, and ability to pay—in terms of how they affect evaluation of the

main admission factors. Although, for the most part, college admission officers give little importance to these characteristics, there are some findings worth noting.

For example, nearly one-third of colleges (31 percent) rated first-generation status as at least moderately important in first-time freshmen admission decisions. About one-quarter of colleges considered high school attended, race/ethnicity, and state or county of residence as either moderately or considerably important (24 percent, 25 percent, and 26 percent, respectively).

Interesting differences also were found in the relative importance given to these factors based on institution type. Data provided on the NACAC 2018–19 Admission Trends Survey allowed for comparison by institutional characteristics.

Institutional Control

- Private institutions gave greater consideration to race/ethnicity,

gender, high school attended, alumni relations, and ability to pay when evaluating applications.

Enrollment

- Alumni relations and ability to pay were rated as having more influence in admission decisions for smaller colleges.
- Larger colleges gave greater consideration to state or county of residence and first-generation status.

Selectivity

- When evaluating applications, institutions that were more selective placed more emphasis on each of these student characteristics—race/ethnicity, gender, first-generation status, state or county of residence, high school attended, alumni relations, and ability to pay.

(See Appendix Table B.2. for a correlation matrix of statistically significant associations.)



Policy Spotlight on New England

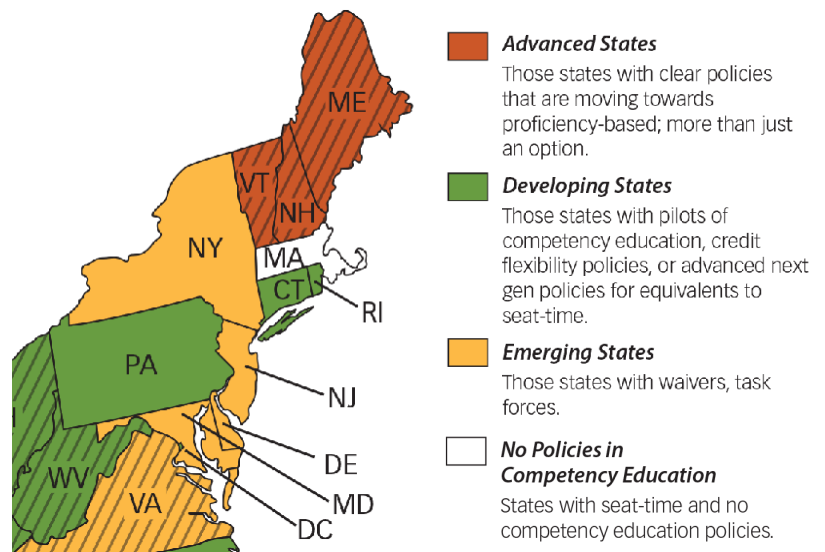
How Selective Colleges and Universities Evaluate Proficiency-Based High School Transcripts: Insights for Students and Schools

The movement toward proficiency-based learning is gaining momentum at secondary schools across New England and beyond (Figure 1). Proficiency-based learning is the system of instruction, assessment and grading based on demonstration of skills that meet performance standards or “proficiencies.” The goal of proficiency-based learning is to better prepare students with the knowledge and skills necessary for success in higher education and 21st century careers.

As proficiency-based education models become more common across the country and the region, high school students and parents have raised questions and concerns regarding how proficiency-based transcripts will be viewed in the college admissions process—especially at highly selective US colleges and universities. Of greatest concern is whether proficiency-based learning and grading will disadvantage students in the college application and evaluation process.

To help answer these questions, the New England Board of Higher Education (NEBHE) and the New England Secondary School Consortium (NESSC) convened a meeting of admissions leaders from highly selective New England colleges and universities and facilitated a robust discussion on the topic. Overwhelmingly, these admissions leaders indicate that students with proficiency-based transcripts will not be disadvantaged in the highly selective admissions process. Moreover, according to some admissions leaders, features of the proficiency-based transcript model shared with the group provide important information for institutions seeking not just high-performing academics, but engaged, lifelong learners.

Figure 1: Proficiency-Based K-12 Education State Policies in the Northeast as of March 2015



Notes: Some states use “proficiency-based” while some states use “competency-based” to describe similar learning systems. Maine, New Hampshire, and Vermont are advancing towards state-wide transitions to proficiency-based education. Connecticut and Rhode Island allow individual schools to decide how students may accrue graduation credits, and Massachusetts has no formal legislation in place regarding proficiency-based education.

Source: Competency Works

Erika Blauth
Sarah Hadjian

April 2016

New England
Board of Higher
Education

www.nebhe.org

What is Proficiency-Based Learning?

In a proficiency-based model or system, students progress through courses and grade levels by demonstrating individual mastery of specific learning standards. Learning standards may vary by state or school system, but generally represent educational objectives a student should achieve by the end of a course or grade level. In a proficiency-based system, a student struggling to demonstrate proficiency is provided additional support or interventions until the student achieves the required skill or knowledge. Students who demonstrate proficiency engage in learning opportunities to extend or accelerate their learning. Proficiency-based learning allows educators to identify a student's strengths and weaknesses, and monitor learning progress over time.

Proficiency-based transcripts often also capture students' mastery of habits of work and cross-curricular knowledge and skills. A sample transcript shared with admissions leaders, for instance, captured cross-curricular skills described as "clear and effective communicator," "self-directed and lifelong learner," and "creative and practical problem solver"—all skills that are in high and increasing demand from both employers and higher education institutions (Figure 2). According to the Georgetown University Center on Education and the Workforce, employers ranked critical thinking and active listening among the most important skills in today's economy. A recent report from the Harvard Graduate School of Education also called for the consideration of "concern for others and the common good" in the admissions process. By capturing habits of work on the transcript, the proficiency-based model provides increasingly relevant information regarding a student's ability to succeed in today's world.

Habits of Work (HOW) Examples

- Attendance
- Participation
- Effort

The terminology to define these practices and policies vary, but they each strive for the same goal: to prepare students to succeed in the 21st century by being college and career ready. At the federal level, the newest reauthorization of the Elementary and Secondary Education Act—the Every Student Succeeds Act—recognizes proficiency-based learning and invites new innovative accountability systems based on proficiency-based learning. In Maine, "proficiency-based education" will be required for public high school students graduating between 2018 and 2021. In New Hampshire, "competency-based learning" will be required in all public elementary and secondary schools by 2017. In Vermont, "proficiency-based learning" will be the sole criteria for graduation by 2020. Connecticut and Rhode Island give individual schools the option to determine how students accrue graduation credits, with no date set to transition all secondary schools to proficiency-based models. While there is no formal legislation in place regarding proficiency-based education and graduation in Massachusetts, some schools are currently implementing these practices (Figure 1).

Proficiency-Based Transcripts in the Context of Selective Admissions

As proficiency-based learning models become more widespread in New England states, high school students and families have raised concerns about how proficiency-based education will be viewed by highly selective institutions in the admissions process. In particular, students and families worry that proficiency-based education's perceived departure from traditional transcripts and grading systems will hinder admissions professionals' ability to fully comprehend and evaluate the caliber of candidates applying from these school districts. If this were true, students and parents worry that using a proficiency-based learning transcript would put them at a disadvantage in the competitive selective admission process. To address these concerns, NEBHE and NESSC convened a special meeting of admissions leaders from selective institutions across New England in January 2016.

All admissions leaders at the meeting overwhelmingly agree that students applying from proficiency-based educational systems will experience no disadvantage in the evaluation and admissions process.

In particular, admissions leaders point to the characteristics of their holistic review processes. Considering applications holistically allows for careful consideration of each applicant in his or her individualized context, as thorough attention is given to each part of the application and decisions are rendered based on the totality of an applicant's academic and personal profile, rather than grades or test scores alone. This requires a deep, comprehensive understanding of each applicant and the academic context from which he or she is applying.

Selective admission leaders at this meeting stressed how their institutions receive applications from across the country and around the world, which represent a diverse range of high school environments and a variety of grading scales, terminology and transcript design. Admissions officers work diligently to understand the nuances of each learning environment, which informs the context in which applicants are evaluated. Once admission officers thoroughly understand this context, they are able to evaluate the extent to which a student has taken advantage of the opportunities available in that particular learning environment.

