



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

**Room 103-104
100 South Brainard Avenue
La Grange, Illinois 60525
Monday, October 3, 2022 - 6:30 PM**

AGENDA

I. CALL TO ORDER

II. COMMUNICATIONS - PUBLIC COMMENT

III. FINANCE

- A. Initial Tax Levy Presentation (B. Stachacz) 2
- B. Resolution to Transfer Funds (B. Stachacz) 3

IV. FACILITIES

- A. Summer 2023 Project Update (B. Stachacz) 6

V. CURRICULUM and INSTRUCTION

- A. Curriculum Change Proposals (2nd Reading) (S. Eggerding) 8
- B. 2023-24 School Year Calendar (2nd Reading) (S. Eggerding) 55
- C. Summer Workshop Report (S. Eggerding) 57

VI. STUDENT SERVICES 108

- A. 2022-23 Safety Updates (J. Tyrrell)
- B. LTHS Threat Assessment Process (J. Tyrrell)
- C. Violent Critical Incident (VCI) Preparedness (J. Tyrrell)

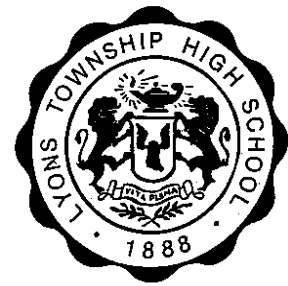
VII. PUBLIC COMMENT

VIII. ADJOURNMENT

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

LYONS TOWNSHIP HIGH SCHOOL

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



Brian Stachacz
Director of Business Services

Memorandum

To: Dr. Brian Waterman, Board of Education
From: Brian Stachacz
Date: 9/28/2022
Re: 2022 Property Tax Levy

Usually at this time of the year, I would provide a first look at the upcoming property tax levy for 2022. However, I do not yet have the final version of the 2021 tax levy. Since each new tax levy builds on the prior year, I do not have the ability to accurately project the 2022 tax levy numbers at this time. We are hopeful that the final numbers for the 2021 levy will be available by the end of October in time to calculate an estimated levy that needs to be approved by the Board in November.

Below are a few bulleted points that I can share regarding the 2022 levy:

- The Consumer Price Index in December of 2021 was 7.0%. We are capped at 5% so the increase to the total 2021 levy will be 5%.
- Including additional amounts for new property, we will most likely request an increase to the 2022 levy of 5%-7% over the 2021 levy.
- Historically the district has conducted a Truth-In-Taxation Hearing every year whether required or not. With an expected increase of over 5%, we will be required to hold a hearing before final adoption in December.
- A 5% increase will bring an estimated increase to the 2022 levy of \$3.5 million.
- We will need to adopt an estimated levy at the November Board meeting and the final in December as the documents are due to Cook County no later than the last Tuesday in December.

As soon as we have the final levy information for 2021, I will begin the process of generating the 2022 levy numbers. I will keep the Board informed of any changes as we go forward with the delay of the 2021 levy numbers.

Recommendation: For Information

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: 9/28/2022
Re: Resolution Authorizing the Transfer of Funds from the Ed. Fund to the B&I Fund

During the past several meetings, I have mentioned to the Board that the second installment of the 2021 Cook County property tax collection has been delayed. The second collection usually takes place in August and September but this year has been delayed until at least November/December. With the delayed collection, the District is not seeing any revenue from property taxes which is our largest source of revenue.

Currently we have a balance of \$1,431,639.46 in our Bond & Interest Fund which is the fund that we are required to pay our debt obligations from. On December 15, 2022, we have a payment of \$2,556,293 due on our outstanding debt. We currently have enough cash to make the payment however, with a cash balance in the B&I Fund of \$1.4 million, we do not have enough in that specific ledger account. The attached resolution allows us to move cash from the Education Fund in an amount not to exceed \$1,124,654, in to the B&I Fund to cover the payment on December 15th if needed.

There is still the possibility that the tax bills will be out early enough in the November/December timeframe and we will collect enough so that the transfer of funds will not be needed. However, we are preparing as though this will not be the case as I am not confident in that scenario. An earlier tax collection would also benefit the District because any money that we transfer in to the B&I Fund cannot be transferred back to the Ed. Fund. It will have to permanently stay in that Fund.

I will keep the Board informed of the timing of the property tax collections and the ultimate outcome of the need for money in the B&I Fund as well as any of the operating funds.

Recommendation: The Board of Education adopt the resolution allowing for an amount not to exceed \$1,124,654 to be transferred from the Education Fund to the Bond & Interest Fund if needed.

RESOLUTION OF THE BOARD OF EDUCATION AUTHORIZING THE SCHOOL TREASURER TO TRANSFER FUNDS FROM THE EDUCATIONAL FUND TO THE DEBT SERVICE FUND

WHEREAS, Section 100.50(d)(1) of the Illinois State Board of Education's ("ISBE") Requirements for Accounting, Budgeting, Financial Reporting, and Auditing, 23 IL ADMN CD 100 et seq., provides direction in how Illinois school districts document the funding of, accounting for, and expenditures from the Debt Service Fund; and

WHEREAS, the Board of Education desires to remain in compliance with generally accepted accounting principles and those requirements set forth in the ISBE regulations; and

WHEREAS, the second installment of 2021 Cook County property taxes will be received by the School District between five and six months later than in prior years and accordingly the School District requires greater flexibility in meeting its financial obligations with respect to the payment of debt service until the second installment of 2021 taxes is received; and

WHEREAS, the Board of Education has determined that it is in the best interest of the School District to authorize the School Treasurer and Chief School Business Official, in consultation with the Superintendent, to have the authority to transfer certain funds from the Educational Fund to the Debt Service Fund, if they deem such a transfer necessary, to provide moneys with which to meet those expenses properly accounted for and made from the Debt Service Fund pursuant to the State's regulations.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Lyons Township High School District No. 204, Cook County, Illinois, as follows:

Section 1. That the Board of Education hereby finds that the recitals contained in the preambles to this Resolution are full, true, and correct and does hereby incorporate them into this Resolution by reference.

Section 2. The School Treasurer and Chief School Business Official of the School District, in consultation with the Superintendent, is hereby authorized to permanently transfer from the Educational Fund to the Debt Service Fund an amount not to exceed \$1,124,654, to be used for debt service obligations of the School District.

Section 3. That all other resolutions or parts of resolutions in conflict herewith be and the same are hereby repealed and this Resolution shall be in full force and effect immediately upon its passage.

Adopted this 17th day of October, 2022, by the following roll call vote:

AYES: _____

NAYS: _____

ABSENT: _____

President, Board of Education

ATTEST:

Secretary, Board of Education

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: 9/28/2022
Re: Summer 2023 Project Update

We have received information from our architects regarding our planned summer of 2023 projects that is not favorable. The lead times for air-handling units has increased to over 41 weeks and will adversely affect the planned HVAC projects in the North Campus Library, the LTTV Studio and the J-Wing at South Campus. On our current course, the earliest we could award the projects to contractors would be in October and they would begin ordering air-handling units in early November. This timeline puts delivery of the air-handling units in to September of 2023 which clearly misses the mark for completion during the summer of 2023. While it is possible to complete some of the interior work related to the projects, it appears more likely that these projects will need to be completed in the spring/summer of 2024.

We will discuss possible scenarios and options with our representatives from DLA Architects during the meeting. Should you have any questions, please do not hesitate to contact me.

Recommendation: For Information



September 27, 2022

Brian Stachacz
Lyons Township High School District 204
100 S. Brainard
LaGrange, IL 60525

Dear Brian

Subject – 2023 Mechanical Unit Lead Times

Pursuant to your request, DLA Architects has put together a summary and update of the mechanical unit lead times related to the proposed 2023 North Campus Library and LTTV Studio and South Campus J-Wing Air Handler Replacement Summer Construction Projects.

Due to lead times for air handlers be aware the 2023 summer work will not be completed before the school year starts in August 2023. The interior portion of the work including ductwork and piping can be completed during the 2023 summer construction. The current average shipping lead time for air handler units is over 41 weeks, more than 10 months. If the projects are awarded at the October Board Meeting the soonest the units will be able to be ordered by the contractor is early November. Ten months from that order time is September of 2023. This puts installation of those units into the school year and possible heating season. If they cannot be installed by next fall, we will delay the installation until the following spring and leave the existing units in place to provide conditioning.

We will provide a full update of lead times at the next meeting. Please do not hesitate to contact us if you have any questions.

Sincerely

A handwritten signature in black ink that reads 'Paul N. Gajda'.

Paul N. Gajda, AIA
Project Architect

c: Edward Wright, Principal, AIA, DLA

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: October 3, 2022

RE: 2023-2024 Curriculum Change Proposals (Second Reading)

Attached, please find the 2022-2023 Curriculum Change Proposals that were submitted to my office. The attached summary has 2 parts:

1. An administrative recommendation page
2. Copies of proposals

Proposals were shared for a First Reading with the Curriculum Committee and the Board. Additional information for Engineering and Invention I and Engineering Design has been included. No other requests for additional information on the proposals was received.

RECOMMENDATION:

I recommend that the Board adopt the 2023-2024 Curriculum Change Proposals as recommended by the Administration.

Lyons Township High School District 204
2023-2024 Curriculum Change Proposals
Administrative Recommendations

Course	CSDT Vote	Administrative Recommendation
Digital Photo Art– Title Change, Scheduling	17 Ayes - 0 Nays	Recommend
Adaptive PE Leaders - ADD	17 Ayes - 0 Nays	Recommend
Basic Self-Defense - ADD	17 Ayes - 0 Nays	Recommend
Earth and Space Science – Combine Courses	17 Ayes - 0 Nays	Recommend
Medical Terminology - ADD	16 Ayes - 0 Nays	Recommend
Engineering and Invention I – Level Change	16 Ayes - 0 Nays	Recommend
Engineering Design -Level Change	16 Ayes - 0 Nays	Recommend
Robotics 1 - ADD	16 Ayes - 0 Nays	Recommend
Robotics 2 – ADD	16 Ayes - 0 Nays	Recommend
Human Geography -- DROP	16 Ayes - 0 Nays	Recommend
IncubatorEDU – Level Change	16 Ayes - 0 Nays	Recommend
Humanities English – DROP	16 Ayes - 0 Nays	Recommend
Humanities World History – DROP	16 Ayes - 0 Nays	Recommend
Humanities Reading -- DROP	16 Ayes - 0 Nays	Recommend

2023-2024 Curriculum Changes

Division/Department	Course	Change	Notes
<i>Fine Arts</i>			
Art	Advanced Photography/Digital Photo Art	Title change, Scheduling	Offer at SC
<i>Physical Welfare</i>			
PE	Adaptive PE Leaders	New Course	Semester Course
	Basic Self-Defense	New Course	Semester Course, NC only
<i>Math/Science</i>			
Science	Astronomy/Earth & Space Science	Combine Courses	Annual Course
	Medical Terminology	New Course	2nd Pathway Course
<i>Global Studies</i>			
Applied Tech	Engineering & Invention 1	Level Change	Offer only at Level IV
	Engineering Design	Level Change	Offer only at Level IV
	Robotics 1	New Course	
	Robotics 2	New Course	
Social Studies	Human Geography	Drop Course	Decline in Enrollment
Business	INCubatoredu	Level Change	From Level III to Level IV
<i>Language Arts</i>			
English/Social Studies	Humanities	Drop Course	

Curriculum Change Proposals for 2023-2024

Department/Division	Summary of Proposal	CSD Team Vote
FINE ARTS- Art		
Advanced Photography-> Advanced Digital Photo Art	Advanced Photography has been digital since removing the analogue class and darkroom at North Campus. Plus, we can offer this course using the same supplies we currently have at south campus. This would provide students the opportunity to take Advanced Photography at South campus and get into Studio Art Accel + AP Studio Art courses sooner to build a stronger portfolio.	Ayes: 17; Nays: 0; Abstain 0
PHYSICAL WELFARE - PE		
Adaptive PE Leaders	<p>LTHS has embraced the idea of creating a culture of belonging among students and staff. In an effort to meet this mission, we propose the addition of an Adaptive PE Leaders course within the Physical Welfare Division that will work in tandem with our Special Education Division. This course will meet the physical and social needs of our special education students, as well as helping our general education students learn to lead and support peers with unique needs and provide them with experience if they choose to go into education or other related fields.</p> <p>The course will provide students with training to modify activities for various students as well as supporting students with special needs. When ready, students will “push in” to our LIFE PE course to provide additional support for students, to make genuine and positive connections with their special education peers, and to learn to develop, adapt, and lead activities for their special education peers.</p>	Ayes: 17; Nays: 0; Abstain 0
Self Defense	<p>This course is about empowering the students to take care of their decisions, mind/emotions, and body. Basic Self-Defense will allow for two versions of our Self-Defense curriculum to offer sections for students identifying as girls or boys. The new course, focused on boys, will be grounded in Social Emotional Learning Standards as cited by the Illinois State Board of Education and the LTHS board goal for Social Emotional Learning. This course will contribute to a safe, supportive school climate. The empowered learner will feel a sense of confidence and personal power to constructively intervene for himself or another who may be in a difficult situation. Additionally he will have the tools to more successfully avoid, diffuse, and/or escape a physical attack. The course will also include concepts and activities related to human performance; including a focus on cardiovascular health, muscular endurance, and speed training.</p> <p>Coursework and experiences are designed to promote awareness, recognition, reduction, and avoidance of unsafe, disrespectful, aggressive behavior/actions directed toward males. Skills and understanding for defense against an aggressor with emphasis on avoiding and escaping an attack are taught and practiced. The Illinois State Board of Education Social and Emotional Standards that will be met are cited below.</p> <p>Goals</p> <ul style="list-style-type: none"> ●Goal 1 - Develop self-awareness and self-management skills to achieve school and life success. ●Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships. ●Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts. 	Ayes: 17; Nays: 0; Abstain 0
MATH/SCIENCE - Science		

Astronomy/Earth & Space Science	Course curriculum topics would be able to be interwoven between the two courses to better align to NGSS standards and improve the flow of the instructional items. This is a major component of the Next Gen Science Standards that is not covered in our core courses. Combining these two courses would allow improved flexibility in scheduling, as well as making the course easier to staff.	Ayes: 17; Nays: 0; Abstain 0
Medical Terminology	This new course will be the second course in a healthcare careers pathway. In this course, students learn how to identify medical terms by analyzing the prefixes, roots, suffixes, etc that are common in the healthcare industry. The main focus of this course is to help students develop oral and written communication skills that they could use within a health care profession. This course could be offered for Dual Credit through COD in the future.	Ayes: 16; Nays: 0; Absent: 1
GLOBAL STUDIES - Applied Tech		
Automotive Engineering & Fabrication	The proposal/change will allow "Automotive Engineering and Fabrication" to be taught and offered to South Campus students. Various equipment would be purchased to set up the new lab space in room D125 (SC) where the class would be offered for students that are interested in learning metal fabrication and welding skills.	Ayes: 16; Nays: 0; Absent: 1
Engineering & Invention 1	Remove the Level III offering and only offer the course as Level IV since we have a dual enrollment with Triton College. Initially the course was offered at level 3 and 4 but now with the curriculum changes and our agreement with Triton the curriculum is a level 4 course.	Ayes: 16; Nays: 0; Absent: 1
Engineering Design	Remove the Level III offering and only offer the course as Level IV since we have a dual enrollment with Triton College. Initially the course was offered at level 3 and 4 but now with the curriculum changes and our agreement with Triton the curriculum is a level 4 course.	Ayes: 16; Nays: 0; Absent: 1
Robotics 1	We are proposing to add a robotics course to the Engineering Pathway. Recent advances in robotics have revolutionized our personal and business lives. Today, commercial and industrial robots are in widespread use, performing jobs more cheaply and in some cases with greater accuracy and reliability than humans. They are also employed for jobs which are too dirty, dangerous, or dull to be suitable for humans. Robots are widely used in manufacturing, assembly and packing, transport, earth and space exploration, surgery, weaponry, laboratory research, safety, and the mass production of consumer and industrial goods. Robots play significant roles in our personal lives as well by serving humans and performing everyday tasks such as cleaning, cooking, and repairing. Intense involvement of these artificial helpers in everyday life requires human specialists with up-to-date knowledge to maintain and monitor existing robots, as well as to develop new, smarter, safer, and more advanced machines. To meet this need, educational institutions must adequately respond to the high demand for specialists in the field of robotics by developing and offering appropriate courses and/or certifying workers involved in the industry of robotics and automation. Robotics is a course intended to introduce students to this field and to engage them in the study of society's need for robots. Robotics is seen as an interdisciplinary, project-based learning curriculum drawing on math, science, and technology and offering major benefits in education. Robotics implements 21st century technologies and can foster problem solving skills, communication skills, teamwork skills, independence, imagination, and creativity. Taking into consideration that students gain a better understanding when they express themselves through invention and creation, robotics activities are considered to be a valuable learning tool that can contribute to the enhancement of learning and to the development of students' thinking. LT has competitive robotics teams that have competed since the 2017-2018 school year. Those teams are maxed with 30 to 36 students participating yearly. Each year the team has to turn away students because of the space limitations.	Ayes: 16; Nays: 0; Absent: 1