In light of these institutions' use of the holistic review process, it is crucial that the documents which proficiency-based high schools provide to colleges and universities in their students' applications provide a clear and accurate picture of the learning environment and its particular characteristics. Transcripts and school profiles are especially important tools that admission officers rely on to learn about less familiar grading models. Given the trend toward proficiency-based learning in recent years, admissions leaders present at this meeting emphasized how clear, transparent transcripts and school profiles continue to help them understand necessary aspects of the proficiency-based learning model so they can review applications as accurately and efficiently as possible. This efficiency is especially important given the high volume of applications these selective institutions receive every year.

Key Takeaways:

- Holistic review allows admission professionals to carefully consider each applicant in his or her individualized learning environment
- Proficiency-based transcripts and school profiles should explain what learning standards mean within the context of the particular high school
- The inclusion of habits of work and cross-curricular knowledge and skills on proficiency-based transcripts and school profiles are particularly useful to admission leaders

For proficiency-based high schools, admissions leaders emphasize that the transcript and school profile should explain what learning standards mean within the context of the particular high school. While the transcript provides information about an individual student's achievements, the school profile provides contextual information about the curriculum, grading procedures, standardized testing history and record of college attendance, as well as information on school and local community demographics. The school profile also provides an opportunity for high schools to clearly and directly highlight important characteristics that differentiate one school or learning environment from others—information that admissions lead-

ers emphasize is especially helpful. While the admissions leaders present unanimously agreed that students from proficiency-based systems receive no disadvantage in the admissions process, they also caution that lack of information or transparency in transcripts or school profiles can present a hurdle in an admissions officer's attempt to accurately assess a student's achievements.

Admissions leaders were particularly enthusiastic about the inclusion of habits of work and cross-curricular knowledge and skills on the proficiency-based transcript (Figure 2). Information regarding students' habits of work and cross-curricular knowledge and skills are increasingly of interest to selective admissions offices as they seek to admit students who will contribute fully to campus life. In addition to academic achievements, selective colleges and universities report that they are deeply interested in the behaviors and attitudes, such as love of learning and intellectual curiosity, that make students great learners and full contributors to the vibrancy of a campus community. The incorporation of habits of work and cross-curricular knowledge and skills into the grading system, and evaluated in concert with letters of recommendation from teachers and counselors, help to assist admissions officers in identifying students best suited to thrive at their institutions.

Figure 2: Maine's Cross-Curricular Skills Featured on Sample Proficiency-Based Learning Transcript

Graduation Standards: Cross-Curricular Skills		Proficiency Level
Maine Learning Results Guiding Principles *The achievement of graduation standards is verified over time as students demonstrate proficiency through multiple assessments, projects, portfolios, and exhibitions.	Clear and effective communicator	3.0
	Self-directed and lifelong learner	3.25
	Creative and practical problem solver	3.50
	Responsible and involved citizen	3.75
	Integrative and informed thinker	4.0

Notes: These cross-curricular skills, coupled with Habits of Work (HOW) related to participation and effort, were of particular interest to admission professionals present at this meeting.

Source: Great Schools Partnership

Final Thoughts & Recommendations

As secondary schools in New England and across the country continue to shift toward using proficiency-based learning models, higher education institutions will see increasing numbers of applicants sending proficiency-based transcripts and school profiles. The admissions deans and directors of selective colleges and universities convened by NEBHE and NESSC agree that students from proficiency-based high schools will not be disadvantaged in their holistic review processes, especially if proficiency-based high schools develop clear, cohesive transcripts and school profiles that articulate the nuances of their proficiency-based learning standards and show how each student has performed in their learning environments. The inclusion of habits of work and cross-curricular knowledge and skills are particularly exciting to these selective admissions leaders, as they convey important insights about how students will contribute to campus life beyond the grades they earn and the extracurricular activities in which they participate.

In light of the results of this meeting with selective admission leaders, proficiency-based high schools should consider whether their current transcripts and school profiles are providing admission officers with these important insights into their schools. High school leaders may visit the Great Schools Partnership website to see examples of proficiency-based transcripts and school profiles. College-bound students and their families may also research admission policies and practices at individual institutions to which they are interested in applying, as admissions philosophies and practices vary across institutions. Most institutions provide detailed information regarding their specific admissions process on their website and are available to field phone calls from prospective students and families. Overall, students and families should feel reassured that selective admission professionals strive to gain a holistic understanding of every student's high school context as they review applications for admission.

Next Steps for Students and Schools:

- Students are encouraged to review the admission philosophies and practices of individual institutions to which they are applying
- High school counselors and administrators can utilize resources on the Great Schools Partnership website to help improve the proficiency-based transcripts and school profiles they provide to colleges and universities

Erika Blauth and Sarah Hadian are policy research interns at the New England Board of Higher Education and Master's students studying higher education at the Harvard Graduate School of Education.

For questions or comments, please contact Gretchen Syverud at gsyverud@nebhe.org or 617-533-9522.

About the New England Board of Higher Education (NEBHE)

Established in 1955 by six visionary New England governors, NEBHE is a regional compact that works across New England to: help leaders assess, develop and implement education practices and policies of regional significance; promote regional cooperation that encourages efficient sharing of education resources; and strengthen the relationship between higher education and the regional economy.
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Getting a Fair Shot?

Three findings from a study of university officials' views on the use of standards-based grading in admissions decisions

BY THOMAS M. BUCKMILLER AND RANDAL E. PETERS/*School Administrator*, February 2018



Tom Buckmiller, associate professor at Drake University in Des Moines, Iowa, studied how university admissions officers were reacting to nontraditional student grade transcripts.

postsecondary admissions.

As more education leaders consider implementing a standards-based approach to assessment and grading, they are bumping up against a formidable barrier — parents worried about how college admissions officers will size up their sons' and daughters' applications to selective institutions.

Many parents, particularly those of higher-achieving students, assume the drastic change in grade reporting will harm their children's chances of gaining admission. Students accustomed to traditional grading formats harbor a similar fear of being disadvantaged in their candidacies for

A high school administrator with whom we have worked acknowledged this real concern, but he pointed out its fallacy. "I don't fault students for that. But they're so consumed with a 3.85 [GPA] as opposed to a 3.75, they don't care *how* they get it. I tell them all the time, 'You will get into college, but that's not why we're here. We're here to make sure you get *through* college,'" said Nathan Wear, principal of 450-student Solon High School in central Iowa.

high schools using standards-based grading are likely to receive fair and equitable consideration in the university admissions process. Further, we examined the extent to which university admissions personnel understood standards-based grading, as well as the nature of any challenges that high school grades and transcripts based on standards might pose to admissions decisions.

Based on our in-depth qualitative interviews with admissions officials at two large state universities, one mid-sized state university and one mid-sized private university, all situated in the Midwest, we found three significant themes relating to standards-based grading and admissions.

» No. 1: Letter grades and transcripts based on standards are acceptable, if not preferable, in the eyes of admissions offices, but with some caveats.

When standards-based grading principles were more fully explained, university admissions directors expressed general approval. They shared their frustrations with rampant grade inflation, inaccurate portrayals of student performance, the regular need for remediation once students were enrolled and widely varying grading systems from one school district to the next, often associated with traditional grading practices.

One admissions director remarked in disbelief, saying, “I’ve seen kids graduate from good high schools who are illiterate — I mean, they are *illiterate* — and yet they are high school graduates.”

Some agreement existed among the admissions officials that information communicated through grades and transcripts that is more precise and accurate, that separates and addresses personal traits such as work ethic and attendance, is a truer reflection of students’ performance relative to an academic standard.

University officials in our study stated almost unequivocally that students from schools awarding grades that reflect clear learning targets and separate reporting of behavioral and academic indicators would not receive unfair evaluation for admission.

The separation of academic and personal behavior grades, a key component of most standards grading, was seen as beneficial to the admissions process. Final transcripts submitted in June, a couple of months before students matriculate, would be especially helpful to staff responsible for incoming students. Said one counselor: “It’s just more information — more so for borderline students probably than the students who are auto admits.”

K-12 educators should help families understand this form of grading is better preparation for college than traditional grading. “I think it’s telling parents that this is a better way for students to become responsible,” said one admissions counselor.

Once they understood standards-based grading more fully, university admissions officials were receptive. The one caveat was that letter grades brought greater efficiency to admissions operations work and were still preferable for that reason. This is not an obstacle for most high schools that have adopted standards-based (or standards-referenced) grading principles, as most schools ultimately convert the standards-based marks to traditional letter grades on report cards and transcripts.

Within this context, under the current admissions system at the four universities in the study, transcripts from districts with standards-based grading would not be affected in any way. If students’ grades, in the form of GPAs, and other required indicators met minimum requirements, they would continue to be admitted as in traditional systems.

» No. 2: Universities receive profiles from schools with alternative grading/reporting systems and use strategies to ensure equitable consideration of applicants.

Nontraditional grading on transcripts is not new in college admissions. Admissions personnel at the four universities we studied provided multiple examples of such cases and described strategies used to ensure equity of access. One pointed to applicants who had been home-schooled — “an example of a student who’s not always going to have a GPA, but they’ve carefully narrated the content and the progress of the student. ... [S]tandardized test scores will probably get weighed a little more heavily.”

We asked admissions offices about the impact they will experience as more student applications come from schools using standards-based practices. One respondent admitted, “Unless we prepare for it and know what we’re getting into, it will tax our current resources” and put pressure on the existing system. They’re already seeing the trend of schools eliminating class rank.

“We’re at the point where about 25 percent of students who graduate do not have a class rank. Clearly, we’ve had to deal with the issue. ... If you have one or two schools that launch this, are we going to change for that? Probably not,” said one university admissions official. “But when ... 20-25 percent of schools are doing [standards-based grading without letter grades] then, yes, we’ve got to come up with a new formula.”

counselors if they had questions about a student's readiness or a school's specific grading and reporting practices. As such, it would be prudent for schools transitioning to standards-based grades to raise the awareness of their counseling staffs because it's the latter who will serve as conduits of information.

» **No. 3: The need for efficiency in the admissions process has forced personnel to place an inordinate trust in grades and standardized test scores.**

The issue of admissions personnel advocating for the reporting of letter grades, even in systems employing standards-based grading principles, is a matter of limited campus re-sources and the demand for efficiency. Admissions directors said their relatively small staffs are charged with reviewing and making admissions recommendations from many thousands of applicants each year.

Noting the heavy weight of doing more with less, one admissions official said, "The worst thing we can do is admit them when they don't have the skills to be successful. It's on our shoulders when they're ... dropping out and walking away with debt." Another official noted, "We suspect grades are inflated and standardized tests are biased." When asked about the best way to report grades, one admissions director responded, "I think most of us would be interested in knowing that you have removed the variables that inflate grades." Thus, recognizing the importance of providing accurate grades that reflect both academic achievement and behavior (work ethic, attendance, perseverance), reported separately, becomes a critical responsibility of secondary school educators.

Finally, one admissions official brought up the distinction between the practices of large/mid-sized universities — which we studied — and those at smaller private liberal arts colleges, who tend to be more responsive to changes in grading and reporting systems.

A Higher Bar

Ultimately, leaders in both K-12 and higher education have a responsibility for leading their respective organizations in ways that advance the preparation of college- and career-ready learners, in spite of entrenched attitudes and other barriers. Improvements in grading systems that more accurately communicate student achievement are needed, and K-12 leaders should not wait for those in higher education to change.

University admissions officials are willing to adapt to defensible educational practices that will yield more precise information. In doing so, they stand ready to set a higher bar of postsecondary *completion* instead of just *admission*.

TOM BUCKMILLER is an associate professor of education at Drake University. Twitter: [@tombuckmiller](https://twitter.com/tombuckmiller). **RANDY PETERS** is an associate professor of educational administration at Drake University in Des Moines, Iowa. **MATT TOWNSLEY**, an adjunct instructor in Drake's College of Education, contributed to this article.

Questions? We are here to help!

Please share your ideas, concerns, questions and compliments by email to membership@aasa.org.

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LYONS TOWNSHIP HIGH SCHOOL

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Brian Stachacz
Director of Business Services

Memorandum

To: Dr. Brian Waterman, Board of Education
From: Brian Stachacz
Date: 4/6/2022
Re: Capital Outlay Requests for FY23

Information: Attached you will find a list of capital outlay requests for the FY23 budget. The list that is presented for Board approval has two separate sections. The first section is a list (lines 2-6) 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 \$56,024. The second section (lines 9-29) is a list of items that should be purchased for the 2022-2023 school year, as they are replacement/additional items for classroom instruction, offices and for furniture that is no longer functional. The total cost for that section is estimated to be \$147,054. 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.

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.

**Grant-Funded Capital and Furniture Requests for FY 23 Budget
Recommendations as of 4-5-2022**

	B	D	E	F	G	H	I
1	Department	ItemDescription	Quantity	UnitPrice	ExtendedPrice	Priority	Justification
2	Applied Tech	Automotive Engineering & Fabrication:Baileigh Mitering Band Saw BS-250	1	\$5,339.00	\$5,339.00	2	AEF would like to get another horizontal band saw as there is always an extensive line at the saw. It's probably the number one thing that slows down student production in this class.
3	Applied Tech	Mittler Bros. Machine & Tool: Ultimate Variable Speed Notcher w/ Upgrade Vise Double Sided.	1	\$7,275.00	\$7,275.00	2	Automotive Engineering & Fabrication: Currently we are using a manual notcher that has a high probability of dislocating a shoulder, braking a wrist or getting injured in general. It's a very important part of the class and using it is extremely time consuming as Jordan typically ends up doing it for the students in fear of them hurting themselves. This new unit will allow students to do it with little to no effort all while keeping them 100% safe behind a protective impact resistant glass/shield.
4	Education TV Services	Apple editing suites for LTTV	8	\$4,200.00	\$33,600.00	1	Mac Studio Editing Computers and Monitors for the LTTV classes.
5	FCLS	Model KFEG500ESS: KitchenAid 30" Stainless Steel Electric Convection Range.	4	\$1,163.00	\$4,652.00	2	Appliances are in a 4-year rotation for replacement for safety and use. The ovens/stoves in room 127 are well past their replacement time.
6	WLTL	Portable Video Streaming for Radio-TV Arts & WLTL	1	\$5,158.00	\$5,158.00	1	This package of equipment will allow students in our radio and television courses at both campuses the opportunity to broadcast live via streaming. Additionally, it will also allow for students to pre-record video programming as well.
7	Total for All Grant-Funded Capital Requests				\$56,024.00		
8							
9	FCLS	Child Development: 3 different types of shelving for preschool room 15.	1	\$2,889.00	\$2,889.00	2	The current storage in room 15 is warped, dirty beyond what is able to be remedied, and inefficient. The shelving proposed is easier to clean, easier to move for big cleaning and a more organized and efficient solution for the small space inside the kitchen. (1) Wire shelving kit 24"x36"x74"H with (6) shelves and (16) blue Akro mins Model MSI AWS24360287B Price each: \$939.50 (1) Wire shelving kit 24"x36"x74"H with (6) shelves and (16) yellow Akro mins Model MSI AWS24360287Y Price each: \$939.50 (1) Wire shelving kit 18"x48"x74"H with (6) shelves and (24) red Akro mins Model MSI AWS184830260R Price each: \$1008.90
10	Music	Wenger music chair racks	2	\$979.00	\$1,959.00	1	We are losing room G102 at SC to another department and we need to move, store and have access to dozens of chairs as we consolidate that room and what is stored there into the other music rooms in the G wing.
11	Visual Arts	18 inch stools for pottery wheels	8	\$41.00	\$335.00	1	We have been slowly adding pottery wheels as our enrollment increases in ceramics. We now need these stools for students while they work on the pottery wheels at NC. We have been borrowing from the Metals class each day and it is not sustainable.