Robotics 2	<p>Recent advances in robotics have revolutionized our personal and business lives. Today, commercial and industrial robots are in widespread use, performing jobs more cheaply and in some cases with greater accuracy and reliability than humans. They are also employed for jobs which are too dirty, dangerous, or dull to be suitable for humans. Robots are widely used in manufacturing, assembly and packing, transport, earth and space exploration, surgery, weaponry, laboratory research, safety, and the mass production of consumer and industrial goods. Robots play significant roles in our personal lives as well by serving humans and performing everyday tasks such as cleaning, cooking, and repairing. Intense involvement of these artificial helpers in everyday life requires human specialists with up-to-date knowledge to maintain and monitor existing robots, as well as to develop new, smarter, safer, and more advanced machines. To meet this need, educational institutions must adequately respond to the high demand for specialists in the field of robotics by developing and offering appropriate courses and/or certifying workers involved in the industry of robotics and automation. Robotics is a course intended to introduce students to this field and to engage them in the study of society's need for robots. Robotics is seen as an interdisciplinary, project-based learning curriculum drawing on math, science, and technology and offering major benefits in education. Robotics implements 21st century technologies and can foster problem solving skills, communication skills, teamwork skills, independence, imagination, and creativity. Taking into consideration that students gain a better understanding when they express themselves through invention and creation, robotics activities are considered to be a valuable learning tool that can contribute to the enhancement of learning and to the development of students' thinking.</p> <p>LT has competitive robotics teams that have competed since the 2017-2018 school year. Those teams are maxed with 30 to 36 students participating yearly. Each year the team has to turn away students because of the space limitations.</p>	Ayes: 16; Nays: 0; Absent: 1
Social Studies		
Human Geography	We propose dropping the social studies prep level elective course "Human Geography." There has been declining enrollment since the additions of sophomore Civics as a requirement and Freshman AP Human Geography as an option. There is only one section in the 21-22 school year, and there will be no sections (six students registered) in 2022-2023.	Ayes: 16; Nays: 0; Absent: 1
Business		
INCubatoredu	The proposal is to change INCubatoredu from a Level III course to a Level IV course. The level of rigor in this course constitutes changing it to a Level IV course. Students are tasked to solve complex, real world problems and develop business strategies to solve the problem.	Ayes: 16; Nays: 0; Absent: 1
LANGUAGE ARTS/GLOBAL STUDIES		
Humanities	With the implementation of a co-teaching model at the freshman prep level for world history and English, students are no longer scheduled into Humanities. This proposal formally drops the Humanities courses.	Ayes: 16; Nays: 0; Absent: 1

2023-2024 Curriculum Change Proposal Form

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

Date of Application: 12/8/2021 Division: Fine Arts

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

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Advanced Photography	.5	Digital Photo Art	11,12		AR6321	AR6322

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Advanced Digital Photo Art	.5	Digital Photo Art	9,10,11, 12		AR6321 AR6326	AR6322 AR6327

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Adv.PhotoArt

Provide a brief description of the proposal/change:

Advanced Photography has been digital since removing the analogue class and darkroom at North Campus. Plus, we can offer this course using the same supplies we currently have at south campus. This would provide students the opportunity to take Advanced Photography at South campus and get into Studio Art Accel + AP Studio Art courses sooner to build a stronger portfolio.

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

There are a lot of students at south campus who would love to continue in the sequence, but currently have to wait until they get to North Campus. This opportunity would better help them prepare to take Studio Art Accel their Junior year, and AP Studio art senior year.

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

Many high schools have 4 levels of digital art courses.

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

The enrollment rate of students progressing in the sequence.

How does the change address Board Goals or school initiatives?

Allowing students to take Advanced at south campus will provide students more opportunities to build upon their 2D skills and enhance their collection of work. We also feel that changing the course name allows us more flexibility on project ideas ranging from digital art, photography, and illustration to reflect current practice.

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

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
We have all of the tools already necessary set up at south campus	0
(insert additional rows if necessary)	


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

No Change

Who was involved in developing this course proposal?

Brittany Milovanovic + Jamie Rey

Signatures: *Brittany Milovanovic* *Jamie Rey*

Curriculum Coordinator/Lead Teacher <i>Mary Rohlicek</i>	Date 03/01/2022
Assistant Division Chair <i>Mark Dahl</i>	Date 3/1/22
Division Chair <i>Paula A. Nardi</i> 	Date 03/01/2022

2023-2024 Curriculum Change Proposal Form

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

Date of Application: 1/3/22

Division: Physical Welfare

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

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

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Adaptive PE Leaders	.5	Sophomore standing and application on file	10	III		
			11-12 potentially for 8th period only			

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Adaptive PE Leaders

Provide a brief description of the proposal/change:

LTHS has embraced the idea of creating a culture of belonging among students and staff. In an effort to meet this mission, we propose the addition of an Adaptive PE Leaders course within the Physical Welfare Division that will work in tandem with our Special Education Division. This course will meet the physical and social needs of our special education students, as well as helping our general education students learn to lead and support peers with unique needs and provide them with experience if they choose to go into education or other related fields.

The course will provide students with training to modify activities for various students as well as supporting students with special needs. When ready, students will "push in" to our LIFE PE course to provide additional support for students, to make genuine and positive connections with their special education peers, and to learn to develop, adapt, and lead activities for their special education peers.

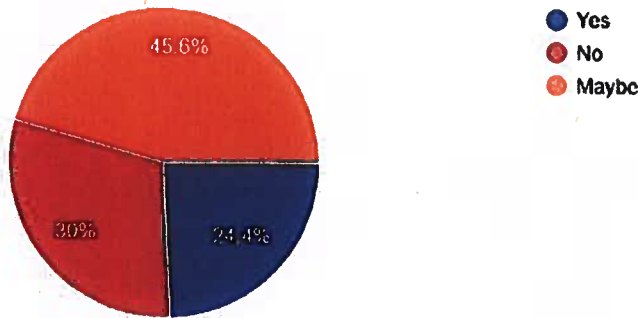
What qualitative and/or quantitative measures were used to determine the need for this change?

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

This course proposal was initiated by teaching staff as a way to strengthen the connections between all students at LT. As demonstrated in our Best Buddies program or other adaptive PE leader programs at other area high schools, the connection between general education and special education is strengthened through opportunities to work together and it helps to develop a sense of connection and belonging for all students. In January of 2022, students across all 4 grade levels at LT were surveyed to gauge interest in registering for such a class:

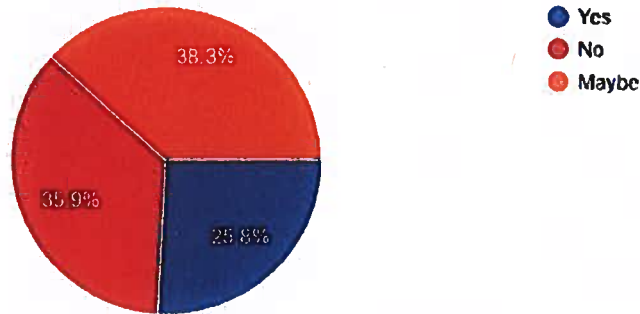
Are you interested in working with students with special needs?

1,194 responses



In place of a traditional Physical Education class, would you consider enrolling in a course (if available) that would allow you to serve as a peer support for students with special needs in Physical Education?

1,194 responses



Of the students who responded "yes" they would be interested in such a class:

- 126 are freshman (82 female, 34 male, 4 non-binary, 6 preferred not to answer)
- 12 are Sophomores (6 females, 6 males)
- 85 are juniors (67 female, 16 male, 2 non-binary)
- 83 are seniors (77 female, 5 male, 1 non-binary)

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

The majority of comparable high schools in the suburban area have an adapted leaders program where general education peers work alongside students with special needs (with the support of the classroom teacher and/or paraeducators). Schools such as: Andrew High School, Batavia High School, Carl Sandburg High School, Glenbard North High School, Hinsdale Central High School, Hinsdale South High School, Lake Zurich High School, Libertyville High School, Lockport Township High School, Naperville Central High School, Naperville North High School, Neuqua Valley High School, Oswego East High School, Stagg High School, Vernon Hills High School, Waubonsie Valley, West Aurora High School, Wheaton Warrenville South High School, and Yorkville High School all offer a version of an adapted PE leaders program.

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

Enrollment data, student interviews, observational data related to social interactions amongst general education and special education students. If enrollment data continues to be high, along with positive student testimonials regarding the impact of the class, we will be able to validate the importance and value of the course.

How does the change address Board Goals or school initiatives?

This course proposal is linked to Board Goals:

Goal I/Objective 4: Ensure that LT's curricular offerings are designed to prepare all students for college and career readiness

Goal II/Objective 1: Implement programs to assist students, staff, and parents with mental health and social emotional issues to help reduce stress and maintain a healthy learning environment.

Goal II/Objective 4: Maintain an environment that does not tolerate bullying in any form by any person.

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

None	
(insert additional rows if necessary)	

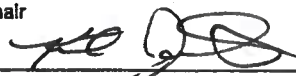
Provide an updated Course Description that will be included in the Academic Program Guide:

This is a one semester course designed for any student who is interested in assisting special education peers within the physical education setting. Students will develop an understanding and gain experience in: modifying activities to meet individual needs, developing lesson and assisting with instruction, and working alongside peers with special needs to develop meaningful connections. Students will be involved assisting students in our LIFE PE curriculum and engaging in a variety of sports, recreational activities, and fitness concepts. This course fulfills the PE requirement.

Who was involved in developing this course proposal?

Cassie Niego, Scott Walker, Kurt Johns, Melissa Moore

Signatures:

Curriculum Coordinator/Lead Teacher		Date
Assistant Division Chair		Date
Division Chair	 melissaman	Date 8/25/22

2023-2024 Curriculum Change Proposal Form

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

Date of Application: 1-31-2021

Division: Physical Welfare

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

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

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Basic Self-Defense	1/2	None	11-12	III		

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner: Exploring dual credit with College of DuPage (C.O.D.)

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

Self Defense

Provide a brief description of the proposal/change:




This course is about empowering the students to take care of their decisions, mind/emotions, and body.

Basic Self Defense will allow for two versions of our Self-Defense curriculum to offer sections for students identifying as girls or boys. The new course will be grounded in Social Emotional Learning Standards as cited by the Illinois State Board of Education and the LTHS board goal for Social Emotional Learning. This course will contribute to a safe, supportive school climate. The empowered learner will feel a sense of confidence and personal power to constructively intervene for himself or another who may be in a difficult situation. Additionally he will have the tools to more successfully avoid, diffuse, and/or escape a physical attack. The course will also include concepts and activities related to human performance; including a focus on cardiovascular health, muscular endurance, and speed training.

Coursework and experiences are designed to promote awareness, recognition, reduction, and avoidance of unsafe, disrespectful, aggressive behavior/actions directed toward males. Skills and understanding for defense against an aggressor with emphasis on avoiding and escaping an attack are taught and practiced.

The Illinois State Board of Education Social and Emotional Standards that will be met are cited below.

Goals

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

[SEL Illinois State Standards \(Click Here\)](#)

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

Rape Aggression Defense (R.A.D.) protocol is a nationally recognized curriculum that three of our teachers have been certified in. Katie Meyers and Joe Conway successfully gained certification in a 30 hour instructor training course for teachers titled "Self-defense for Boys." All skills and procedures have been developed and are endorsed by R.A.D. Systems. The R.A.D. curriculum is currently used in numerous high schools, universities and local municipalities across the country. We will also follow the R.A.D. curriculum in our self-defense course.

<http://rad-systems.com/>

Several hundred male LT students have been surveyed regarding their interest in taking a course that would empower them to defend and avoid an unwanted/aggressive situation. 287 students out of 731 surveyed responded that they would be interested in signing up for a course where they learn to physically defend themselves, to de-escalate a situation, and to focus on human performance concepts and activities.

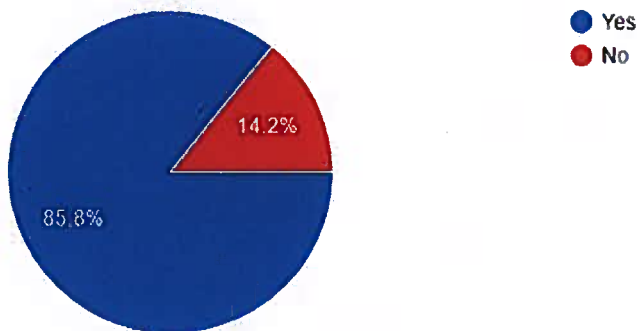
Below is the LT survey that all male identifying students were offered to take in early February 2022:

287 students indicated "yes" they would be interested in taking such a class if it was offered. The breakdown of these responses are as follows:

- 314 total male students or students who identify as male freshman took the survey
 - 119 - responded yes they would be interested in taking the class if offered (7 students identified as non-binary with 3 preferring not to answer the question regarding gender identification)
 - 121 students responded maybe
- 91 total male students or students who identify as male Sophomores took the survey
 - 39 responded yes they would be interested in taking the class if offered (2 students identified as non-binary)
 - 31 students responded maybe
- 180 total male students or students who identify as male Juniors took the survey
 - 54 - responded yes they would be interested in taking the class if offered (1 student identified as non-binary with 4 preferring not to answer the question regarding gender identification)
 - 67 students responded maybe
- 146 total male students or students who identify as male Seniors took the survey
 - 75 - responded yes they would be interested in taking the class if offered (1 student identified as non-binary with 8 preferring not to answer the question regarding gender identification)
 - 36 students responded maybe

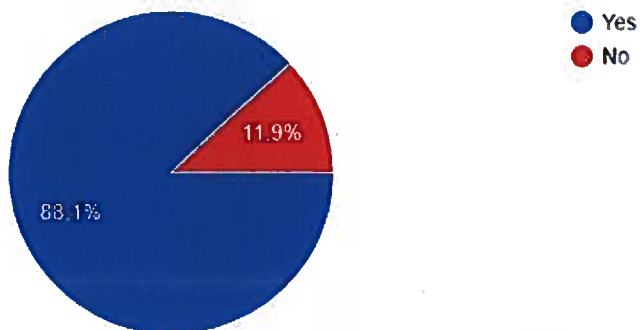
I can name one trusted adult at LTHS that I can see if I'm feeling sad or anxious.

731 responses



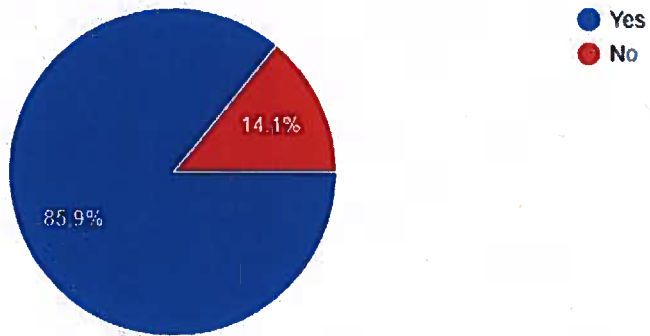
I can name one trusted adult at LTHS that I can go to if I'm feeling physically threatened.

731 responses



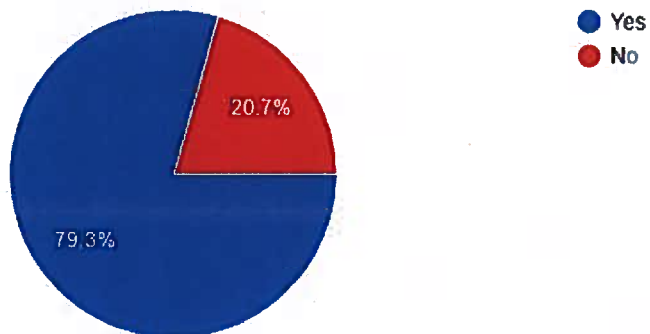
I can name one trusted adult at LTHS that I can go to if I or a friend is being bullied or harassed in cyberspace (instagram, twitter, etc.)

731 responses



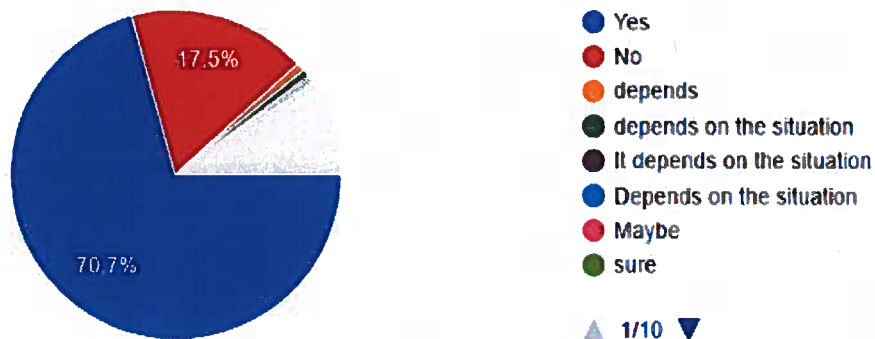
I know how to physically defend myself if I am being attacked/assaulted.

731 responses



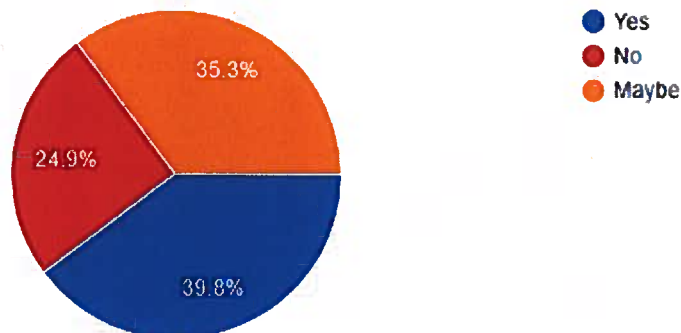
I would choose to step back/de-escalate an altercation to prevent being attacked.

731 responses



In place of a traditional Physical Education class, I would consider enrolling in a course (if available) that focuses on human performance (involving speed, agility, plyometrics, muscular strength, and endurance) in addition to learning basic skills to deescalate a situation and to defend myself in the case of assault.

731 responses



Statistically, the incidence of some form of contact sexual violence on males is nearly 1 in every 4 . 1 out of every 10 rape victims are male, and 43% of men reported experiencing some form of sexual harassment and/or assault in their lifetime. Data acquired through, R.A.I.N.N. (Rape, Assault, Incest, and National Network), the Center for Disease Control (C.D.C.), and the National Sexual Violence Resource Center (NSVRC)

From a social, emotional standpoint this class aims at improving students' self-efficacy in several ways. Students will explore the roles gender plays in social interactions. They will also examine healthy characteristics of various types of relationships, from school/work roles to family, and friends/dating. This will lead to discussions on students' roles in reducing bullying, harassment, and violence. The development of positive coping skills will also be emphasized in the course content.

Finally, students will learn how to recognize dangerous situations and behave in ways that can work to minimize danger and avoid an attack. R.A.D. skills designed to assist a survivor in avoiding an attack and escaping an attack will be taught and practiced.

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

This need and issue regarding personal safety has become more prominent in local high schools and high schools across the nation. It is not only presenting itself as a major issue from a scholastic standpoint, but also a national standpoint.

Oak Park River Forest High School, Highland Park, Hinsdale South, Hinsdale Central, Naperville North/Central, Waubonsie Valley, Plainfield East, Libertyville, Grayslake, Downers Grove South/North, Willowbrook, and College of DuPage are only some of the schools who have utilized R.A.D. protocol within their curriculum. All of these schools have incorporated varying levels of the R.A.D. curriculum into their courses. OPRF, Highland Park, and Deerfield all offer a specific "Step back" curriculum for male identifying students. Oak Park River Forest utilizes a vertically aligned curriculum that provides a separate and required course for both males and females. As upperclassmen these students have an elective course as an option within self-defense. The certified teachers at LT have and will continue to collaborate with the instructors and division chairs of the current programs. We have received a complete curriculum from the Oak Park River Forest Physical Education program and we have been collaborating with their instructors regarding our proposal. We will maintain our certification yearly by teaching this course and/or volunteering for future training programs at the high schools that are incorporating this course.

Like other schools, we will offer this in a class only for male identifying students. There are several reasons for this.

- 1- We have a class for female-identifying students at this point.
- 2- Statistically, gender plays a role in the type of violence an individual will face.
- 3- Our certification is qualified by gender. The certification class for women is different in terms of handling situations from an emotional standpoint.
- 4- Putting females in class violates the rules of our certification.
- 5- Putting females in class creates a difference in dynamic
- 6- The Office of Civil Rights (OCR) has outlined that this program is legally permissible to be taught at federally funded institutions under Title IX Sections 106.3 (a) and (b), 106.31, and 106.34A (c).
- 7- Title IX provides for separation for students by sex in PE classes during which the major activity involves bodily contact. Furthermore, assaults against women are very different than most assaults against men, therefore methods of avoidance and defense will also be different.

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

- Cumulative Simulation
- Written Test
- Post Course Exit Surveys

How does the change address Board Goals or school initiatives?

Meets the ISBE standard goals in PE.

19.B.5a and 5b Apply the principles of efficient movement to evaluate personal performance and students will develop and implement a variety of movement concepts to enhance brain function

20.B.5b and 5c Evaluate the effects of fitness choices on heredity and wellness. Analyze and explain the correlation between level of fitness and academic achievement

24.A.5a Compare and contrast strategies to prevent conflict and resolve differences

24.C.5 Demonstrate skills essential to enhancing health and avoiding dangerous situations

Board Goal II: Continue to provide a safe and supportive school climate and meet the Illinois State Board of Education's Social Emotional Learning Standards




We believe that this course will contribute to a safe, supportive school climate because students will be empowered to take control of their decisions and body.

The school motto of Vita Plena indicates “a fulfilling life”. This class epitomizes the concept of a “fulfilling life”. The class intends on actualizing personal power and respect for self and others. Because of instruction on relationship components, gender roles, and coping skills coupled with practice of using one’s voice and physical self to stay safe, this course is designed to help young men learn to positively assert themselves in all areas of their life.

The trickledown effect would impact the school climate through various standpoints: from learning to accept others, to improved communication skills, to creating an understanding of boundaries, and encouraging personal self-actualization.

The Illinois State Board of Education Social and Emotional Standards are all met through the proposed curriculum change.

Goals

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

[SEL Illinois State Standards \(Click Here\)](#)

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

No equipment needed if we can run this class opposite of our Girls Self-Defense courses	

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


This one-semester course will provide students who identify as a male or non-binary with viable considerations for the option of self-defense in response to a physical attack. Half of the course will be focused on resistance against attack. The other half will focus on the fitness activities to increase general physical conditioning such as, HITT workouts, Crossfit, etc. Certified instructors will teach self-defense skills focused on avoiding and escaping physical assault. Students completing this course will have learned and practiced various self-defense techniques to have as options if they need to defend themselves. Additional topics covered include gender roles in society, healthy relationships, positive coping mechanisms, consent, and how to recognize risk and reduce assault probability.

This course fulfills the PE requirement and cannot be repeated. Junior and Senior student athletes who take this course are NOT eligible for Athletic Study Hall.

Who was involved in developing this course proposal?

Kathryn Meyers, Kurt Johns, Joe Conway

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair 	Date 8/25/22

2023-2024 Curriculum Change Proposal Form

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

Date of Application:

1/31/22

Division:

Math/Science

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Geology	0.5	1 year science	11,12	III	SN6121	SN6122
Astronomy	0.5	1 year science	11,12	III	SN5311	SN5312

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Earth and Space Science	1	1 year science	11,12	III		

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Earth/Space Science

Provide a brief description of the proposal/change:

Course curriculum topics would be able to be interwoven between the two courses to better align to NGSS standards and improve the flow of the instructional items. This is a major component of the Next Gen Science Standards that is not covered in our core courses.

Combining these two courses would allow improved flexibility in scheduling, as well as making the course easier to staff.

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

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

This change would allow easier scheduling and staffing for the division, while still serving student needs and interests.

In addition, this would prepare the way for a future dual credit Geology option.

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

D211
Hinsdale 86

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

Enrollment numbers, students enrolled in both semesters

How does the change address Board Goals or school initiatives?

Goal / Objective 4: Ensure that LT's curricular offerings are designed to prepare all students for college and career readiness upon graduation.

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

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

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

This course will study the environment on Earth and the Earth's environment in space. Topics include the history and formation of the Earth, geology, astronomy, and meteorology. The course will utilize science practices developed in earlier courses to explore earth and space sciences and answer the following questions: What is the universe, and what is Earth's place in it? How and why is Earth constantly changing?

Who was involved in developing this course proposal?

Collin Voigt

Signatures:

Curriculum Coordinator/Lead Teacher		Date
Assistant Division Chair		Date
Division Chair	Collin Voigt	8/25/22

2023-2024 Curriculum Change Proposal Form

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

Date of Application: 1/31/22 Division: Math/Science

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

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

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Medical Terminology	0.5	Intro to Health Care Careers	9-12	III		

Concurrent Enrollment Info:

(fill only if necessary)	Biology or Chemistry	9,10			
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Check the Appropriate Features of the New Course:

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

*Dual Credit University Partner:

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

Medical Terminology

Provide a brief description of the proposal/change:

This new course will be the second course in a healthcare careers pathway. In this course, students learn how to identify medical terms by analyzing the prefixes, roots, suffixes, etc that are common in the healthcare industry. The main focus of this course is to help students develop oral and written communication skills that they could use within a health care profession.

This course could be offered for Dual Credit through COD in the future.

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

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

Several schools offer a similar course as part of a healthcare career pathway.

This includes:
 Maine 207
 Niles 219
 D211
 D214

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

Course enrollment (initial and sustained)
 Pathway enrollment

How does the change address Board Goals or school initiatives?

This program addresses equity by giving all students an introduction to medical and healthcare careers. Whether students choose to attend a two-year or four-year college, this course will give students a road map for their healthcare career journey. Continued participation in the pathway could lead to multiple endorsements and certifications through COD, acceptance into an undergraduate pre-med program, and even provide students job skills that they could use upon graduation from LT.

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

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
The Language of Medicine - Davi-Ellen Chabner	\$67 per E-book available
(insert additional rows if necessary)	

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

Course presents medical terminology through the study of medical word roots, prefixes, and suffixes. Focus on relationships among symptomatic, disease, and procedural terms. This course prepares students with the oral and written skills necessary to communicate in any health care field.

Who was involved in developing this course proposal?

Scott Eggerding, Collin Voigt, Kurt Johns

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair	Date

Coll *Voigt*
KE *[Signature]*

8/25/22
8/25/22

2023-2024 Curriculum Change Proposal Form

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

Date of Application: 1/20/2022

Division: Global Studies

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Engineering and Invention 1	½	None	9,10,11, 12	III & IV	AT5546 AT5541	AT5547 AT5542

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Engineering and Invention 1	½	None	9,10,11, 12	IV		

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner: Triton College

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

Engineering 1

Provide a brief description of the proposal/change:

Remove the Level III offering and only offer the course as Level IV since we have a dual enrollment with Triton College. Initially the course was offered at level 3 and 4 but now with the curriculum changes and our agreement with Triton the curriculum matches a level 4 course.

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

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

With the increase of the use of Whitebox software, Engineering classes are increasingly more challenging.

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

Dual Credit courses are nearly always taught at higher ability levels.

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

Given that nearly every student chooses the Level IV option, the course can be reshaped to be more challenging.

How does the change address Board Goals or school initiatives?

This course provides an opportunity for a student to level up and take a dual credit course at south campus.

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

None

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

Engineering and Invention is a course for the student who wants to explore engineering as a career. This course uses project-based STEM (Science, Technology, Engineering and Mathematics) assignments to explore and understand the engineering design process. Problem solving is utilized to overcome issues of design, development, production, and testing of a product. Topics covered include mechanical, structural, electrical, hydraulics, robotics and programming. Students will use software to design, test, and analyze problems and their solutions. Students will also work in design teams and present their findings to the class. **This course can earn college credit through Triton College.**

Who was involved in developing this course proposal?

Blake Sauders & Chris Bonifas

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair	Date

2023-2024 Curriculum Change Proposal Form

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

Date of Application: 1/20/2022 Division: Global Studies

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

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Engineering Design	1/2	None	9, 10, 11, 12	III or IV	AT5536 AT5531	AT5537 AT5532

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Engineering Design	1/2	None	9, 10, 11, 12	IV		

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner: Triton College

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

Engineering Design

Provide a brief description of the proposal/change:

Remove the Level III option and only offer the course as Level IV since we have a dual enrollment with Triton College. Initially the course was offered at level 3 and 4 but now with the curriculum changes and our agreement with Triton the curriculum is a level 4 course. Also, most students chose Level IV.

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

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

With the increase of the use of Whitebox software, Engineering classes are increasingly more challenging.

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

Dual Credit courses are nearly always taught at higher ability levels.

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

Given that nearly every student chooses the Level IV option, the course can be reshaped to be more challenging.

How does the change address Board Goals or school initiatives?

This course provides an opportunity for a student to level up and take a dual credit course at south campus.

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

None

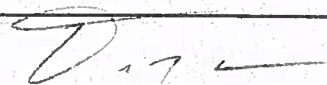
Provide an updated Course Description that will be included in the Academic Program Guide:

Engineering Design is an excellent choice for a student interested in exploring the field of drafting. It can lead to a career in engineering, architecture, construction, interior design, and other related fields. CAD (Computer Aided Design) projects include learning the AutoCAD and Fusion 360 software, multi-view drawing, dimensional drawing, section drawings, and isometric drawings. 2D drawings will be covered in the first part of the semester followed by an introduction to basic 3D drafting in the second part of the semester. **This course can earn college credit through Triton College.**

Who was involved in developing this course proposal?

Blake Sauders & Chris Bonifas

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair 	Date

2023-2024 Curriculum Change Proposal Form

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

Date of Application: 1/24/22

Division: Global Studies

Current Course Information:

(skip if this is a new course proposal)

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

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Robotics 1	½	None	9, 10, 11, 12	IV		

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner: Triton (possibly, per S. Eggerding)

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

Robotics 1

Provide a brief description of the proposal/change:

We are proposing to add a robotics course to the Engineering Pathway.

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

Recent advances in robotics have revolutionized our personal and business lives. Today, commercial and industrial robots are in widespread use, performing jobs more cheaply and in some cases with greater accuracy and reliability than humans. They are also employed for jobs which are too dirty, dangerous, or dull to be suitable for humans. Robots are widely used in manufacturing, assembly and packing, transport, earth and space exploration, surgery, weaponry, laboratory research, safety, and the mass production of consumer and industrial goods. Robots play significant roles in our personal lives as well by serving humans and performing everyday tasks such as cleaning, cooking, and repairing. Intense involvement of these artificial helpers in everyday life requires human specialists with up-to-date knowledge to maintain and monitor existing robots, as well as to develop new, smarter, safer, and more advanced machines. To meet this need, educational institutions must adequately respond to the high demand for specialists in the field of robotics by developing and offering appropriate courses and/or certifying workers involved in the industry of robotics and automation. Robotics is a course intended to introduce students to this field and to engage them in the study of society's need for robots. Robotics is seen as an interdisciplinary, project-based learning curriculum drawing on math, science, and technology and offering major benefits in education. Robotics implements 21st century technologies and can foster problem solving skills, communication skills, teamwork skills, independence, imagination, and creativity. Taking into consideration that students gain a better understanding when they express themselves through invention and creation, robotics activities are considered to be a valuable learning tool that can contribute to the enhancement of learning and to the development of students' thinking.