Grant-Funded Capital and Furniture Requests for FY 23 Budget
Recommendations as of 4-5-2022

	B	D	E	F	G	H	I
12	General Use	North Campus Commons Furniture	1	\$4,434.00	\$4,434.00	1	3rd and final phase of 3 part purchase to create flexible learning spaces that are welcoming to students during the academic day as well as lunches and study halls.
13	General Use	Flexible furniture (benches, tables, chairs, etc.) for Library Room B.	1	\$28,017.00	\$28,017.00	1	The furniture requested for Room B would allow us to regain the furniture placed into the room from other areas of the library in order to create enough space for classes.
14	General Use	Accessible student desks	8	\$150.00	\$1,200.00	1	Increasing number of students being served at North Campus
15	General Use	Student desks	26	\$275.00	\$7,150.00	1	To replace normal breakage.
16	General Use	Flexible Seating - 1 math classroom	28	\$200.00	\$5,600.00	2	Flexible Seating for 1 math classroom. Includes chairs. This would allow modernization of classrooms, encourage collaboration, cooperation, and student talk within the classroom.
17	General Use	Math Classroom Furniture - Flexible Seating and Whiteboard	1	\$7,000.00	\$7,000.00	2	Phasing in classroom upgrades in the math department.
18	General Use	Intro to Health Care Room J207 - short lab tables and chairs	1	\$7,000.00	\$7,000.00	1	New science course/classroom request.
19	General Use	Vivarium - Chemical Storage and Shelving	1	\$5,000.00	\$5,000.00	1	With the removal of our animals in the Vivarium, we are now using the room to properly store chemical supplies, and science products.
20	General Use	FCS - Fashion Lab Furniture	1	\$12,000.00	\$12,000.00	1	Our SC FCS Fashion class will need additional student storage, teacher storage, and the addition of large fabric cutting spaces in their new classroom. This will better help with the number of students and clubs that utilize that space.
21	General Use	Academy Center Furniture	1	\$12,000.00	\$12,000.00	1	We are interested in purchasing more flexible classroom desks in our three Academy classroom spaces. This furniture will reflect the non-traditional educational experience that students in those classes participate in.
22	General Use	South Campus Hallway Furniture	1	\$6,500.00	\$6,500.00	1	We would like to continue to update our student seating in the main entrance and B-Wing open areas. Currently, we have numerous students who sit on the floor each morning and after school because we only have limited options. Over time, we would like to add seating options that are durable, flexible, and student-centered throughout the SC common space.
23	General Use	World Language Staff Office Furniture	1	\$10,000.00	\$10,000.00	1	We have worked with DCs and our Building Team to identify how we can better utilize space to enhance teacher collaboration, climate, and training. We have identified an unused classroom space that will serve as the World Language Office since they have not had a space here at SC. The furniture will not include individual teacher desks, but a variety of flexible furniture that will allow teachers to work, eat, and collaborate in a variety of manners.
24	General Use	Library Furniture - Floor	1	\$10,000.00	\$10,000.00	1	We would like to continue to add new flexible furniture to the SC Library floor. This furniture is a continuation of the remodeling efforts over the past few years. We are interested in adding flexible bookshelves/stacks so that there is flexibility to utilize the extent of the space for larger classes, presentations, and district events.
25	General Use	Library Furniture - Classroom A	1	\$15,000.00	\$15,000.00	1	The Special Education conference room is being moved to a new location. We would like to remodel Classroom A in a similar fashion as Classroom B. This multipurpose room will be used by teachers/classes, student groups, afterschool activities, and district/building level meeting space.
26	General Use	Science Wing Lab Stools	12	\$60.00	\$720.00	1	To replace normal breakage
27	General Use	Accessible student desks	8	\$150.00	\$1,200.00	1	Increasing number of students being served at South Campus/Co-Teaching.

Grant-Funded Capital and Furniture Requests for FY 23 Budget
Recommendations as of 4-5-2022

	B	D	E	F	G	H	I
28	General Use	Student desks	30	\$275.00	\$8,250.00	1	To replace normal breakage
29	General Use	Corrosive Cabinet for Strong Bases	1	\$800.00	\$800.00	1	Currently strong bases are inappropriately stored in an unsecured location. This would allow corrosive storage to be appropriate and safe.
30		Total for All District-Funded Furniture Requests			\$147,054.00		

LYONS TOWNSHIP HIGH SCHOOL

BRIAN P. WATERMAN, SUPERINTENDENT

bwaterman@lths.net

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



708-579-6451

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

TO: District #204 Board of Education

FROM: Dr. Brian Waterman, Superintendent

DATE: Monday, April 11, 2022

RE: Vision Retreat Findings (Strategic Planning Process)

On Thursday, March 17, the InspireLT Strategic Plan Team participated in a full day Vision Retreat in order to answer the question, “Where do we want to be?” Specifically, the purpose of the vision retreat was to finalize the SWOT analysis (presented at the 3/21 BOE meeting), and to begin developing the characteristics of a successful LT graduate, adult, and system as a whole. The team also reviewed research articles, virtually visited innovative high schools throughout the country, and developed a “preferred future statement” draft. All of the materials, data, and information that was utilized with the team on March 17 can be accessed by visiting the InspireLT website at www.lths.net/strategicplan. This includes the agenda, slide deck, participant handouts, resources, and initial vision retreat findings.

The primary goal for the April 11 Committee of the Whole meeting is for the Board of Education to provide consensus feedback to the InspireLT Team regarding the initial findings of the vision retreat, which are included within this packet. The consensus feedback from the Board of Education will be shared with the InspireLT Team at the Setting Direction Retreat on Tuesday, April 19.

On Monday evening, the Board of Education will be asked to provide feedback on the following questions:

- ✓ When reviewing the initial findings of the Vision Retreat, what does the Board of Education support?
- ✓ When reviewing the initial findings of the Vision Retreat, what does the Board of Education disagree with?
- ✓ When reviewing the initial findings of the Vision Retreat, what does the Board of Education feel the InspireLT team missed?
- ✓ What consensus feedback would the Board of Education provide to the board member representatives to take back to the InspireLT team?

As we look ahead to the next few months, here are some important dates related to our strategic planning process. Please note these dates continue to be updated following each step in the strategic planning process:

- ✓ Monday, April 11 – BOE Regular Action Meeting (Report on Vision Retreat Findings)
- ✓ Tuesday, April 19 – InspireLT Setting Direction Retreat
- ✓ April 20-26 – Findings of the Setting Direction Retreat Reviewed by Core Team and Plan Team.
- ✓ May 2-6 – Stakeholder Review of Draft Plan
- ✓ Wednesday, May 11 – Final InspireLT Team Session (Review of Draft Plan)
- ✓ Monday, May 16 or Monday, June 13 – Final Strategic Plan Presented to BOE

Finally, please note that we will be regularly sharing updates and additional work with the Board of Education throughout the next 2-3 months.

Findings of the Vision Retreat

Revising the SWOT Analysis Based on Feedback

Strengths Changes	Strengths Changes	Strengths Changes	Strengths Changes	Strengths Changes
Add: Increasing Diversity Remove: Highest State Financial Rating Remove: Highest Bond rating	No Change	Remove “well”: Student Achievement above state averages	No Change	No Change
Strengths Changes	Strengths Changes	Strengths Changes	Strengths Changes	Strengths Changes
Combine the two financial points into one Financial Health and Highest State Rating	Add: Increasing diversity throughout our community	Remove: “well” above state averages	Adjust: Remove “Well” from Student Achievement Results above State Average	No Changes
Final Strengths: Community Pride and Support; Quality Faculty, Staff, and Leadership; History of Financial Health and Stewardship; Student Achievement Results Above State Averages; Numerous Academic, Co-Curricular, and Elective Offerings; Recognized by Others for a Tradition of Excellence; 82% of Graduating Students Admitted to University/Junior Colleges; High Staff Retention; Increase in the number of students participating in Dual-Credit, Advance Placement Courses.				