LT has competitive robotics teams that have competed since the 2017-2018 school year. Those teams are maxed with 30 to 36 students participating yearly. Each year the team has to turn away students because of the space limitations.

**How is this issue addressed at comparable high schools? (Attach additional pages if necessary)
What metrics will be used to measure the success of the course addition or change?**

Jacobs HS, Dundee Crown, Rich STEM HS (Rich Central TWP), District 214

How does the change address Board Goals or school initiatives?

Goal I: Improve the Academic Achievement of All Students
Objective 4: Ensure that LT's curricular offerings are designed to prepare all students for college and career readiness upon graduation.

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

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
VEX EXP Bundle Kits - we currently have 37 kits	None until replacement of consumables
VEXcode EXP	Free download

(insert additional rows if necessary)	

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

<p>Introductory course to robotics using the Vex EXP kits. Students will be introduced to assembly, applications, and programming (using VEXcode EXP), sensors, motors, drive configurations, software tools and visual interface.</p>
--

Who was involved in developing this course proposal?

Blake Sauders & Chris Bonifas

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair	Date



2023-2024 Curriculum Change Proposal Form

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

Date of Application: 1/24/22

Division: Global Studies

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

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

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Robotics 2	½	Robotics 1	9, 10, 11, 12	IV		

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner: Triton (possibly, per S. Eggerding)

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

Robotics 2

Provide a brief description of the proposal/change:

We are proposing to add a robotics course to the Engineering Pathway.

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

Recent advances in robotics have revolutionized our personal and business lives. Today, commercial and industrial robots are in widespread use, performing jobs more cheaply and in some cases with greater accuracy and reliability than humans. They are also employed for jobs which are too dirty, dangerous, or dull to be suitable for humans. Robots are widely used in manufacturing, assembly and packing, transport, earth and space exploration, surgery, weaponry, laboratory research, safety, and the mass production of consumer and industrial goods. Robots play significant roles in our personal lives as well by serving humans and performing everyday tasks such as cleaning, cooking, and repairing. Intense involvement of these artificial helpers in everyday life requires human specialists with up-to-date knowledge to maintain and monitor existing robots, as well as to develop new, smarter, safer, and more advanced machines. To meet this need, educational institutions must adequately respond to the high demand for specialists in the field of robotics by developing and offering appropriate courses and/or certifying workers involved in the industry of robotics and automation. Robotics is a course intended to introduce students to this field and to engage them in the study of society's need for robots. Robotics is seen as an interdisciplinary, project-based learning curriculum drawing on math, science, and technology and offering major benefits in education. Robotics implements 21st century technologies and can foster problem solving skills, communication skills, teamwork skills, independence, imagination, and creativity. Taking into consideration that students gain a better understanding when they express themselves through invention and creation, robotics activities are considered to be a valuable learning tool that can contribute to the enhancement of learning and to the development of students' thinking.

LT has competitive robotics teams that have competed since the 2017-2018 school year. Those teams are maxed with 30 to 36 students participating yearly. Each year the team has to turn away students because of the space limitations.

**How is this issue addressed at comparable high schools? (Attach additional pages if necessary)
What metrics will be used to measure the success of the course addition or change?**

Jacobs HS, Dundee Crown, Rich STEM HS (Rich Central TWP), District 214

How does the change address Board Goals or school initiatives?

Goal I: Improve the Academic Achievement of All Students
Objective 4: Ensure that LT's curricular offerings are designed to prepare all students for college and career readiness upon graduation.

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

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
30 - V5 Workcell Kits	\$74,970.00
30 - V5 Workcell Storage Kits	\$2,999.70
VEXcode V5	Free Download

(insert additional rows if necessary)

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

This course is focused on industrial robotics. It will introduce the students to the V5 Workcell that they will modify as they explore different manufacturing processes. Students will first investigate components and applications of industrial robots. Once the students have gained experience with the build, they will add sensors, motors, and conveyors to enhance the capabilities of the V5 Workcell while exploring the automation effectiveness of the Workcell. This culminates with the Factory Automation Competition (FAC) Program inside the classroom.

Who was involved in developing this course proposal?

Blake Sauders & Chris Bonifas

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair	Date

2023-2024 Curriculum Change Proposal Form

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

Date of Application:

2/25/2022

Division:

Global Studies

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Human Geography (Prep)	.5	None	9, 10	III	SS5886	SS5887

Proposed Course Information:

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

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Human Geography (Prep) - Drop

Provide a brief description of the proposal/change:

We propose dropping the social studies prep level elective course "Human Geography."

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

There has been declining enrollment since the additions of sophomore Civics as a requirement and Freshman AP Human Geography as an option. There is only one section in the 21-22 school year, and there will be no sections (six students registered) in 2022-2023.

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

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

How does the change address Board Goals or school initiatives?

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


	Estimated Cost
(insert additional rows if necessary)	

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

Who was involved in developing this course proposal?

Division Chair, Assistant Division Chair, and current teacher.

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair 	Date

2023-2024 Curriculum Change Proposal Form

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

Date of Application: Nov. 17, 2021

Division: Global Studies

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
INCubatoredu		None	11-12	III	BU5911	BU5912

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
INCubatoredu		None	11-12	IV	BU5911	BU5912

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

INCubator – Level Change

Provide a brief description of the proposal/change:

The proposal is to change INCubatoredu from a Level III course to a Level IV course. The level of rigor in this course constitutes changing it to a Level IV course. Students are tasked to solve complex, real world problems and develop business strategies to solve the problem.

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

After teaching this course for 2+ years, to require the level of rigorous work to make this class successful and to provide the students with the best experience, the class should be changed to Level IV. Students are tasked to ideate, develop, and iterate their own product or service startup. Students develop hypotheses and test them throughout this course, and complete customer research outside of class time. They need to speak with potential customers, community members, and possible manufacturers to work on creating their product or service. Students need to take this research and analyze it to make wise business decisions. This course challenges students to make mistakes, take risks, and learn to pivot based on market needs. The student experience in this course is very similar to the experience they would have at the collegiate level. This rigorous and immersive curriculum challenges students to identify an opportunity, create solutions, and embrace change by going out and talking to potential customers and applying what they learn to the real world.

There is no prerequisite for INCubatoredu because we would like students with all different interests to take this entrepreneurship course. That being said, Introduction to Business is a Level III class, and provides students with a more beginner level covering different areas in business and entrepreneurship. INCubatoredu goes into deeper and more complex areas of business and entrepreneurship and the students need to take the concepts, analyze and apply them to their business model.

This curriculum was developed and is always updated based on the industry and what universities are teaching in their entrepreneurship programs. The Uncharted Learning organization (they created the INCubator program) specifically works with Miami University in Ohio to ensure that the curriculum brings real life experiences to the classroom and provides students with access to opportunities post-graduation.

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

Other school that offer INCubator have either changed the level of the class, or at the beginning made the class a level 4 (or the equivalent). Below is a list of some of the high school in Illinois that offer this course as a Level IV (Honors) class:

- **Barrington High School**
- **Lake Forest High School**
- **Naperville North High School**
- **Naperville Central High School**
- **Niles North High School**
- **Niles West High School**
- **Wheaton North High School**
- **Wheaton Warrenville South High School**
- **Deerfield High School**
- **Highland Park High School**
- **Woodstock High School**
- **Grant Community High School District 124**

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

Currently, students are not completing the proper amount of research outside of class time. We will use the following metrics to measure the success of changing this class to Level IV: enrollment numbers, student research and success in the course, and student feedback.

How does the change address Board Goals or school initiatives?

INCubator is aligned with the National Consortium of Entrepreneurship standards, the Common Core Standards for Speaking and Listening, and the 21st Century Learning and Innovation Skills standards. LT is also focusing on the Growth Mindset and this is really practiced in that start-up environment. Students will learn to fail and will need to start at the beginning if/when they see their product/service is not going to work. Students learn by doing and by failing.

INCubator addresses the Board Goals by improving communication with the community. This class encourages community involvement and will allow the community to see what is happening at LT. This course will also prepare students for college and career readiness by having them collaborate with classmates and work in an environment that is similar to a collegiate or workplace atmosphere. This course also provides faculty with the tools to implement the growth mindset in the classroom.

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

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
None	
(insert additional rows if necessary)	

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

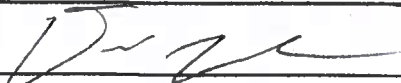
This course is designed to get students excited about becoming true entrepreneurs by giving them the opportunity to create and fully develop their own product or service. Student teams will explore, research, pivot, iterate, and develop resilience as they work to solve problems they care about. Real-world entrepreneurs and business experts will serve as coaches and mentors, guiding student teams through the process of ideation, market research, and business plan development. Over the course of the year, student teams will learn about marketing, accounting, and human resources, as well as the legal aspects of running business to get them geared up for Pitch Week. Pitch Week helps to further fire the entrepreneurial spirit by putting student teams in front of actual investors so they can pitch their innovative idea to win funding and turn their wishful thinking into a reality.

Who was involved in developing this course proposal?

Krista Wilcox

Signatures:

Curriculum Coordinator/Lead Teacher	50	Date
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Assistant Division Chair	Date
Division Chair 	Date

2021-2022 Curriculum Change Proposal Form

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

Date of Application: 3/1/2022

Division: Language Arts and Global Studies

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Humanities English	1.0		9	III	LA5046	LA5047
Humanities Reading	1.0		9	III	LA5036	LA5037
World History Humanities	1.0		9	III	SS5856	SS5857

Proposed Course Information:

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

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Humanities Program Drop

Provide a brief description of the proposal/change:

With the implementation of a co-teaching model at the freshman prep level for world history and English, students are no longer scheduled into Humanities. This proposal formally drops the Humanities courses.

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

When Humanities was first proposed, LT had 5 levels of English. Level II was "Transition." The goal of Transition was to identify students 3+ years behind in reading, without an IEP, who would be given more intensive reading instruction, pull-out reading supports, and extra time for a sheltered study hall. Despite a tremendous effort of curriculum alignment and supports, students in Transition never "caught up" to their peers. Humanities was designed as a Prep Level integrated course that focused on reading skills and strategies (nonfiction and fiction) with additional support for the course included in the program. The three-hour block satisfied English, reading and world history outcomes and included paraprofessional and additional instructor support.

Students were initially placed in Humanities based on EXPLORE scores, and the first few years of the program resulted in 2 blocks (6 sections) of classes, or about 150 students. With the shift away from EXPLORE/PLAN/ACT to the SAT suite of assessments and with the advent of more accurate and growth-oriented assessments such as MAP and STAR, placement for Humanities was focused on students with greater needs than originally envisioned. For the past few years, Humanities has been only one block.

Of particular note, a number of initial Special Education referrals came from the Humanities sections, which rarely occurs in high school-aged students. And while many of those referrals did not result in a special education placement, it did reveal the need for targeted interventions rather than programmatic ones. Some of the challenges came from English Learners needs. Others came from students with reading deficits that were not learning disabilities.

In addition to sheltered sections in English I Prep starting in the fall of 2022, world history sections will be created where a portion of the students with reading deficits will be assigned a reading specialist who will also be coaching the teachers in reading strategies designed to improve fluency and reading comprehension. Lastly, sheltered world history classes for English Learners will be supported by the EL program.

By including all students in a single version of English I Prep, providing differentiated instruction and creating sheltered sections, student needs can be met where they are rather than pulling them out into a specific program. As such, Humanities is no longer needed.

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

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

How does the change address Board Goals or school initiatives?

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

N/A	
(insert additional rows if necessary)	


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

N/A

Who was Involved in developing this course proposal?

Paul Houston, Karen Raino, Scott Eggerding
--

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair 	Date 8/23/07

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

DATE: October 3, 2022

RE: 2023-2024 Calendar (Second Reading)

BACKGROUND:

Following the consideration of two different starting days and the impact those start days would have on the remaining calendar, we are recommending that the Board approve the following calendar that begins on August 21.

Feedback from faculty, community members, and administrators heavily preferred the later start. An August 17th start cut into family summer plans and made too long of a winter break. Although the later start does result in a more imbalanced semester schedule, a new format for parent teacher conferences where parents could sign up for a conference in early afternoon instead of the evening will be made possible.

Details of the recommended calendar (attached) include:

- 176 school days as required by school code
 - 83 attendance days First Semester
 - 93 attendance days Second Semester
- 183 teacher work days, as required by the faculty negotiated agreement
- 187 total days, including emergency days, as required by school code

Significant Dates

First day of school	August 21
Last day of Semester 1	December 22
First day of Semester 2	January 9
Non-Attendance Day	February 16
Spring Break	March 23-31
Non-Attendance Day	April 1
Graduation	May 29
Last day of Semester 2	May 30
Teacher Work Day	May 31

RECOMMENDATION:

Approve the 2023-24 School Calendar as presented.



LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204 2023-2024 RECOMMENDED SCHOOL CALENDAR

August 2023

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

September 2023

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

October 2023

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

November 2023

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

December 2023

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

January 2024

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

OPENING/CLOSING DAYS OF SCHOOL

- August 21 (A) First Day of School
- May 30 (Ω) Last Day of School

STUDENT NON-ATTENDANCE DAYS (**)

- August 16 District Institute Day
- August 17 Teacher Work Day
- September 4 Labor Day
- October 6 District Institute Day
- October 9 Columbus/Indigenous Peoples Day
- October 27 Non-Attendance day
- November 22-24 Thanksgiving Holiday
- Dec. 23-Jan. 7 Winter Break
- January 8 District Institute Day
- January 15 M.L. King, Jr. Day
- February 16 Non-Attendance Day
- February 19 Presidents Day
- March 25-29 Spring Break
- April 1 Non-Attendance Day
- May 27 Memorial Day
- May 31 Teacher Work Day

LATE START DAYS: First period starts at 9:15 a.m. except for: 9/27, 11/15, 12/20, 2/7, 3/13, 4/10, & 5/29

SCHOOL IMPROVEMENT DAYS 11:30 a.m. Dismissal (◊) September 27, November 15, February 7, March 13

PARENT-TEACHER CONFERENCE DAYS (▲)

- October 25: Conferences 5:00pm – 9:00pm
- October 26 + Early Dismissal 11:30 a.m. Dismissal (◊) Conferences 1:00pm – 7:30pm

GRADING PERIODS

- October 20 Q1 1st quarter
- December 22 S1 2nd quarter & End of 1st semester
- March 8 Q3 3rd quarter
- May 30 Ω 4th quarter & End of 2nd semester

COMMENCEMENT (☞)

- Wednesday, May 29 7:00 p.m. Bennett Field

MISCELLANEOUS

- August 9, 10, 14 ☐ Book Pick-Up
- August 18 / Frosh Experience Day
- Sept. 7 ☒ S. C. Open House
- Sept. 14 ☒ N. C. Open House
- December 20-22 ☒ Final Exams
- April 10 SAT & PSAT 10 Testing
- April 11 PSAT 9 Testing
- May 28-30 ☒ Final Exams
- May 29 ☞ Commencement
- May 31, June 3-6 ☉ Emergency Days
- June 19 Juneteenth Holiday

SUMMER SCHOOL

- June 10 – June 28 [Session I]
- July 1 – July 19 [Session II]

February 2024

S	M	T	W	T	F	S
				1	2	3
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March 2024

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24	25	26	27	28	29	30
31						

April 2024

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28	29	30				

May 2024

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June 2024

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30						

July 2024

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

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

LYONS TOWNSHIP HIGH SCHOOL

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: October 3, 2022

RE: Summer Workshop Reports and Financial Summary

INFORMATION:

During the summer of 2022, 21 workshops were approved to be funded from District and grant accounts with a total budget of \$88,910. The enclosed report includes summaries of the work performed and final costs for each workshop. As in previous years, the final total of expenditures for summer work came in 65% of the budgeted amount due to individual teacher scheduling conflicts, budgeting at the high end of the salary scale and unforeseen circumstances of participants.