Weaknesses Changes	Weaknesses Changes	Weaknesses Changes	Weaknesses Changes	Weaknesses Changes
Add: Stakeholder Voice Add Website not User Friendly	Adjust: two equity statements: Inequity in achievement	Add: Relationships with feed middle schools	Add: Parents and students having more input/voice/engagement	Add: “Voice” to 7 th bullet

Remove: "and staff" from social emotional needs bullet Change: "erosion" to "Decline in"	Inequity in participation Adjust: Social emotional and mental health needs of entire school community	Add: Dual Campus unity and relationships Remove: Staff engagement and leave the rest of the weakness as stated	Add: Relationships between campuses Add: Relationships with feeder elementary districts	Add: Social/emotional wellness for students and staff and its impact on learning and instruction
Weaknesses Changes	Weaknesses Changes	Weaknesses Changes	Weaknesses Changes	Weaknesses Changes
Add: Stewardship of facilities	Remove: N/A Add: Relationships with feeder elementary schools Add: Student Voice and Engagement	Add: Best practices and delivery in special education. Provide inclusive teaching practices Adjust: Improve the MTSS systems of support for both the academic and behavior needs of identified students	Add: Stewardship of facilities	Adjust: two equity statements: Inequity in achievement Inequity in participation Adjust: Social emotional and mental health needs of entire school community
<p>Final Weaknesses: Inequity in Achievement among student populations; Inequity in Participation among student populations; Intervention Systems for Academics and Behaviors including Special Education are not Successful; Lack of Staff Diversity; Facilities Need Upgrading to Enhance Teaching and Learning; Grading Practices are Inconsistent; Student Engagement, Unity, Collegiality, Collaboration, Communication, Voice, and Satisfaction Need Attention; Staff Engagement, Collaboration, Communication, Unity, Voice, and Satisfaction Need Attention; Social, Emotional, and Mental Health and Anxiety Needs of Students and Staff Warrant Attention.</p>				

Opportunities Changes	Opportunities Changes	Opportunities Changes	Opportunities Changes	Opportunities Changes
Remove: Externally-Enhance forms of all communication	Add: Increase transparency of school processes and practices	Add: Environmentally more friendly	Add: Personalized learning, smaller cohorts	Adjust: Reevaluation of dual campus system

Add: Consistent communication from Division leadership to all teaching staff	(encompasses the listening issue)	Combine: Pathways to college, career and life with career center and counseling Add: Promote more student independence and agency in their learning	Adapt: Change “innovational” to “Evolutional” instructional practices	Remove: Feeder district and merge with communication and collaboration as well as pathway for college, career, and live
Opportunities Changes	Opportunities Changes	Opportunities Changes	Opportunities Changes	Opportunities Changes
Adjust: Increase feedback opportunities for stakeholders and enhance forms of communication externally	No Changes Provided language clarity as to what opportunities meant	Add: Increase in co-curricular participation Separate: Split campus and feeder district connections into two opportunities Add: Increase stakeholder voice in decision-making	Separate: Split campus and feeder district connections into two opportunities Add: “Varied” to Pathway Opportunities Add: Build a robust system of student interventions Add: Enhance opportunities for student engagement and voice	Add: Enhance opportunities for student engagement and voice
<p>Final Opportunities: Communication, Collaboration, and Connection will enhance relationships with Feeder Elementary Districts; Communication, Collaboration, Connection, and Cohesion will enhance relationships and support between the two Campuses and among and between Divisions; Varied Student Pathways for College, Career, and Life Readiness will enhance goals and direction for the future; Exploring Innovative Instructional Practices and Tools will inspire 21st century instruction; Reinventing the Student Day and Year aligned to the new Mission and Vision will search for time and space to meet individual needs; Technology Clarity, Training, and Expectations will enhance Instruction; Improved Communication with Families will enhance relationships and support.</p>				

Threats Changes	Threats Changes	Threats Changes	Threats Changes	Threats Changes
Move: Slow to Change to a Weakness	Adjust: Erosion of Public Education to Unhappiness with Public Education Adjust: Slow to Change to Uncomfortable with change Adjust: School funding to local, state, and federal school funding policies and practices including unfunded mandates	No changes	Add: "Student and staff" safety and securing Add: Staff Stress and Anxiety] Add: Structure of BOE with elections every two year- too much turnover, instability, etc.	Add: Current staffing shortages Add: Student climate and behavior issues
Threats Changes	Threats Changes	Threats Changes	Threats Changes	Threats Changes
Add: "Teacher and Support" to staff shortages Add: Student Substance abuse, self-harm, and school avoidance	Add: Student Substance/ alcohol abuse	No Changes	Add: Societal aversion to change	No Changes
Final Threats: Current Teacher and Support Staffing Shortages; Social Media Challenges; Societal Racism and Political Differences; Unhappiness with Public Education; Civic and Social Unrest; State and Federal School Funding Issues/Unfunded Mandates; Pandemic Impacts; Difficulties associated with Change; Student and Staff Safety and Security.				

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204 SWOT ANALYSIS FINAL

<p>STRENGTHS: What are we most proud of? What do we consider to be our results of our best work? What advantages do we have? What do others say about us in positive ways</p>	<p>WEAKNESSES: What do we consider to be our weaknesses? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well?</p>
<ul style="list-style-type: none"> ● Community Pride and Support ● Quality Faculty, Staff, and Leadership ● History of Financial Health and Stewardship ● Student Achievement Results Above State Averages ● Numerous Academic, Co-Curricular, and Elective Offerings ● Recognized by Others for a Tradition of Excellence ● 82% of Graduating Students Admitted to University/Junior Colleges ● High Staff Retention ● Increase in the number of students participating in Dual-Credit, Advance Placement Courses. 	<ul style="list-style-type: none"> ● Inequity in Achievement among student populations ● Inequity in Participation among student populations ● Intervention Systems for Academics and Behaviors including Special Education are not Successful ● Lack of Staff Diversity ● Facilities Need Upgrading to Enhance Teaching and Learning ● Grading Practices are Inconsistent ● Student Engagement, Unity, Collegiality, Collaboration, Communication, Voice, and Satisfaction Need Attention ● Staff Engagement, Collaboration, Communication, Unity, Voice, and Satisfaction Need Attention ● Social, Emotional, and Mental Health and Anxiety Needs of Students and Staff Warrant Attention.
<p>OPPORTUNITIES: What opportunities Do we know about, but have not addresses? Where with a little work could we change a weakness into a strength? What are we not doing currently that might be the opportunity for us to improve?</p>	<p>THREATS: Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress? What do we have little control over that might impact our resources?</p>
<ul style="list-style-type: none"> ● Communication, Collaboration, and Connection will enhance relationships with Feeder Elementary Districts ● Communication, Collaboration, Connection, and Cohesion will enhance relationships and support between the two Campuses and among and between Divisions ● Varied Student Pathways for College, Career, and Life Readiness will enhance goals and direction for the future ● Exploring Innovative Instructional Practices and Tools will inspire 21st century instruction ● Reinventing the Student Day and Year aligned to the new Mission and Vision will search for time and space to meet individual needs ● Technology Clarity, Training, and Expectations will enhance Instruction ● Improved Communication with Families will enhance relationships and support 	<ul style="list-style-type: none"> ● Current Teacher and Support Staffing Shortages ● Social Media Challenges ● Societal Racism and Political Differences ● Unhappiness with Public Education ● Civic and Social Unrest ● State and Federal School Funding Issues/Unfunded Mandates ● Pandemic Impacts ● Difficulties associated with Change ● Student and Staff Safety and Security

Greatest Hopes, Dreams, & Aspirations

Table Draft	Table Draft	Table Draft	Table Draft	Table Draft
<ul style="list-style-type: none"> ● Engaging, relevant, innovative 21st century curriculum ● Nontraditional approach ● Interdisciplinary ● Equity in achievement gaps ● All students are college, career, and life ready ● Newly structured school day and year ● Mentorships and connections between campuses ● Personalized & innovative learning ● Improved facilities to advance teaching, learning & extra-curricular/athletics ● Sense of community & unity ● Family values & Support 	<ul style="list-style-type: none"> ● Graduates feel prepared for their future ● Every student's needs are met ● All achievement gaps are closed ● Student & Staff Well-being & Safety ● Environment that accurately & appropriately reflects the changing world ● Prepared to meet the challenges younger generations will face ● Staff diversity matches student diversity ● 100% participate in our extra-curricular program ● All students develop socially, emotionally, and physically for post-secondary ● School feels like a second home ● Recognized as a Top 10 school in the state ● All stakeholders working toward a common goal 	<ul style="list-style-type: none"> ● Restorative Culture ● Have all voices heard ● Student-centered environment: choice, voice, inquiry-based, interests-based ● All students feel comfortable and confident here ● Shared accountability at all levels ● Student engagement across all demographics ● Equity lens always tied to decision-making ● Closing of Achievement Gaps ● Flexible, inclusive learning spaces ● Critical care and empathy ● Healthy continuous improvement relations among all stakeholders ● Inspiring the Future ● Impactful MTSS support system fostering growth ● Life-long learners at all levels 	<ul style="list-style-type: none"> ● Be the best high school in Illinois ● Be known for our innovation and future orientation ● All students report their love their high school experience ● Culture of Support and advocacy for all students ● Student reputation for being incredible human beings ● Being proactive in addressing student problems and concerns ● Prepared for life after high schools regardless of path ● Unity, respect, and connections at all levels ● Clear communication & connections throughout each campus and the community ● All voices are heard ● Achievement gaps have closed ● Equity is a way of life 	<ul style="list-style-type: none"> ● Identify and develop talent and skill of every student and staff member ● Use technology and social media for good not evil ● Gear learning more toward global issues that connect back to our community ● Equal opportunities for ALL ● Every student looks back on their time at LTHS fondly ● Community partnerships advance career exploration, learning and service opportunities, and engagement ● A personalized learning environment that is motivating and inspiring as well as innovative ● Student voice, choice and creativity is valued ● School facilities enhance and encourage student

	<ul style="list-style-type: none"> ● Facilities are a draw for prospective students 	<ul style="list-style-type: none"> ● Staff knowledgeable and competent teaching students from all backgrounds ● High expectations and rigor for ALL students ● Diverse staff ● Time to support students- retakes, relearning within the day 	<ul style="list-style-type: none"> ● Integrate curriculum across content areas ● Restructure day and year gets high marks ● Educational adaptation to an ever-changing job market & technological advancement 	<ul style="list-style-type: none"> ● engagement, instructional excellence, and innovative learning opportunities ● High quality learning ● Sense of community and spirit ● Independent lifelong learning
Table Draft	Table Draft	Table Draft	Table Draft	Table Draft
<ul style="list-style-type: none"> ● State of the art facilities ● Tools, facilities, and technology to maximize quality education ● Best holistic education in the country ● Social action/service projects systemwide ● Graduates happy and well prepared for college, career, and life ● Students able to explore beyond the classroom with rich learning activities ● Career Exploration ● Achievement Gap Closing ● Innovative and Integrative Curriculum matching future needs ● Enriching our tradition through innovation, inspiration, creativity, and critical thinking 	<ul style="list-style-type: none"> ● Student ownership and leadership ● Empowerment of all students to be prepared for their future ● More Middle ground policies ● Intentional partnering with community to get experts in the classrooms and opportunities to visit in the workplace ● Students are discovering their strengths ● Lifelong learning becomes commonplace ● Emphasis on addressing mental health needs ● Instruction that is innovative, inquiry-based, performance-based, and rich in engagement ● Small cohorts within larger units 	<ul style="list-style-type: none"> ● True student-centered learning environment ● A place for equal access and opportunities for ALL students ● Value team, input, voice, engagement, and collaboration in our work. ● Value community and connections. ● All students graduate prepared for college, career, and life ● Design with students a nontraditional school day and year to differentiate learning opportunities ● All students, staff, and families feel welcome, valued, and supported ● Off campus curricular opportunities through community partners and agencies 147 	<ul style="list-style-type: none"> ● Equity in opportunities, support, and achievement ● Building relationships between students and staff outside the classroom ● Genuine sense of unity in our community among all members ● Curriculum interests to motivate students to engage, innovate, learn, and apply ● Increased school morale, climate, and spirit ● Increased participation in co-curricular activities ● Facilities that enhance learning and teaching needs- space, design, equipment, furniture, etc. ● Clear, shaped, lived, inspirational vision 	<ul style="list-style-type: none"> ● Student collaboration space, time, and access ● Collaboration across curriculum for problem-based learning ● Small cohorts of student to work on PBL ● Every student to feel great about their school ● Healthy, productive students ● Create and focus on the whole child ● Individual post-secondary planning for each student ● Lots of opportunity for student voice, choice, engagement, and agency ● Not fit into labeled boxes ● Structures and staff that support the type of learning and teaching we want to implement

<ul style="list-style-type: none"> ● Inclusion, diversity, and equity reflected in curriculum, mental health supports, prevention supports and staffing ● Students being unafraid to reach out to the school when going through a difficult time ● Sufficient academic/functional performance of all students with an identified post high school goal/plan 	<ul style="list-style-type: none"> ● Understanding of the importance of giving back to your community and being an engaged citizen of the future ● More in school time and support for personalized learning needs ● More intentional opportunities for student voice with learning opportunities and curriculum ● Greater variety of learning platforms, spaces, scheduling 	<ul style="list-style-type: none"> ● Agreed upon consistent way of determining grades ● Have our own transportation company to give us more flexibility in our delivery of programs and services 	<ul style="list-style-type: none"> ● A mindset and model to address dignity, diversity, equity, and inclusion. ● Time and support for teachers to build on tradition and innovative for a changing world ● Social and emotional wellness and growth ● Opportunities through project or problem-based learning to connect different content areas ● Personalized learning and pathways to assist all students meet their goals and explore their interests 	<ul style="list-style-type: none"> ● More green initiatives ● Innovative, future ready curriculum and learning opportunities ● Alignment of our system: District Goals, HR Practices, supervision and evaluation, Teaching & Learning
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Hopes, Dreams, and Aspirations to Influence Mission, Vision, and Core Values:

- Graduates happy and well prepared for college, career, and life
- Every student’s needs are being met, and all achievement gaps are closed
- Rigorous curriculum interests motivate students to engage, innovate, learn, and apply
- A learning environment that accurately & appropriately reflects the changing world
- Instruction that is innovative, inquiry-based, performance-based, and rich in engagement
- Opportunities through project or problem-based learning to connect different content areas
- More intentional opportunities for student voice with learning opportunities and curriculum
- Intentional partnering with community to get experts in the classrooms and opportunities to visit in the workplace
- Partnerships advance career exploration, learning and service opportunities, and engagement
- A mindset and model to address dignity, diversity, equity, and inclusion.
- Time and space to support students - retakes, relearning within the day
- Personalized learning and pathways to assist all students meet their goals and explore their interests

Rethinking High School Ideas

Article/Site Visited	Key Idea
9 Elephants in the Classroom that Should “Unsettle” Us	<ul style="list-style-type: none"> ● It is not knowledge of content that students need to retain ● Current content is biased ● What should be tomorrow’s curriculum we need to teach? ● Lack of time for deep learning ● Too much teacher talk and responsibility; transfer to student talk and responsibility ● Schedules need to support teaching and learning not obstruct them ● Focus on real-life learning, not grades ● Current focus is on the grade not the learning; Grading practices need revision and consistency ● New assessment system aligned to a 21st century curriculum; current is outdated ● Focus on student interest, motivation, enthusiasm, innovation & independence ● Students are Internet literate
Forging the Future of Learning	<ul style="list-style-type: none"> ● Students need personalized learning and individual support ● Time and space for teachers to check in with learners; conferencing as form of feedback ● Small group, peer projects, problem-based learning ● Student voice is essential ● Positive learning environment: flexible, healthy, supportive, space, time, technology ● Learning spaces should fit the learning: Labs, small tables for project and teamwork; individual workspaces, etc. ● Relationships matter ● Support mental health- advocates, mentors, counselors, social workers ● Indoor, outdoor, global, networking for learning locations ● Social and emotional support- whole child approach- holistic approach
10 Principles of Modern Learning	<ul style="list-style-type: none"> ● Love of learning is essential ● Do not learn like we did 10 years ago. Should not be teaching like we did 10 years ago ● Rewrite roles of teacher and curriculum

	<ul style="list-style-type: none"> ● Co-construction of curriculum ● Shared beliefs about learning ● Promote real world applications; there is a disconnect between current classroom learning and real-world learning ● Ensure transparency ● Ensure community and partnerships ● Value the power of innovation ● Embrace change and evolution
Washington Leadership Academy	<ul style="list-style-type: none"> ● Power of independence or agency in learning ● Technology as a learning tool and teaching tool ● Students felt trusted and empowered to steer their learning ● Rigor for all ● Social justice focus ● Empowerment to be a leader and take learning risks ● All stakeholders had voice ● Innovation- exploring optional ways to inspire learning ● Power of collaboration and working across content disciplines ● Exploring careers
Purdue Polytechnic High School	<ul style="list-style-type: none"> ● Teachers are coaches. Students identify their own learning goals ● STEM and experiential learning ● Project-based ● Partnerships with community ● CTEs. Career experiences ● Leaders in technology vs users of technology ● Focused on underrepresented populations ● Student driven ● Self-directed learning ● Pathway informed learning ● School is about working through frustrations
Iowa BIG	<ul style="list-style-type: none"> ● LT has many clubs that offer opportunities- need to move into classroom ● Project-based learning; problem -based learning ● Community partnerships ● Students add value to their communities ● Intrinsic motivation to learn