District funds supported:

- the Spanish II course alignment.
- U.S. History curriculum review.
- Course development workshops for English II Honors, English IV World Lit, Biology Story-lining, and LIFE Health.
- New course development for Healthcare Careers, Yoga, Jr. and Sr. Strength Training, and EL Reading.
- Freshman SEL curriculum review for PE.
- Summer TEC training and refresher workshops.

Grant funds supported:

- Professional Learning Team coordination of staff training for 2022-23.
- Equity Ambassador Training with Gholdy Muhammed and workshops for Equity Ambassadors.
- Co-Teaching training and workshops.
- 2 Teams to work on A-F Grading Practices.
- Development of alternative assessments for math courses.

Attached, you will find a financial summary and all of the workshop summary reports. While actual expenditures represented 65% of those approved, \$37,689.20 was spent from District funds which represented an increase of 7.7%. This increase was due to teams turning in time sheets after the deadline to be able to claim grant funds from the 21-22 fiscal year. As a result, only 38% of the budgeted grant amount (\$20,425.29) was taken from grant sources. As a result, we will be limiting workshop next summer to occur only in June so the grant deadlines can be met. Also of note, Urban Agriculture, which had been approved, did not run since the course did not have enough enrollment to run.

Board support for these programs is greatly appreciated. The work of PLCs and our ongoing efforts to improve teaching and learning would be greatly hampered without this time in the summer. We continue to make great strides towards a significant impact on teaching and learning at LTHS due to this very important work.

ACTION:

No action required. This item is informational.

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)	\$11,490.34 (G)
• Professional Learning Team	16	\$7,554.00		\$5,464.10 (D)
• Equity Ambassadors	11	\$14,650.00		
• A-F Grading	6	\$4,374.00		
• Summer Professional Week	9	\$2,187.00		
• Refresher Sessions	71	\$10,000.00		
FINE ARTS			\$3,240.00 (D)	\$3,594.75 (D)
• Spanish II Alignment	6	\$3,240.00		
GLOBAL STUDIES			\$8,910.00 (D)	\$8,564.40 (D)
• US History	11	\$8,910.00		
LANGUAGE ARTS			\$3,645.00 (D)	\$3,645.00 (D)
• EL Reading	2	\$607.50		
• English II Honors	3	\$1,822.50		
• English IV World Lit	3	\$1,215.00		
MATH/SCIENCE			\$10,300.00 (D)	\$3,280.50 (G)
• Healthcare Careers	2	\$2,025.00	\$6,075.00 (G)	\$6,251.25 (D)
• 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)	\$5,352.70 (D)
• Yoga	3	\$1,215.00		
• Jr. Sr. Strength Training	3	\$2,025.00		
• Freshman SEL	8	\$2,430.00		
SPECIAL EDUCATION			\$3,037.50 (D)	\$2,847.50 (D)
• LIFE Health	5	\$3,037.50		
STUDENT SERVICES			\$9,267.50 (G)	\$5,654.45 (G)
• Tammy Barron (Marilyn Friend) Training	20	\$3,800.00		\$1,969.50 (D)
• Co-Teaching	8	\$5,467.50		
TOTALS	212		\$34,802.50 (D) \$54,107.50 (G)	\$37,689.20 (D) \$20,425.29 (G)

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

DEPARTMENT	2019 PROPOSED	2019 ACTUAL	2020 PROPOSED	2020 ACTUAL	2021 PROPOSED	2021 ACTUAL	2022 PROPOSED	2022 ACTUAL
Curriculum & Instruction	\$47,834.37 G \$17,696.75 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	\$11,490.34 G \$5,464.10 D
Applied Technology	NA	NA	NA	NA	NA	NA	\$0 G \$2,025 D	\$0 G \$2,025 D
Art	NA	NA	NA	NA	NA	NA	NA	NA
Business Education	NA	NA	NA	NA	NA	NA	NA	NA
Driver Education	NA	NA	NA	NA	NA	NA	NA	NA
Family and Consumer Science	NA	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	\$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	\$6,075.00 G \$2,025.00 D
Music	NA	NA	NA	NA	NA	NA	NA	NA
Physical Education & Health	NA	NA	\$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	\$0 G \$5,352.70 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	\$0 G \$4,225.00 D
Social Studies	NA	NA	NA	NA	NA	NA	\$0 G \$8,910.00 D	\$0 G \$8,564.40 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	\$0 G \$2,847.50 D
Student Support Services	NA	NA	NA	NA	NA	NA	\$9,267.50 G \$0 D	\$5,654.45 G \$1,969.50 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	\$0 G \$3,594.75 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	Proposed \$88,910.00	Actual \$58,114.49
		75% of Approved		75% of Approved		66% of Approved		65% 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	\$20,425.29
District cost	\$29,522.75	\$35,113.25	\$32,400.00	\$24,166.12	\$66,892.50	\$35,398.87	\$34,802.50	\$37,689.20
TOTAL	\$77,357.12	\$57,883.95	\$53,490.38	\$40,097.47	\$161,187.00	\$107,129.31	\$88,910.00	\$57,114.49

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Curriculum/Professional Workshop Summary Report

- Complete this Summer Workshop Summary Report at the conclusion of the Workshop.
- Complete the form and print a hard copy.
- Submit a hard copy Summary Report to your division chair.
- Submit a hard copy Summary Report with a completed time sheet to the Curriculum Office.
- Payment for Workshops is contingent upon completion of work during days noted, the submission of the Workshop Summary Report, attachments (see V. below), and completed time sheet by due dates noted.

I. Department(s)/Division(s)
 Curriculum & Instruction
 Assessment & Research

II. Course(s) or Program(s)
 Professional Learning

III. Workshop Title
 Professional Learning Team

IV. Workshop Participants

1. Bacon, Kirstin
2. Berg, Martha
3. Bowker, Nora
4. Condon, Virginia
5. Donahue, Shannon
6. Enright, Karly
7. Harbin, Michelle
8. Johannes, Andrew
9. Mancini, Deana
10. Malik, Nadia
11. Meyers, Katie
12. Mitchell, Kate
13. Musick, John
14. Orrico, Annette
15. Plichta, Lisa
16. Quane, Maggie
17. Salaymeh, Callie
18. Voy, Darragh
Administrator Participants:
<ul style="list-style-type: none"> • Paula Nardi • Karen Raino • Jen Rowe • Katie Smith • Jen Tyrrell

V. Summary

- Provide a printed summary on the reverse side of this *Report Form*. Handwritten summaries will not be accepted.
- Paragraph 1: identify achievement of specific state/federal mandates, district, or division goals.
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 - Attach the revised or new curriculum map highlighting the components changed, deleted, etc.
 - Attach the revised or new course syllabus.

THANK YOU!

PROFESSIONAL LEARNING TEAM

Summer Workshop Summary

The Professional Learning Team workshop began with an investigation of what constitutes [effective professional learning](#), the revised [professional learning standards](#), the [5 levels of PD evaluation](#), and [common missteps with equity professional learning](#). The team split into smaller groups to read, summarize, and discuss the implications of their assigned article. Representatives from each group shared the summary and implications with the larger PLT.

PLT Members were then assigned to one of four groups. Each group had a different task and focus. As the PLT Members worked collaboratively to achieve their group task, they made sure to apply the characteristics of effective professional learning, align their work to the professional learning standards, and plan their PD with the five levels of evaluation in mind.

Group 1 reviewed the feedback from the new hires and worked to develop Mentoring Guidelines. Regardless of whether a new hire is a paraeducator, teacher, counselor, or administrator, the recommendation (see [Mentoring Recommendations](#)) is for a mentor to be assigned and facilitate a quarterly meeting with the new staff member. To ensure all employees receive essential information, quarterly [Mentoring Forms](#) with questions for mentors to address have been developed. These recommendations and forms will be shared with the HR Office in hopes that mentors in the 2022-2023 school year will be trained and required to use the quarterly Mentoring Forms.

Prior to the PLT Summer Workshop, all PLT members were asked to articulate the sequence of learning needed (from their job role) to effectively implement or support LT's grading practices. **Group 2** reviewed the input from all PLT members and designed a four part grading pd series. Since the first session is aimed at providing clarity concerning the gradebook and grading practices, this session (*Grading Policy Updates 101*) will take place on August 17 or 18 for all staff and be led collaboratively by Andrew Johannes and Karen Raino. The three remaining sessions would be held during the first three weeks of September and address:

- How to increase student engagement and buy-in to the formative practices- 9/1/22,
- IC Check & Canvas Check-In which would allow participants to have their IC gradebooks checked and time for one-on-one support - 9/6 (SC) & 9/8 (NC) & 9/8 after school with pizza (before SC Open House)
- Retake & Revision Roundtable Discussion- 9/13 (NC), 9/15(SC) & 9/15 after school with pizza (before NC Open House)

An outline of session content and session facilitators can be found [here](#).

The purpose of LT's Professional Learning Team is to design the district's system of professional learning. The PLT looks to establish various professional learning models that align to district goals, impart knowledge and skill, facilitate implementation of best instructional practices and strategies, and positively impact student outcomes. The members of the PLT do not deliver all of the content to the staff; rather, they are the experts in adult learning principles and impactful professional learning who assist the content experts with designing pd so it will be effective.

Group 3 worked to clarify the [role and responsibilities of the PLT partner](#). A PLT partner is a member of the PLT assigned to any Institute Day Session presenter/facilitator. The PLT partner meets with the presenter/facilitator about eight weeks in advance to share the principles of adult learning prior to the presenter/facilitator's development of the Institute Day Session. Together, they establish objectives, a means to assess these objectives at the end of the session, and logistical needs. Approximately two weeks prior to Institute Day, the PLT Partner hosts a dress rehearsal and then provides feedback to the presenter. On Institute Day, the PLT partner takes care of all logistics, troubleshoots as needed, and collects assessment information. Following Institute Day, the PLT partner summarizes the learning that occurred (or did not occur) and recommends next steps to the PLT.

While Institute Day Sessions are ideal for imparting knowledge and skill, these sessions do not allow for implementation in context. The PLT has worked diligently to develop a professional learning model that will ensure classroom implementation occurs, as well as provide an opportunity to impact the quality of this implementation with feedback. The model that the PLT has developed and relied upon is "L-Teams"

(Learning Together). L-Teams use trained staff facilitators because research has shown reciprocal teaching to have maximum benefits for both the teacher and participants ($d=.69$) (Hattie, 2019). L-Teams also rely upon LT video examples of classroom instruction because research has shown that the use of models creates teacher clarity ($d=.75$) (Hattie, 2019). Finally, L-Teams require all participants to host and observe others implement the area of focus in their classrooms. Research has demonstrated that peer feedback can nearly double the speed of learning in a year ($d=.75$) (Hattie, 2019). **Group 4** outlined the L-Team content for 2022-2023 and adapted the model to fit Dr. Mohammad's five pursuits, which ensures instruction is culturally responsive. L-Team facilitators will be recruited from the Equity Ambassadors, the [schedule](#) will be completed during the Equity Ambassador Workshop, and videos will be created at the onset of school in August.

After each group worked on their assigned task, the PLT shared their work with one another, offering feedback and making revisions. The workshop concluded with discussions [concerning communication and team expansion](#) (slides 36-38). While there are plenty of professional learning opportunities at LTHS, one of the obstacles in working in a large high school with two campuses is ensuring everyone knows what the opportunities are, why they exist, and how to access them. In August, three members of the PLT will share the professional learning opportunities with the staff. Following this oral communication, a brochure with sign-up information will be sent to all staff, PLT members will request 5 minutes at each Division Meeting to review professional learning opportunities, and two of the TEC Coaches who are also PLT Members will work to create a space on the LT website to house all professional learning information.

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Curriculum/Professional Workshop Summary Report

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- **Complete the form and print a hard copy.**
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- **Submit a hard copy Summary Report with a completed time sheet to the Curriculum Office.**
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I. Department(s)/Division(s) - Equity & Belonging

II. Course(s) or Program(s)

III. Workshop Title - Equity Ambassadors

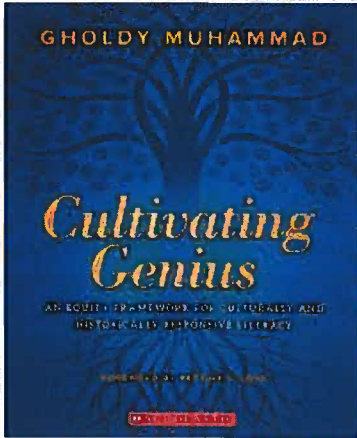
IV. Workshop Participants

- | | |
|--------------------|-----------------------|
| 1. MacKenzie Birck | 6. Deana Mancini |
| 2. Amanda Buchanan | 7. Kirsten Manthei |
| 3. Virginia Condon | 8. Elizabeth Martinez |
| 4. Allie Laskowski | 9. Vikki Reid |
| 5. Serena Lerma | 10. Kelsey Thimming |
| | 11. Samantha Zavala |

V. Summary

- Provide a printed summary on the reverse side of this *Report Form*. Handwritten summaries will not be accepted.
- Paragraph 1: identify achievement of specific state/federal mandates, district, or division goals.
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 - Attach the revised or new curriculum map highlighting the components changed, deleted, etc.
 - Attach the revised or new course syllabus.

THANK YOU!



Culturally Responsive Pedagogy Summer Workshop

Event Summary: The LT Administrative Team, Professional Learning Team (PLT) and the Equity Ambassadors, were invited to participate in a full-day workshop with Dr. Gholdy Muhammad. Dr. Muhammad's framework, which she presents in her best-selling book, *Cultivating Genius*, is currently being used in school districts across the country as a vehicle to support best practices and supports the development of curriculum and instruction that centers the diverse cultures, identities and learning styles of students in order to foster a robust and culturally competent learning space.

Workshop participants went through a deep-dive into the framework and where they learned about the pursuits that support CRP, and then focused on how they could apply them in their work. Dr. Muhammad engaged the group in several activities, shared lessons from multiple disciplines and allowed for time to assist teachers in applying the framework to their instructional practices.

The second day of the workshop pulled in members of the PLT and also the Equity Ambassadors. This day two was spent collaborating together to use Dr. Muhammad's framework and how to best support CRP with the greater LT community. The teachers debriefed the workshop and began to process how to apply Dr. Muhammad's framework. The teachers accessed the many resources from the workshop and then developed the lessons for the Culturally Responsive Pedagogy L-TEAM. 45 team members have signed up to participate in the L-TEAMS this year, and a PLC strand is centered around the framework.

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Curriculum/Professional Workshop Summary Report**

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- **Submit a hard copy Summary Report with a completed timesheet to the Curriculum Office.**
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I. Department(s)/Division(s)

Special Education

II. Course(s) or Program(s)

English III/English IV Cross Categorical & PSD

III. Workshop Title

A-F Grading

IV. Workshop Participants

1. Gabrielle Williams
2. Jennifer Bigenwald

V. Summary

Summary attached.

Gabby Williams and Jen Bigenwald (Special Education English teachers) worked together to continue their curriculum work on aligning their courses to the A – F grading scale. In order to create a smooth transition to this new grading policy, we reviewed and revised all of the formative and summative assessments for the first semester of English IV to make sure they were aligned. We started by determining the most important learning goals/standards for the course. Next, we reviewed each chapter's essential questions and made sure both the formatives and summatives directly aligned with each chapter's goal. For example, we wanted to assess students' ability to cite relevant textual evidence in the beginning chapters, so we made sure there were multiple opportunities on formative assessments to practice this specific skill leading up to the summative assessments. In addition, we revised/edited/removed specific questions on the formative assessments to make sure they were properly aligned with the summative questions. We then labeled each question with the specific skill/standard number it was assessing. We repeated this process for all formative and summative assessments that will be given during the 1st semester. This process helped us identify and narrow down the most essential learning goals for the semester and thus will make the grading process yield itself better to our A-F grading scale. Once skills were determined, we created and revised rubrics to make sure they were adhering to A-F grading rather than points or percentages. Our next steps are to revisit the newly created formative and summative assessments and attach the A-F rubrics to each assessment.