- Community sees students as assets and students understand their contributions to their hometown
- Service learning, internships
- Career visits
- Interdisciplinary
- Teacher role as coach, not sage on the stage

Investigation Findings to Influence Mission, Vision, and Core Values:

- Build on the past, embrace change, innovate for the future.
- Student directed learning. Teachers as coaches and facilitators.
- Co-construction of curriculum
- New assessment system aligned to a new 21st century curriculum; current is outdated
- Current focus is on the grade not the learning; Grading practices need revision and consistency
- Focus on student interest, motivation, enthusiasm, innovation & independence
- Project-based or problem-based learning
- Power of independence or agency in learning
- Community Partnerships and Connections
- Career Education- service learning, internships, career speakers
- Students need personalized learning and individual support
- Time and space for teachers to check in with learners, conferencing as form of feedback
- Positive learning environment: flexible, healthy, supportive, space, time, technology
- Small group, peer projects, problem-based learning
- Student voice is essential

Vision Draft: Graduate, Adult and System Portraits

Graduate Portrait	Graduate Portrait	Graduate Portrait	Graduate Portrait	Graduate Portrait
College & Career Ready Engaged Citizens Personally Responsible Culturally Aware Effective Communicators Ethical Character Problem Solvers Critical Thinkers Empowered & Self-Sufficient Civic & Global Contributor	Creative Thinkers College & Career Ready Adaptable & Resilient Learners Skilled Communicators Problem Solvers Critical Thinkers Perseverant & Patient Growth Mindset Culturally Aware Global Citizen	College & Career Ready Adaptable & Resilient Learners Passionate & Empathetic Culturally Aware Problem Solvers Critical Thinkers Empowered & Self-Sufficient Civic & Global Contributor Resilient & Healthy Body	Creators & Innovators Adaptable & Resilient Learners Engaged Citizens Personally Responsible Culturally Aware Skilled Communicators Problem Solvers Critical Thinkers Empowered & Self-Sufficient Digitally Adaptable	Creative Thinkers College & Career Ready Adaptable & Resilient Learners Culturally Aware Skilled Communicators Problem Solvers
Graduate Portrait	Graduate Portrait	Graduate Portrait	Graduate Portrait	Graduate Portrait
Creative Thinker Skilled Communicators Critical Thinkers Empowered and Self-Sufficient Civic and Global Contributor Problem Solver Inclusive Empathizer Resilient Mind and Body	College & Career Ready Passionate & Empathetic Skilled Communicators Ethical Character Critical Thinkers Empowered & Self-Sufficient Confident and Secure	Adaptable and Resilient Learners Personally Responsible Culturally Aware Skilled Communicators Ethical Character Empowered and Self-Sufficient	Engaged Collaborators College and Career Ready Adaptable and Resilient Learners Personally Responsible Culturally Aware Skilled Communicators Ethical Character	College & Career Ready Adaptable and Resilient Learners Personally Responsible Skilled Communicators Problem Solvers Critical Thinkers Environmentally Responsible

	<p>Civic and Global Contributor Curious Lifelong Learner Innovative Problem Solver</p>			
Adult Portrait	Adult Portrait	Adult Portrait	Adult Portrait	Adult Portrait
<p>Engaged Collaborators Love Teaching & Learning Passionate & Empathetic Culturally Aware Skilled Communicator Ethical & Trusting Character Problem Solver Respectful of Students & Parents</p>	<p>Love Teaching & Learning Passionate & Empathetic Culturally Aware Skilled Communicator Ethical & Trusting Character Respectful of Students & Parents Student-Centered Humility</p>	<p>Engaged Collaborator Love Teaching & Learning Creator & Innovator Passionate & Empathetic Culturally Aware Skilled Communicator Respect of Students and Parents Empowered & Self-Sufficient, Perseverant & Patient</p>	<p>Engaged Collaborator Creator & Innovator Passionate & Empathetic Personally & Collectively Responsible Culturally Aware Ethical & Trusting Character Problem Solver Respectful of Students & Parents Digitally Literate Student-Centered</p>	<p>Prepared Love Teaching & Learning Passionate & Empathetic Culturally Aware Skilled Communicator Respectful of Students & Parents Perseverant & Patient Student-Centered/Invested in students</p>
Adult Portrait	Adult Portrait	Adult Portrait	Adult Portrait	Adult Portrait
<p>Love Teaching and Learning Creator and Innovator Passionate & Empathetic Culturally Aware Skilled Communicator Ethical & Trusting Character Inclusivity Champion Collaborative Problem Solver Promotes Well-Being</p>	<p>Prepared Engaged Collaborator Love Teaching and Learning Passionate & Empathetic Culturally Aware Skilled Communicator Ethical & Trusting Character Problem Solver</p>	<p>Love Teaching and Learning Passionate & Empathetic Culturally Aware Skilled Communicator Ethical & Trusting Character Respectful of Students and Parents Perseverant & Patient</p>	<p>Engaged Collaborator Love Teaching & Learning Creator and Innovator Passionate & Empathetic Personally & Collectively Responsible Culturally Aware Skilled Communicator Ethical & Trusting Character</p>	<p>Engaged Collaborator Love Teaching & Learning Passionate & Empathetic Personally & Collectively Responsible Culturally Aware Ethical & Trusting Character Respectful of Students and Parents Growth Mindset Advocate/Mentor</p>

			Respectful of Students and Parents Adaptable and Resilient Learners	
System Portrait	System Portrait	System Portrait	System Portrait	System Portrait
Value its Staff Foster Clear Communication Ensure Consistency of Policy & Procedures Promote Continuous Improvement Value Diversity & Be Culturally Aware Value Shared Decision-making Value Ethical & Trusting Relationships Develop Sense of Community & Belonging Excellent Steward of Resources	Clear Purpose with Focus Value its Staff Foster Collaboration Foster Clear Communication Ensure Consistency around Policy & Procedures Value Diversity and Be Culturally Aware Promote Cohesion-working toward common goals Respectful of Students, Parents & Staff Develop Sense of Community & Belonging Student-centered Transparent	Clear Purpose with Focus Value its Staff Foster Clear Communication Ensure Consistency around Policy & Procedures Promote Continuous Improvement Value Diversity and Be Culturally Aware Value Shared decision-making Promote Cohesion-working toward common goals Develop Sense of Community & Belonging Value Innovation & Risk Taking	Clear Purpose with Focus Value Its Staff Foster Collaboration Value Diversity and Be Culturally Aware Value Shared Decision-making Respectful of Students, Parents & Staff Growth Mindset Develop Sense of Community & Belonging Promote Digital Literacy Value Innovation & Risk Taking	Clear Purpose with Focus Value Its Staff Foster Clear Communication Ensure Consistency around Policy & Practices Promote Continuous Improvement Value Diversity & Be Culturally Aware Respectful of Students, Parents, and Staff Develop Sense of Community & Belonging Excellent Stewards of Resources
System Portrait	System Portrait	System Portrait	System Portrait	System Portrait
Clear Purpose with Focus Value its Staff Foster Collaboration	Clear Purpose with Focus Value its Staff Foster Collaboration	Clear Purpose with Focus Value Its Staff	Clear Purpose with Focus Value Its Staff Foster Collaboration	Clear Purpose with Focus Value Its Staff Foster Clear Communication

Promote Continuous Improvement Value Diversity and be Culturally Aware Value Ethical & Trusting Relationships Respectful of Students, Parents, and Staff Value Innovation and Risk Taking World Leading Educational System Student-Centered Empathetic Culture	Foster Clear Communication Promote Continuous Improvement Value Ethical & Trusting Relationships Develop Sense of Community & Belonging Promote Digital Literacy Student-Centered Culturally Inclusive and Equitable	Promote Continuous Improvement Value Diversity and Be Culturally Aware Value Shared Decision-making Value Ethical Trusting Relationships Respectful of Students, Parents, and Staff Growth Mindset Develop Send of Community & Belonging Adaptable and Resilient Partners	Foster Clear Communication Ensure Consistency around Policy and Procedures Value Diversity and Be Culturally Aware Value Ethical & Trusting Relationships Develop Sense of Community & Belonging Value Innovation and Risk Taking Excellent Stewards of Resources	Promote Continuous Improvement Value Diversity and Be Culturally Aware Respectful of Students, Parents, and Staff Develop Sense of Community & Belonging Adaptable and Resilient Value Innovation and Risk Taking Excellent Stewards of Resources
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The facilitator reflected on the 10 Table Portraits and presents a DRAFT of a consensus Portrait

Graduate Portrait	Adult Portrait	System Portrait
Effective Communicator 9 College and Career Ready 7 Culturally Aware Citizen 7 Critical Thinker & Problem Solver 7 Adaptable & Resilient Learner 7 Empowered & Self-Sufficient 6 Personally Responsible 5 Civic & Global Contributor 4 Creative Thinker 3	Culturally Aware Advocate 10 Love Teaching & Learning 9 Passionate & Empathetic 9 Ethical & Trusting Character 8 Effective Communicator 8 Respectful of Students and Parents 8 Engaged Collaborator 6 Creator & Innovator 4 Student-Centered Problem Solver 3 Perseverant & Patient 3 Personally & Collectively Responsible 2	Value Its Staff 10 Ensure Sense of Community & Belonging 10 Clear Purpose with Focus 9 Value Diversity and be Culturally Aware 9 Value Ethical & Trusting Relationships 8 Foster Clear Communication 7 Foster Collaboration 6 Promote Continuous Improvement 6 Excellent Stewards of Resources 6 Value Innovation & Risk Taking 6 Ensure Consistency of Policy/Procedures 5 Respectful of Students, Parents & Staff 5

Mission Draft

Table Draft	Table Draft	Table Draft	Table Draft	Table Draft
Productive, positive engaged citizens Well rounded Student-center environment Inspire, learning and curiosity Understand and accept differences	Student-centered Entire LTHS community Maximize holistic growth ALL students Maximize the holistic growth of ALL students	Character Educational Excellence Well-balanced education Civic Equity and Innovation Integrity and Passion for learning Inspiration Positive Relationships Life-long learning Student-centered Growth Challenge Empower Continually designs unique student opportunities to support the whole child- academically, socially, & emotionally	Dignity- <i>Vita Plena</i> Collaboration with the Community Learner growth and success Empower, Inspire Whole Person Preparation Support Gaining Experience Authenticity Recognizing LT History Innovation Engagement Diversity	Community Student-centered Learning ALL students Belonging Academics & Co- Curricular Provide a comprehensive curriculum and activities to all students to foster belonging while learning in a student-centered, safe environment
Table Draft	Table Draft	Table Draft	Table Draft	Table Draft
Vita Plena Holistic Student Centered Meaningful Learning Community Inclusive	Innovative, Intellectual and another I Word Respectful, rigorous, and rich community education Intentional learning for the whole person/learner for a	Student Centered Community and Connections Comprehensive real- world curriculum Vita Plena, quest for the fulfilling life	Excellence Whole Learner Student-Centered Vita Plena Comprehensive and real forward-thinking curriculum	Growth Whole Student Critical Thinking and Problem Solvers Resiliency Choice, Voice, and Opportunities Equity

	<p><i>Vita Plena</i>- the quest for the fulfilling life Ensure a learning environment that honors tradition, fosters innovation and inspires all to create a better future Lifelong learning for all Develop resilient and culturally sensitive citizens</p>	<p>Intellectual, physical, moral, and aesthetic growth</p>	<p>Intellectual, physical, moral, and aesthetic growth</p>	<p>Excellence Readiness for Post-Secondary Success</p>
<p>Facilitator: In reflection of the 10 Table Team Mission Key Words and Ideas, the facilitator presents these as Mission and Motto Statements to consider.</p>				
<p>Best Ideas for Mission</p>				
<ul style="list-style-type: none"> ● Ensure a learning environment that honors tradition, fosters innovation, and inspires all students to create a better future ● Empower students to engage in a pathway to ensure college, career, and life success. ● Ensure a pathway to assist each student achieve their educational and personal goals leading to a fulfilling future within the greater community. ● I like the idea of utilizing some form of our strategic planning motto of Honor Tradition-Innovate Together-Inspire the Future with the <i>Vita Plena</i> – the quest for the fulfilling life 		<ul style="list-style-type: none"> ● Cultivate empowered learners and engaged global citizens through collaboration, innovation, and meaningful learning. ● Empower well-rounded and thoughtful graduates to shape an ever-changing global future 		
<p>Best Ideas for Motto</p>				
<ul style="list-style-type: none"> ● <i>Vita Plena</i>- the quest for the fulfilling life Honor Tradition, Innovate Together, Inspire the Future 				


Core Values Draft

Table Draft	Table Draft	Table Draft	Table Draft	Table Draft
Integrity Dignity Ethical Character Wellness, physical & mental Kindness Responsible & Accountable Citizenship	Student-centered Dignity & Respect Equity & Inclusion Emotional, mental, and physical Growth & Wellness Engagement Positive Learning Environment for ALL Students Relationships	Respect & Dignity Equity & Inclusion Responsibility & Accountability Creativity & Innovation Access & Opportunity Ongoing & Lifelong Learning Academic & Social, Emotional, and Physical Growth and Achievement	Dignity & Respect Contemporary resources & Facilities Creative Thinking Responsibility Success & Achievement Student, Staff & Community Voice Resilience Form meaningful Connections & Relationships Value Risk & Failure Normalizing diversity & Adapting to Meet Individual Needs Inclusion Promoting Positive Climate/Environment	Community Dignity & Belonging Responsibility Student Engagement Social-Emotional Health Upstander Preparedness
Table Draft	Table Draft	Table Draft	Table Draft	Table Draft
Equity Inclusion Access Physical, social, and emotional well-being Learn from our actions Dignity & Respect Student Engagement Community Partnerships	Equity & Inclusivity Communication & Collaboration Heritage & Tradition of Excellence Responsibility & Accountability Expectations & Excellence Rigorous & Relevant Curriculum	Dignity Inclusivity Emotional Health Engagement Student Preparedness Responsibility	Physical, Social, Emotional Well-Being Equity Access Inclusivity Dignity and Respect Reflecting and Problem Solving Responsibility and Accountability	Dignity Belonging Equity in Curricular Equity in Social Emotional well being Equity in Resources

	Dignity & Respect Future Readiness & Relevancy Reflection & Problem Solving		Future Relevancy and Readiness	
Facilitator: In reflection of the 10 Table Team Core Values, the facilitator presents these as Core Values to consider.				
<ul style="list-style-type: none"> ● Dignity and Respect ● Community & Connections ● Equity & Inclusivity ● Communication & Collaboration 		<ul style="list-style-type: none"> ● Tradition of Excellence & Innovation ● Engagement & Continuous Improvement ● Future Relevancy and Readiness ● Responsibility & Accountability 		

See Preferred Future Statement Below:

Lyons Township High School District 204 Preferred Future Statement

Mission			Motto		
<p><i>Ensure a learning environment that honors tradition, fosters innovation, and inspires all students to create a better future.</i></p>			<p><i>Honor Tradition, Innovate Together, Inspire the Future</i></p> <p><i>The quest for the Fulfilling Life</i></p>		
Vision					
<p>Our North Star: All students are prepared to succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives. Critical traits are listed in our Portraits below:</p>					
Graduate Portrait		Adult Portrait		System Portrait	
<p>Effective Communicator College and Career Ready Culturally Aware Citizen Critical Thinker & Problem Solver Adaptable & Resilient Learner Empowered & Self-Sufficient Personally Responsible Civic & Global Contributor Creative Thinker</p>		<p>Culturally Aware Advocate Love Teaching & Learning Passionate & Empathetic Ethical & Trusting Character Effective Communicator Respectful of Students and Parents Engaged Collaborator Creator & Innovator Student-Centered Problem Solver Perseverant & Patient Personally & Collectively Responsible</p>		<p>Value Its Staff Ensure Sense of Community & Belonging Clear Purpose with Focus Value Diversity and be Culturally Aware Value Ethical & Trusting Relationships Foster Clear Communication Foster Collaboration Promote Continuous Improvement Excellent Stewards of Resources Value Innovation & Risk Taking Ensure Consistency of Policy/Procedures Respectful of Students, Parents & Staff</p>	
Core Values					
<ul style="list-style-type: none"> ● Dignity and Respect ● Community & Connections ● Equity & Inclusivity ● Communication & Collaboration 			<ul style="list-style-type: none"> ● Tradition of Excellence & Innovation ● Engagement & Continuous Improvement ● Future Relevancy and Readiness ● Responsibility & Accountability 		