By aligning our formatives and summatives, it will help students have a clear understanding of the essential goals us teachers have set for the class. By narrowing the focus to only the most essential outcomes, it will also give students more clarity on exactly where they are exceeding and where they may be struggling. We have eliminated any “filler” questions or any questions that don't align with the selected learning targets. With the continuation of the A-F grading policy, this will help students focus on achievement of skills rather than specific “scores” or “points” on assessments. By noting the skills each specific formative and summative question is assessing, this will help students determine the correlating rubric and specific skill criteria they are answering. As we saw last year, we had very few students ever ask us “how many more points do I need” and rather ask “which parts (skills) do I need to retake” as they completed assessments. Our work this summer was focused on clarity with the continued transition in our grading scale.

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Curriculum/Professional Workshop Summary Report

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I. Department(s)/Division(s)

Language Arts Division & Global Studies Division

II. Course(s) or Program(s)

American Studies Prep

III. Workshop Title

A-F Summer Workshop

IV. Workshop Participants

- | | | |
|----|----------------|-----|
| 1. | Lucy Hoffman | 6. |
| 2. | Patrick O'Neil | 7. |
| 3. | | 8. |
| 4. | | 9. |
| 5. | | 10. |

V. Summary

- Provide a printed summary on the reverse side of this *Report Form*. Handwritten summaries will not be accepted.
- Paragraph 1: identify achievement of specific state/federal mandates, district, or division goals.
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 - Attach the revised or new course syllabus.

THANK YOU!

Paragraph I

This year, the Illinois Social Studies Standards were revised. Our work aligned our curriculum with these new standards. The three major skills that are now mandated are inquiry, analysis, and constructing arguments. Over the course of the semester, students will be taught and assessed on these skills in various ways. For example, our very first unit is an exercise in analysis. It has students questioning sources, and analyzing them to understand a topic of their choice. Another major component of the revised standards was "taking informed action." Our summative assessments will be asking them to create products with real-world applications. One example of this is writing persuasive articles, such as one you would see in a newspaper or blog. Another example would be guerrilla artwork- where students will use artwork to express a view or opinion in an effort to persuade others to agree and to also take informed action as a result. Another way that we have updated this course is by working more with grammar, punctuation, and diction. The Language Arts Division wants to improve our results for the SAT test, and we are trying to make that more of a focus in American Studies than what it has been in the past. Another way that we are working on meeting the LAD goals is to make the writing instruction more portfolio-based.

Paragraph II

Our work on the American Studies curriculum will directly impact the skills that the students will gain from the course. Students will work on evaluating sources for bias and credibility. In the age of information, this is a real-world skill that will allow them to be successful inside and outside of the classroom. By teaching them strategies for how to identify what sources they should or should not use, or how they should use them, students will be able to form opinions and construct arguments rooted in fact. This will be done through provided historical sources and literature, and by navigating databases, news outlets, and other internet sources- where they get most of their information. This will also have a positive impact on students' non-fiction reading and writing skills. We have created rubrics to assess them on these skills throughout the school year. These skills will help them to succeed in their other courses at LT or post-secondary education as well. Our goal is that the assignments, assessments, and skills we focus on will lead to increased engagement. For example, because students are constantly consuming information from the internet, our skills will help them become more effective and knowledgeable consumers of information. Further, we have included topics that are both culturally relevant and relevant to students' lives such as current political debates, causes and effects of why our country looks the way it does today, and ways we can make our country a better place.

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Curriculum/Professional Workshop Summary Report

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I. Department(s)/Division(s)

Curriculum/Assessment

II. Course(s) or Program(s)

Tech Training

III. Workshop Title

Professional Week

IV. Workshop Participants

- | | |
|--------------------|-----------------|
| 1. Joseph Maffey | 4. Darragh Voy |
| 2. Rebecca Rivan | 5. Jeremy Vrtis |
| 3. Callie Salaymeh | |

V. Summary

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 - Attach the revised or new course syllabus.

THANK YOU!

The purpose of this workshop was to prepare for the Professional Week and New Teacher Training. TEC coaches discussed the logistics of the planned migration of email from Outlook to Gmail, the SAMR model for classroom technology integration, along with best practices for blended learning.

Timestamp	Email Address	Your First and Last Name
8/10/2022 7:50:19	jbronuskas@lths.net	Jaime Bronuskas
8/10/2022 7:50:22	gelwood@lths.net	Greg Elwood
8/10/2022 7:52:28	jbobbe@lths.net	Jennifer Bobbe
8/10/2022 7:54:36	bspalla@lths.net	Bianca Spalla
8/10/2022 7:57:43	lcongelose@d204.lths.net	Laura Congelose
8/10/2022 7:59:52	kwilcox@lths.net	Krista Wilcox
8/10/2022 8:00:20	jmshar@lths.net	Jim
8/10/2022 8:01:34	bsauders@lths.net	Blake Sauders
8/10/2022 8:03:16	melliott@d204.lths.net	Martha Elliott
8/10/2022 8:03:41	cfaherty@d204.lths.net	Cindy Flaherty Stamm
8/10/2022 8:04:32	slerma@lths.net	Serena Lerma
8/10/2022 8:04:39	sgruizenga@d204.lths.net	Sharon Gruizenga
8/10/2022 8:05:02	mhellermann@lths.net	Maggie Hellermann
8/10/2022 8:06:52	cwitt@d204.lths.net	Chuck Witt
8/10/2022 8:07:28	KMELCHER@lths.net	Katy Melcher
8/10/2022 8:07:41	mtieman@lths.net	Melissa Tieman
8/10/2022 8:07:45	apark@lths.net	Anna Park
8/10/2022 8:07:51	ccabaj@lths.net	Chris cabaj
8/10/2022 8:07:53	jdrogos@lths.net	Jessica Drogos
8/10/2022 8:07:55	npaluch@lths.net	Nicole Paluch
8/10/2022 8:07:58	aorrigo@lths.net	Annette Orrico
8/10/2022 8:08:01	stanious@lths.net	Sylvia Tanious
8/10/2022 8:08:02	tsloan@lths.net	Tom Sloan
8/10/2022 8:08:22	kbeyer@lths.net	Kathy beyer
8/10/2022 8:08:36	aleader@lths.net	Anne Marie
8/10/2022 8:08:43	dstormont@lths.net	David Stormont
8/10/2022 8:09:01	jwalker@d204.lths.net	Jennifer Walker
8/10/2022 8:09:27	dsaukstelis@lths.net	Dawn Saukstelis
8/10/2022 8:15:15	wwesley@d204.lths.net	William Wesley
8/10/2022 8:17:19	knewcomb@lths.net	Kathleen Newcomb
8/10/2022 9:07:25	jmckendrick@lths.net	John McKendrick

Timestamp	Email Address	Your First and Last Name
8/10/2022 9:10:01	kmitchell@lths.net	Kate Mitchell
8/10/2022 10:18:32	dradzialowski@lths.net	Danielle Radzialowski
8/10/2022 11:56:42	kdolan@lths.net	Kaleigh Dolan
8/10/2022 11:58:25	kgabriel@lths.net	Kristi Gabriel
8/10/2022 11:58:31	abeemer@lths.net	Amber Beemer
8/10/2022 11:58:35	bfalli@lths.net	Bruce Falli
8/10/2022 11:58:38	ndargis@204.lths.net	Nicole Dargis
8/10/2022 11:58:43	kthimmig@lths.net	Kelsey Thimmig
8/10/2022 11:58:47	dlee@lths.net	David Lee
8/10/2022 11:59:14	jthielen@d204.lths.net	Jessica Thielen
8/10/2022 11:59:27	kwalsh@lths.net	Katie Walsh
8/10/2022 11:59:28	kmeyer@lths.net	Kathryn Meyer (Math)
8/10/2022 11:59:28	lvillanueva@lths.net	Laura Villanueva
8/10/2022 11:59:28	bquick96@gmail.com	Brennan Quick
8/10/2022 11:59:45	cdailey@lths.net	Cody Dailey
8/10/2022 12:00:14	jjacobo@d204.lths.net	Julie Jacobo
8/10/2022 12:00:18	cniego@lths.net	Cassie Niego
8/10/2022 12:00:42	kblachinski@lths.net	Kristine Blachinski
8/10/2022 12:01:16	sdonahue@lths.net	Shannon Donahue
8/10/2022 12:01:53	smontes@lths.net	Sal montes
8/10/2022 12:02:03	wlanspeary@lths.net	William Lanspeary
8/10/2022 12:02:06	lhoffman@d204.lths.net	Lucy Hoffman
8/10/2022 12:02:30	bkeller@lths.net	Brian Keller
8/10/2022 12:02:33	jschaefer@lths.net	Jonathan Schaefer
8/10/2022 12:02:56	alaskowski@lths.net	Allie Laskowski
8/10/2022 12:05:20	anewcomb@d204.lths.net	Andy Newcomb
8/10/2022 12:05:26	sturner@lths.net	Stewart C Turner-Jackson
8/10/2022 12:06:47	ljansen@lths.net	Luke jansen
8/10/2022 12:28:10	kvins@d204.lths.net	Kristine Vins
8/10/2022 14:23:13	jbober@lths.net	Jill Bober

Timestamp	Email Address	Your First and Last Name
8/10/2022 14:30:09	wmeuer@lths.net	Will Meuer
8/15/2022 14:23:02	llopez@d204.lths.net	Leilani Lopez
		Gretchen Kulat
		Kara Manning
		Michelle Harbin
		Dyana Vanwyngaarden
		Will Meuer
		Lindsay Geraghty
		Chris Bonifas
		Leilani Lopez

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
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I. Department(s)/Division(s)

World Language/ Fine Arts

II. Course(s) or Program(s)

Spanish 2

III. Workshop Title

Spanish 2 Alignment Summer Workshop

IV. Workshop Participants

- | | |
|----------------------|---------------------|
| 1. Maggie Hellermann | 5. Karly Enright |
| 2. Bianca Maentanis | 6. Clint Buetikofer |
| 3. Kristie Scriba | 7. Sharon Gruizenga |
| 4. Leo Reyes | |

V. Summary

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 is basing our curriculum on Proficiency Based Teaching, enhanced with the textbook series “Autentico”. We worked diligently 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.

Our team reviewed, revised and restructured 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 next year we added it to our curricular sequence and made adjustments to our teaching timeline, summative and formative assessments and authentic teaching materials.

- All formatives are aligned to summatives
- Essential skills and content are properly aligned to summatives
- Multiple assessments in each mode per semester, with aligned formatives
- [Revised curriculum map](#)
- [Revised course syllabus](#)

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
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I. Department(s)/Division(s)

Curriculum & Instruction
 Global Studies

II. Course(s) or Program(s)

U.S. History

III. Workshop Title

U.S. History Summer Workshop

IV. Workshop Participants

1. Ameling, Amanda
2. Condon, Virginia
3. Drogos, Jessica
4. Hoffman, Lucy
5. Johannes, Andrew
6. Leader, Anne Marie
7. Newcomb, Katy
8. Slager, Sydney
9. Pieper, Kathryn
10. Rabbitt, Lauren
11. Slager, Sydney
12. Vahl, Mica- Asst. DC
Administrator Participants:
• Dan Buys (June 6)
• Scott Eggerding (June 10)
• Katie Smith (June 6-10)

V. Summary

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 - Attach the revised or new course syllabus76

THANK YOU!



LTHS SUMMER WORKSHOP

U.S. History

June 6-10, 2022

On June 6, U.S. History Prep, Accel, and Studies teachers met to redesign their course. In an effort to understand why redesign was essential, the workshop began with a review of the new IL learning standards, IL history mandates, and information concerning civic participation in the state of IL. This review demonstrated the state's reason for revising the IL learning standards to focus upon inquiry, collection and use of evidence, and taking action.

Participants also reviewed LT's demographic data, the IL SEL standards, student performance data on the SAT, and information regarding the social science passages on the SAT. All of the aforementioned should be considered when designing a history course that imparts multiple perspectives and fosters habits of mind while being academically rigorous and relevant to the lives of our students.

Once all participants embraced a shared purpose, they unpacked the priority standards assigned to the U.S. History course. These priority standards are vertically aligned, meaning that they build on the standards assigned to 9th and 10th grade social studies courses. By vertically distributing the inquiry standards as priorities across each grade level, the Social Studies Department will ensure all 15 inquiry standards are learned by the students upon their completion of the required social studies courses.

With a strong understanding of the priority standards in place, the team built skill-based rubrics that would be applied to a variety of learning tasks throughout their instructional units. Specifically, they designed an application, analysis, and constructing arguments rubric. Each rubric articulates what constitutes an A, B, C, D, and F level of understanding for the relevant skill.

Next, the team members generated a list of the most important topics to teach in U.S. History. After reviewing the list of topics, the team debated how to organize the course: chronologically or thematically (by topic). The team settled on a compromise of organizing the course chrono-thematically. Within their theme-based units, they would present the information chronologically. This approach provides additional opportunity to incorporate different perspectives, to illuminate patterns and trends, and to

demonstrate change over time while preserving an understanding of chronology and cause and effect.

Participants reviewed the characteristics of essential and supporting questions. In small groups, they wrote essential unit questions and supporting questions around the topics/themes they previously generated.

Next, they explored the components of PBL (Project-Based Learning) and discussed social studies examples communicated through [High Tech High](#), [PBL Works](#), and [National Geographic](#). They used these examples as motivation to design relevant unit summative experiences that assessed the skills of application, analysis, and constructing arguments.

Participants assigned history content to each unit of instruction, delineating the content that must be taught from the content that can be taught. After assigning content, they indicated the history standards and mandates addressed in each unit, ensuring that all required IL mandates and standards would be covered by the conclusion of the course.

With unit topics, essential questions, priority skills, historical content, and summative assessments articulated, the team was ready to outline the formative assessments that would exist within each unit. Similar to the summative assessments, these formatives focused on assessing skills using the unit content.

The completed work was transferred to unit templates. For the first semester units, the team agreed upon and added the disciplinary literacy skills emphasized in each unit and the academic and unit vocabulary that would be learned. Additionally, the team began the initial work of indicating the SEL competency that would be enhanced in each unit.

FIRST SEMESTER	
Unit 1: Introduction: A Dive into Conspiracy Theories	13 days
Unit 2 : American Identity	4 weeks
Unit 3: The Role of Government	5 weeks
Unit 4: Innovation	4 weeks

As next year unfolds, the team will add to their resource list in the unit plan and link the common formatives and summative assessments. Additionally, they will complete second semester unit plans.

Next summer, the team will come together to evaluate their experience of teaching the redesigned course. They will inevitably make content, rubric, and assessment adjustments. They will also enhance their knowledge of the SEL standards and Dr. Gholdy Muhammad's instructional framework. Then, they will review their units (and unit plans) to ensure an SEL competency and the five pursuits are intentionally incorporated in every unit.

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
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I. Department(s)/Division(s)

Language Arts

II. Course(s) or Program(s)

ELL Reading

III. Workshop Title

ELL Reading & A-F Grading for ELL Reading Course

IV. Workshop Participants

- | | | |
|----|---------------|-----|
| 1. | Kirstin Bacon | 6. |
| 2. | Deana Mancini | 7. |
| 3. | | 8. |
| 4. | | 9. |
| 5. | | 10. |

V. Summary

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 - Attach the revised or new course syllabus.

THANK YOU!

During the course of the workshop hours, we reviewed Common Core State Standards and WIDA standards in order to create the course. The standards of focus are listed on the new curriculum map linked below. Although the course content will alter based on specific student needs, the overall approach will be to develop reading, writing, speaking, and listening skills in each student's greatest area of need. Academic and content vocabulary will be a recurring focus as this is a larger hurdle for students new to the English language in academic settings. The curriculum map is focused on academic standards, but we will incorporate SEL standards as well in order to ensure the development of the whole student.

The goal of this course is to allow students who are in the EL program an opportunity to increase their reading, writing, speaking, and listening skills in a stand-alone course that they can transfer to their content area courses. The ultimate goal is for students to score out of the course and no longer need stand-alone support. However, while students are in the course, we will use the new map as a template but differentiate based on individual student needs. The course will cater to a number of students whose skills and needs will vary, so stations and online activities will be utilized to best meet the needs of all students in one classroom.

[Curriculum Map](#)
[Course Syllabus](#)

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
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I. Department(s)/Division(s)

LAD

II. Course(s) or Program(s)

English 2 Honors

III. Workshop Title

Summer workshop English 2H

IV. Workshop Participants

- | | | |
|----|-----------------------|-----|
| 1. | Gretchen Kulat | 6. |
| 2. | Anna Meyers Caccitolo | 7. |
| 3. | Vikki Reid | 8. |
| 4. | | 9. |
| 5. | | 10. |

V. Summary

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THANK YOU!

V. Summary

Kulat/Meyers-Caccitolo/Reid

With the decision to drop *Cat's Eye* and adopt *How Much of These Hills is Gold* in the English 2 Honors curriculum, our team participated in a workshop during the week of June 7-9 to examine and adjust our priority standards and to create a curriculum that is engaging and challenging and helps to prepare students for junior year and English 3 AP.

We worked to choose passages from the *Progressions* text (previously used with English 1 Honors) to integrate a unit into the existing curriculum that will scaffold students' analytical and writing skills. We planned a research activity to meet the research standard and to help provide necessary background and context for the new novel. We also worked to create engaging lessons and assignments (formative and summative) that fit well with the other units in the course. In addition, we worked to ensure our formative and summative assignments are aligned overall and made the updates on our syllabus and curriculum map. In this course, students will learn to perform sophisticated analysis of literary texts, identify literary and rhetorical techniques, and argue about issues of interpretation and author's purpose.

Hours:

Examining essential questions & identifying standards, updating curriculum map	6/7	5 hrs
Making syllabus changes, creating activities (both formative & summative) for new text	6/8	5 hrs
Integrating <i>Progressions</i> unit, planning research project, creating varied summatives	6/9	5 hrs

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I. Department(s)/Division(s): Language Arts

II. Course(s) or Program(s): English IV World Perspectives

III. Workshop Title: Rewriting Quarter 4 of English IV World Perspectives

IV. Workshop Participants: Kari Karubas

V. Summary

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Paragraph 1: identify achievement of specific state/federal mandates, district, or division goals.

Paragraph 2: identify impact on students in the classroom, including student achievement.

Updated Curriculum Map: English IV Language Arts World Perspectives

English IV Language Arts World Perspectives Updated Syllabus (does not include updated grading policies, yet.)

This curriculum map reflects the addition of *Uncharted Territory* by Jim Burke in Quarter 4. Quarter 4 will also now incorporate the two ELA State Standards (listed below) whereby students study in more depth an author's style of writing to better understand the author's message in conjunction with their Literary Circle novels, discussion, and Jim Burke's short stories to create their own Essential Questions and conduct research. Students will therefore gain a richer understanding of the perspectives in the world while mastering/achieving the skills of reading, writing, formulating questions, understanding style (and a variety of styles), authorial intent, synthesis, and critical thinking to be measured in a variety of ways. Nothing was deleted from the Curriculum Map; only added.

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Research to Build and Present Knowledge: CCSS.ELA-Literacy.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research. LAD Research EU3. Students will understand that synthesizing useful and relevant research is central to defending an argument.

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
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I. Department(s)/Division(s)
Math/Science

II. Course(s) or Program(s)
Intro to Healthcare Careers

III. Workshop Title
Healthcare Careers

IV. Workshop Participants

1. Sylvia Tanious

2. Amber Beemer

V. Summary

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 - Attach the revised or new course syllabus.

THANK YOU!

Meetings were held with the intent of creating curriculum for the new Intro to Healthcare Careers course. This science elective course is part of the district initiative to create career pathways for students and expose them to content and experiences.

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I. Department(s)/Division(s)
Math/Science

II. Course(s) or Program(s)
Statistics and Probability

III. Workshop Title
Data Probability

IV. Workshop Participants

1. Jeremy Vrtis

Summary

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THANK YOU!

Data, Probability, and Statistics will be a new course for the 22/23 school year. During this workshop the course curriculum map and syllabus was created. For further details on both please see attached.

Curriculum Map

<https://docs.google.com/document/d/1adicGp5QEdZIsolkIvTaiIqguSzTwW1TwZU8YwWDjvU/edit?usp=sharing>

Syllabus

https://docs.google.com/document/d/11p8nRMF2uQ4KI6fF_vjgAmnxJBS9k9MeUQk6iKCnZgg/edit?usp=sharing

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I. Department(s)/Division(s)

Math/Science

II. Course(s) or Program(s)

Math

III. Workshop Title

Math Alt Assessment

IV. Workshop Participants

- | | |
|-------------------|-------------------------------|
| 1. Britt Lindahl | 6. Katie Walsh |
| 2. Kelsey Thimmig | 7. Becky Sturdy |
| 3. Julie Ozols | 8. <u>Dyana VanWyngaarden</u> |
| 4. Jeremy Vrtis | 9. |
| 5. Bill Lanspeary | 10. |

V. Summary

As a district, course teams were asked to implement alternative forms of summative assessment. Representatives from multiple courses (Alg, Geo, Alg 2, and Precalc) developed course specific materials that can be implemented in the 2022-23 school year. At least 1 alternative assessment per semester was created. In addition, teams created student materials, some examples, and rubrics for use.

Students taking these assessments will be able to express their understanding in different ways, as well as allowing them to apply to real world situations. The practice for these activities is also designed to increase student engagement.

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I. Department(s)/Division(s)

Math/Science

II. Course(s) or Program(s)

Biology Prep/Accel

III. Workshop Title

Biology Storylining

IV. Workshop Participants

- | | |
|--------------------------|----------------------|
| 1. Rebecca Baudler | 6. Kirstin Bacon |
| 2. Erica Flounders | 7. Natalie Petrevski |
| 3. Brie Hawrysz | 8. Callie Salaymeh |
| 4. Candace Jackson-Fauth | 9. |
| 5. Annette Orrico | 10. |

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THANK YOU!

This workshop aligned with division mission and vision:

Mission: To develop all students into lifelong learners; adept at critical thinking, problem solving, and collaborating.

Vision: To engage ALL students by providing them with instructional experiences that help them discover and explain THEIR world.

Teachers in the workshop particularly focused on helping students discover science through investigation of scientific phenomena.

Workshop Agenda below:

Day 1: How do we use phenomena to generate questions and ideas for investigations?

Learning Goal

- Analyze openings to units using criteria from the Anchoring phenomenon routine tracker.
- How does each element support students figuring out?
- How does each element support a classroom culture where all students have access?

Day 2: What does it look like when students are figuring out answers to the questions they raise? How do we help students use practices to figure out pieces of the science ideas?

Learning Goal

- Analyze classroom artifacts using two new routines to support classrooms orchestrate their sensemaking: Navigation and Investigation routines
- These routines together make up a powerful way to plan for coherent science lessons, called Connected Investigations.

DePaul&UIC22
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
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I. Department(s)/Division(s)
 Physical Welfare – Yoga

II. Course(s) or Program(s)
 Yoga

III. Workshop Title
 Yoga

IV. Workshop Participants

- | | | |
|----|-----------------|-----|
| 1. | Missy Mitidiero | 6. |
| 2. | Brittany Sidoti | 7. |
| 3. | Cassie Niego | 8. |
| 4. | | 9. |
| 5. | | 10. |

V. Summary

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 - Attach the revised or new course syllabus.

THANK YOU!

Achieved state/federal mandates, district, division goals: As a group we revised and completed our course syllabus and curriculum map as it relates to state and physical education standards and LT curriculum and assessment standards for our Yoga Curriculum. Additionally, listed below we worked on and completed the following:

Please click the following link for all of the work we completed throughout this workshop
[Click here](#)

Vertical Alignment

Updated Syllabus

Updated curriculum map for Yoga, Dance Fitness, Dance Fitness and Studies, and Dance Arts

Updated Grading Rubrics

Dual Credit for College of DuPage - Yoga

Updated Unit 1 Assessments and supplemental information

Updated Unit II Assessments and supplemental information

Updated Unit III Assessments and supplemental information

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204 2022 Summer Curriculum/Professional Workshop Summary Report
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I. Department(s)/Division(s) - Physical Welfare Division

II. Course(s) or Program(s) - Freshman Physical Education, SEL Curriculum

III. Workshop Title - SEL Summer Workshop

IV. Workshop Participants

1. Bryan Aloisio
2. Bryan Bergman
3. Jason Brauer
4. Amanda Buchanan
5. Gretchen Jochum
6. Sami Melendez

V. Summary

The goal of the SEL Summer Workshop was to take a look at collected data from the past two school years (2020-2022) and re-develop the SEL curriculum to meet the needs of our freshman physical welfare students. Collected data has shown that freshman students require practice with emotional regulation, specifically the RULER approach. In order to deliver the curriculum effectively it was vital that we re-designed the entire curriculum. Originally the lessons came from Yale, The Center for Emotional Intelligence. The lessons from Yale were not sequenced, lacked depth, did not include activities or stimulating visuals, and did not engage the students for a full class period. The summer workshop has allowed the freshman PLC to re-create lessons, solidify learning targets, build lessons that support the target, and implement hands-on activities that would stimulate students for an entire class period.

The impact the re-designed SEL curriculum will have in the classroom is significant. Students will walk away from their freshman year having completed ten SEL lessons, grounded upon the RULER strategy. Students will have learned and practiced all four anchor tools: the class charter, the mood meter, the meta moment, and the blue print. All four anchor tools are lifelong strategies students can

utilize in school and their personal life to become more emotionally intelligent. Students will move on to sophomore year physical education and health with confidence in regards to recognizing, understanding, labeling, expressing, and regulating emotions.

The following resources were created during our SEL summer workshop:

1. [SEL Freshman Lessons - 10 in total, 5 per semester](#)
2. [2022-2023 Student SEL Survey](#)
3. [Lesson Overview w/ Learning Target & Activity](#)
4. [2022-2023 Wellness Rotation](#)
5. [Course Curriculum Map](#)
6. [Wellness Formative & Summative Assessments](#)

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
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I. Department(s)/Division(s)
Physical Welfare – Strength Training

II. Course(s) or Program(s)
Strength Training

III. Workshop Title
Strength Training

IV. Workshop Participants

- | | | |
|----|--------------------------|-----|
| 1. | Missy Mitidiero | 6. |
| 2. | Bryan Bergman | 7. |
| 3. | Jon Beutjer | 8. |
| 4. | Kurt Weinberg | 9. |
| 5. | Joe Conway | 10. |

V. Summary

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- Paragraph 1: identify achievement of specific state/federal mandates, district, or division goals.
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 - Attach the revised or new curriculum map highlighting the components changed, deleted, etc.
 - Attach the revised or new course syllabus.

THANK YOU!

Achieved state/federal mandates, district, division goals: As a group we revised and completed our course syllabus and curriculum map as it relates to state and physical education standards, LT curriculum and assessment standards, and vertical alignment with our sophomore strength curriculum.

[Updated Syllabus](#)

[Updated Curriculum Map](#)

Impact on students in the classroom including student achievement: The following links provide insight into the work that was completed throughout the workshop. The content completed has a direct relation to student centered learning, use of formative assessments guide instruction and the learning process, as well as summative assessments that display student understanding.

[Junior Senior 3 Block Plan](#)

[Weekly Strength Plan](#)

[Sophomore Strength Calendar](#)

[PE & Athletic U Introduction](#)

[Skills Assessments](#)

[Unit 1 Google Slides Presentation](#)

[Unit 2 Google Slides Presentation \(not completed\)](#)

[Unit 3 Google Slides Presentation \(not completed\)](#)

[Created Canvas Summative Exams](#)

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I. Department(s)/Division(s)
Special Education

II. Course(s) or Program(s)

LIFE PE/Health

III. Workshop Title

LIFE Health Curriculum

IV. Workshop Participants

- | | | |
|----|--------------------|-----|
| 1. | Kate Wohlgemuth | 6. |
| 2. | Daniella Gutierrez | 7. |
| 3. | Kristine Vins | 8. |
| 4. | Beth Rappa | 9. |
| 5. | | 10. |

V. Summary

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 - Attach the revised or new course syllabus.

THANK YOU!

Workshop Summary Report:

During our summer workshop hours we focused on completing the curriculum maps for LIFE PE and LIFE Health and the syllabus for LIFE PE. To complete these tasks we used previously created content for PE & Health as well as the EUs and EOs that were previously co-created with the LIFE and Transition Program. To better meet the needs of our students we reviewed what was previously being done and made adjustments as needed. Throughout the process the team worked together to develop a robust curriculum for LIFE PE & Health that will meet state standards as well as the individual needs of our students with significant disabilities. Resources were identified and shared to support formative and summative assessments for this course. Overall the division goal of creating a curriculum map and syllabus was achieved. Please see attached documents for completed maps and syllabus.

LIFE PE (Health Units) Curriculum Map

LIFE PE Curriculum Map

LIFE PE/Health Syllabus

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
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I. Department(s)/Division(s):

- Director of Student Services
- Co-Teachers from Language Arts and Global Studies
- Division Chairs from Math/Science and Physical Welfare
- Additional interested teachers from all divisions

II. Course(s) or Program(s)

- English I Prep (2022-23)
- World History Prep (2022-23)
- Algebra I (2023-24)
- Biology (2023-24)
- English II Prep (2023-24)
- English II IPC (2023-24)
- Civics (2023-24)
- Health (2023-24)
- Driver's Ed (2023-24)

III. Workshop Title

- Foundations of Co-Teaching at the Secondary Level
Tammy Barron (Marilyn Friend)

IV. Workshop Participants

- | | |
|---------------------|------------------------|
| 1. MacKenzie Birck | 11. Brian Murray |
| 2. Jaime Bronuskas | 12. Annette Orrico |
| 3. Ray Burtner | 13. Ed Petrak |
| 4. Allison Doyle | 14. Erin Sharkey |
| 5. Erica Flounders | 15. Dan Singer |
| 6. Morgan Gallagher | 16. Kelsey Thimming |
| 7. Colleen Heath | 17. Allyson Voss |
| 8. Lucy Hoffman | 18. Gabrielle Williams |
| 9. Luke Jansen | 19. Chuck Witt |
| 10. Tiz Lambert | 20. Kate Wohlgemuth |

V. Summary

While the D204 Strategic Plan and resulting district goals were drafted and accepted after the Foundations of Co-Teaching Workshop was approved, the workshop was designed to address the district data demonstrating that Special Education student's academic achievement significantly lags behind their non-disabled peers as measured by the state standardized assessment (PSAT/SAT). Additionally, the continuum of educational services for student with IEP's demonstrated a gap in between self-contained Special Education classrooms and general education, which resulted in the district missing state targets for the percent of students educated within EE code 1 (within general education 80% or more of school day).

The impact of this workshop on students in the classroom spans both the Special Education and General Education students. For the Special Education students who have been placed in Co-Taught English I Prep and/or Co-Taught World History, their placements are now an appropriate match between their skills and the services they require while being exposed to a rigorous curriculum and included with typically developing peers. General education students also reap the benefit of a low student to teacher ratio and learning within a classroom that utilizes concepts from Universal Design for Learning (providing accommodations and re-teaching opportunities that improve understanding and application for all). From an inclusion and belonging standpoint, research demonstrates that heterogeneous groupings promote acceptance of different perspectives and expand learning for all.

This foundational training provided an opportunity for D204 to begin co-teaching with all of the essential elements, not the list of which is professional development and ongoing support for the staff who are now in the role of co-teacher. Throughout the 2022-2023 school year, the initial co-teaching team will be taking data and co-creating the success measures for students, teachers, and the district. These measures will serve to guide the next group of co-teachers as we scale out to include all graduation requirements over the next four years (see attached).

LYONS TOWNSHIP HIGH SCHOOL

Co-Teaching Implementation

Co-teaching is an essential service delivery option in an inclusive school. It is provided (in combination with other service delivery options) in order to give students with disabilities or other special needs the specialized instruction to which they are entitled while ensuring that they can access the general curriculum in the least restrictive environment.

Co-Teaching Basics

There are 6 Co-Teaching Models:

One Teach, One Observe	One Teach, One Assist	Parallel Teaching
One teacher is directly instructing students while the other observes students for evidence of learning.	One teacher is directly instructing students while the other assists individual students as needed.	The class is divided into two groups and each teacher teaches the same information at the same time.
Station Teaching	Alternative Teaching	Team Teaching
Each teacher teaches a specific part of the content to different groups as they rotate between teachers.	One teacher teaches the bulk of the students, and the other teaches a small group based on need.	Both teachers are directly instructing students at the same time—sometimes called “tag team teaching.”

Different models fit different content and lessons better than others; learning about how to implement these models (including the planning, teaching, and assessing) will be part of the initial and on-going training.

Educator Qualifications:

In typical high school co-teaching implementation, one teacher is licensed/certified within the content of the course and one teacher is licensed/certified in Special Education. As co-teaching pairs develop and plan together, both teachers provide some level of content instruction and specialized instruction to varying degrees.

Student Enrollment/Placement:

Co-taught classes follow the class-size maximums for general education courses (26/section at LTHS). General education students are enrolled randomly within co-taught sections as they would be in any other general education section. The Special Education students are placed into co-taught sections based on the placement decision of their IEP team. The same 70/30 student percentage split (general education/special education) that is followed for any general education section is followed for co-taught classes. *The distinct difference is that all of the 30% of special education students (roughly 6-7 students/section) within a co-taught class have similar disabilities that are related to the subject and will have specific IEP goals in that area.* These students continue to demonstrate the need for specialized instruction within the area of disability; however, it has been determined that their skill deficits are best met within a co-taught environment, rather than a self-contained, special education environment.

Special education students who do not have disabilities or deficits in the specific area(s) addressed by the co-taught courses (i.e., special education students who would be enrolled in general education courses regardless of the availability of co-taught courses) will continue to be enrolled in the general education sections (non co-taught sections) and the 70/30* student percentage split will be maintained.

Thus, co-taught classes have a beneficial student:teacher ratio of 13:1 due to the requirement of specialized instruction.

*It is important to note that the 70/30 rule does not apply to students with Section 504 Plans.

2022-2023 Implementation

For the inaugural year of implementation of co-teaching at LT, only two co-taught courses will be offered:

- ★ English I Prep (approximately 6 sections)
- ★ World History Prep (approximately 5 sections)

Teacher Selection:

Teacher interest will be assessed via the teacher teaching preference forms that Division Chairs distribute in preparation for master scheduling (within the Global Studies, Language Arts, and Special Education Divisions), however, as always, student needs will drive teacher teaching assignments.

Teacher Training and Support:

Teaching pairs will be invited for the 2-day, Co-Teaching Summer Workshop on June 9 and 10 with Dr. Marilyn Friend. This training will provide key information about how to co-teach - analyzing the different models of co-teaching, understanding the keys to establishing and maintaining effective teaching pairs, as well as support for planning, instruction, and assessment. *Additionally, **any** teacher who is interested in becoming trained to implement co-teaching for the future is also welcome to attend. A specific sign-up for the workshop will be provided at a later date.*

On-going training and support for all co-teaching pairs will occur throughout the course of the 2022-23 school year and will include observation and coaching with Dr. Friend. CPDUs will be provided for all training sessions.

Teaching pairs will have a common plan period each day and there will be an expectation of devoting a portion of weekly planning periods to collaborative planning for the co-taught sections. More specific guidance will be provided by the start of the 2022-23 school year regarding:

- ★ Implications for the Teacher Appraisal System
- ★ IEP-specific responsibilities/collaboration (e.g. goal evaluation, IEP meeting attendance)
- ★ PLC Assignment

2023-24 Implementation and Beyond

It is District 204's goal to be able to offer co-taught opportunities for the vast majority of our graduation requirements. We will begin with two courses next school year offered to the students in the Class of 2026, while also planning for adding additional courses for the Class of 2026's sophomore year, as well as the for the incoming Class of 2027.

For many students in Special Education, as they progress through their 4 years at LT, they require fewer special education courses and services due to skill attainment and increasing independence. Therefore, we anticipate that fewer sections of each co-taught class will be necessary at North Campus than South Campus, though total Special Education enrollment and specific disability information will always impact section numbers.

This chart depicts a projected roll-out of co-teaching across the next 4 years:

	2022-2023	2023-2024	2024-2025	2025-2026
Freshman Courses	English I	English I	English I	English I
	World History	World History	World History	World History
		Algebra I	Algebra I	Algebra I
		Biology	Biology	Biology
Sophomore Courses		English II/IPC	English II/IPC	English II/IPC
		Civics	Civics	Civics
		Health	Health	Health
		Driver Education	Driver Education	Driver Education
			Geometry	Geometry
			Chemistry	Chemistry
Junior Courses			English III	English III
			US History	US History
				Algebra II
				Physics
Senior Courses				English IV
				Consumer Ec

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I. Department(s)/Division(s): Global Studies and Special Education

II. Course(s) or Program(s): World History

III. Workshop Title: Co-Teaching

IV. Workshop Participants

- | | |
|-----------------|-----|
| 1. John Cronfel | 6. |
| 2. Luke Jansen | 7. |
| 3. Brian Murray | 8. |
| 4. Ed Petrak | 9. |
| 5. | 10. |

V. Summary

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THANK YOU!

Our team is part of the district's initiative to reintroduce co-teaching as part of the continuum of services designed to meet the needs of students with IEPs. This initiative directly relates to the districts' goals to:

- Deliver a guaranteed, viable, and rigorous curriculum for all students.
- Provide engaging and equitable instructional learning experiences for all students.

The co-teaching model will provide more students equal access to the rigorous curriculum delivered in the general education classroom. The execution of this teaching model requires a significant amount of teamwork in order to provide students with the best possible learning experience. Our team used the workshop 15 hours to lay the groundwork for the continual collaboration necessary to achieve the desired educational outcomes for all of our students as well as to plan the day to day activities and assessments for the entire first semester. Specifically, the World History Co-teaching team:

- Created a method to continually share ideas that was used in between workshop sessions and will continue to be used throughout the school year.
- Collaborated to discuss the skills we will target as well as how to teach and assess those skills in a myriad of ways including projects, written responses, discussions, and content tests. This included the discussion of possible accommodations individual students may need.
- Created an electronic repository for materials team members have either used in the past or that we were inspired to find after the co-teaching in-service. In between workshop meetings, members of the team added new materials, studied the ones placed there by other teammates, and discussed these activities and ideas at subsequent meetings.
- Analyzed and dissected the four units that comprise the first semester content and laid out a day to day framework of activities, lessons, and assessments for each day of the first semester.
- Throughout the process, the special education teachers suggested Specifically Designed Instruction (SDI) techniques that could be used for each activity based on anticipated individual needs of students with and without IEPs.
- Throughout the process, the team constantly factored in the engagement level of each activity with the goal to include as many highly engaging activities as possible.
- Aligned formative and summative assessments to ensure students would have enough practice before assessing their skills.
- Focused on the importance of utilizing technology to deliver engaging content as well as to effectively assess the students' learning.
- Laid out the "nuts and bolts" of the class including Canvas page design, methods for sharing of information with students and parents, and the organizational methods our students will use in order to meet the unique executive functioning needs of freshman both with and without IEPs.

Although our team accomplished an incredible amount, it is only just the beginning. This workshop underscored how essential shared planning time will be throughout the year. The team truly appreciates the district's dedication to the success of this program illustrated by our being provided with this workshop time as well as a shared planning period every day in order to continue this essential work. We are incredibly excited to begin empowering our students to succeed now and in the future!

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I. Department(s)/Division(s)
Special Education and Language Arts

II. Course(s) or Program(s)
English IP

III. Workshop Title
Co-Teaching

IV. Workshop Participants

1. Maggie Quane
2. Mackenzie Birck
3. Stewart Turner-Jackson
4. Tiz Lambert

V. Summary

For the 2022-2023 SY, Lyons Township High School has adopted the co-teaching model for all English IP classes. Student inclusivity is a district goal, and during this summer workshop our team reviewed, discussed and planned strategies that would best meet the needs of students with disabilities in a general education class.

Co-teaching allows students with disabilities to access the general education curriculum while receiving specially designed instruction related to their individualized education plan. During our time together, the team planned and designed SDI that would meet the needs of these students. Our time together also provided an opportunity to share our thoughts and ideas about co-teaching. These discussions included how to implement the various co-teaching models, our individual philosophies as educators, and our roles and responsibilities.

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, October 3, 2022

RE: 2022-23 School Year Update Regarding School Safety at LTHS

In preparation for the 2022-23 school year, the LTHS Building Leadership Team reviewed our existing Emergency/Critical Incident Response Plan for potential updates. The LTHS Emergency/Critical Incident Response Plan includes procedures for bomb threats, hazardous materials events, fire evacuations, severe weather, active shooter/violent critical incidents, and other emergency scenarios. We review our plans annually with our Police/Fire representatives in an effort to continually evolve our response to emergencies and critical incidents. In addition, during summer 2022, LTHS engaged with Paul Timm from Facility Engineering Associates to conduct a 3rd-party safety and security assessment. As a follow-up to this assessment, our Building Leadership Team reviewed the reports in late summer and have implemented changes at the beginning of the 2022-23 school year.

During the October 3 Committee of the Whole Meeting, Dr. Jennifer Tyrrell (Principal) and Mr. Kevin Brown (North Campus Associate Principal) will present a school safety update that includes the following topics:

- ✓ 2022-23 Safety Updates at LTHS
- ✓ Students Against Violence Everywhere "Start with Hello" Program
- ✓ LTHS Threat Assessment Process
- ✓ Violent Critical Incident Preparedness

The subsequent slides contain information that will be presented at the upcoming Committee of the Whole Meeting.

Recommendation

This item is informational.

LYONS TOWNSHIP HIGH SCHOOL



Board of Education School Safety Presentation October 3, 2022



#WeAreLT

Tonight's Agenda

- Start with Hello (National Start with Hello Week is September 19-23)
- Summer Building Leadership Team Planning
- Safety Updates for 2022-23 School Year
- Safety and Security Assessment
- Threat Assessment Protocol
- Violent Critical Incident Drill & ALICE Protocol
- Building a Say Something Culture at LTHS



#WeAreLT

Start with Hello

- Youth Violence Prevention Program from the Sandy Hook Promise Organization
- Goal is to create closer, more connected, and inclusive classrooms, school, and community
- Social isolation can lead to bullying, violence, and depression
- All members of a school community can create connectedness by following three steps:
 - See Someone Alone
 - Reach Out and Help
 - Start with Hello
- Start with Hello was part of SEL Lessons
- Start with Hello Week 9/19-9/23



#WeAreLT

Safety Updates for 2022-23

- APs were Recertified in ALICE Protocol
- Drill Dates Established
- Safety Committee Meeting to Solicit Feedback on VCI
- Classroom Flip Charts have been updated
- Visitor Protocol Updates
- Inclusion of Sandy Hook Programs within SEL Lessons
- Upgraded Camera System
- South Campus Severe Weather Evacuation Route Updated
- Partnership with Expert for Safety Audit/Assessment
- Use of the Tunnel at North Campus



#WeAreLT

Safety Assessment

- LTHS partnered with leading expert Paul Timm to complete a Safety Assessment of our North and South Campuses
 - Thorough walkthrough of campuses was conducted in July
 - Secondary walkthrough completed during school day in August
- Assessment includes review of the following: facility, processes/protocols, application of technology, supervision/personnel, and emergency protocols
- Immediate adjustments were made based on report and recommendations made during walkthrough (i.e. use of tunnel at NC)
- Leadership will continue deconstructing report in order to categorize recommendations and develop plan for implementing recommendations
- Upcoming partnership opportunities



#WeAreLT

Threat Assessment

- In 2019, the Illinois Education Association initiated, and the state legislature passed what's known as the School Threat Assessment Law.
- This law requires schools to schools to develop a threat assessment (TA) team and a threat assessment protocol.




#WeAreLT

Threat Assessment Protocol

- LTHS District TA team
 - Brian Waterman, Leslie Owens, Ed Piotrowski, Jennifer Rowe


South Campus TA Team	North Campus TA Team
<ul style="list-style-type: none"> • Jennifer Tyrrell, Principal • Greg Gardner, Assoc. Principal • Adam Davis, Ass't Principal • Drew Eder, Div. Chair for Student Services • Jaclyn Doss, School Psychologist • Sal Montes, Social Worker • Patrick King, School Counselor • Carl Rhineberger, Teacher • Ofc. Taylor Ficke, WSPD SRO 	<ul style="list-style-type: none"> • Jennifer Tyrrell, Principal • Kevin Brown, Assoc. Principal • Darrell Mathis, Ass't Principal • Drew Eder, Div. Chair for Student Services • Rachel Bogatay, School Psychologist • Mary Palacios, Social Worker • Kate Pruski, School Counselor • Jennifer Bigenwald, Teacher • Ofc. Kevin Comstock, LGPD SRO


#WeAreLT

Threat Assessment at LTHS

Our process was developed from the Comprehensive School Threat Assessment Guidelines (CSTAG) a school-based threat assessment model developed by Professor Dewey Cornell and colleagues at the University of Virginia (Cornell & Sheras, 2006) and based on substantial research, field-testing, and input from educators and experts in violence prevention.

- Profiles and checklists don't work. What they do is tremendous harm by mislabeling students with no intention of harming others
- There is evidence that mental health counseling, therapy and support reduces violence
- Threat assessments are not designed to predict violence – but to find ways to prevent it


#WeAreLT

Threat Assessment at LTHS

“What is the goal of the TA process?”

The goal of the TA team is to understand and classify a threat in order to determine the appropriate next steps. Threats are identified as either:

- Transient - no sustained intent to harm (approx. 75% of cases)
- Substantive - intent is present and therefore requires protective action (less than 10% of cases are very serious substantive threats)

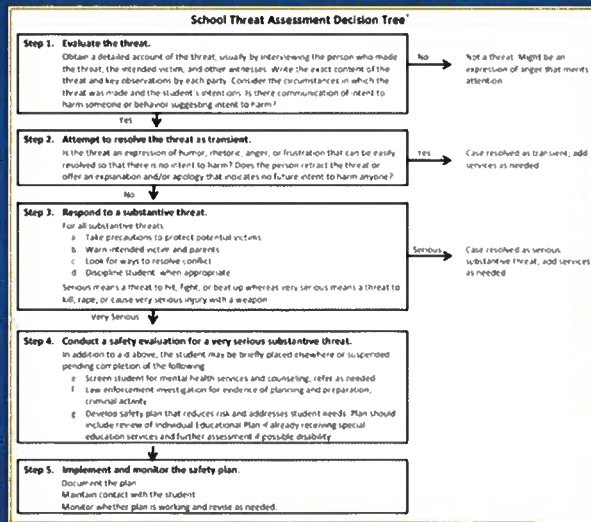
The TA process is not intended for use with a report of self-harm. A different assessment process is utilized in such situations.



#WeAreLT

Threat Assessment at LTHS

Utilizing the decision tree, the TA team gathers to review the threat and share all relevant information, which helps to determine next steps and student supports (if necessary).



#WeAreLT

Violent Critical Incident (VCI) Drill & ALICE

- ALICE is a nationally recognized options-based protocol designed to empower individuals to make decisions to keep themselves safe in the event of a VCI.
 - A - Alert
 - L - Lockdown (with barricade)
 - I - Inform
 - C - Counter
 - E - Evacuate
- Safety experts agree that evacuation is the preferred response when it is deemed safe to do so.
- Each campus has reunification sites and students travel to them during PE classes each fall.



#WeAreLT

Violent Critical Incident (VCI) Drill & ALICE

- IL School Code (105 ILCS 128/20) requires all schools to conduct one VCI (or "school shooter") drill with local law enforcement each fall.
- LTHS engaged our Safety Committee this summer in planning for the VCI drill.
- LTHS conducted our VCI drill this September at each campus.
 - Announcement by Associate Principals
 - BluePoint activation with law enforcement
 - Classrooms practiced barricades
 - Social workers/counselors available to follow-up
- In order to continue to refine our practices and policies, LT administration debriefed with local police and fire officials.



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