



**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, March 3, 2025 - 6:30 PM**

AGENDA

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. PUBLIC PARTICIPATION

IV. HUMAN RESOURCES

- A. 2025-2026 Staffing/Sectioning Overview 2
- B. Capstone Courses and Courses with Enrollments Under 18 (First Reading) 3
- C. School Psychologist Staffing Proposal (2025-2026) 9

V. CURRICULUM & INSTRUCTION

- A. 2025 Summer Workshops (First Reading) 12
- B. Five Year Technology Plan (2026-2030) 82

VI. PUBLIC PARTICIPATION

VII. CLOSED SESSION

The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1)

VIII. ADJOURNMENT

BY ORDER OF
JILL GRECH
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) 579-6456 • Fax: (708) 579-6454 • Email: epiotrowski@lths.net • Website: www.lths.net

EDWARD M. PIOTROWSKI
Director of Human Resources

TO: Dr. Brian Waterman, Superintendent
LTHS Board of Education

FROM: Edward M. Piotrowski, Director of Human Resources

DATE: March 3, 2025

RE: 2025-2026 Staffing Process Information

BACKGROUND:

Every March, the Administration brings course sectioning and staffing information to the Board of Education for review and approval. This process begins with student course selection in January and concludes with the Central Leadership Team working with the Associate Principals and Division Chairs to make recommendations for the number of sections that will be offered in the following school year. This recommendation is then utilized to inform staffing decisions related to assigning available sections to LTHS certified staff members.

This past week, the Central Leadership Team met to review course sectioning numbers and is recommending to the Board a total allocation of 266.9 instructional FTE for the 2025-2026 school year. This represents an overall instructional increase of 1.9 FTE. This sectioning represents course selections for the 3,816 students (including 8th grade students who will take math at LTHS) that are currently registered in Infinite Campus with requests for the 2025-2026 school year. In comparison, we sectioned for 3,781 students registered with courses for the 2024-2025 school year.

In addition to the increase in students with requests, a large factor in the overall FTE increase is the continued expansion of both the Multilingual Department and co-teaching offerings in our Special Education Department.

On tonight's agenda, the Board will review recommendations for Capstone Courses and for courses that have total enrollment of under 18 students. This information is needed to finalize the total number of course sections in each department, which will allow the Administration to determine what impact there might be on certified staffing for the 2025-2026 school year. Staffing recommendations will then be made to the Board of Education at the March 17 meeting.

We will continue to work with the Associate Principals and Division Chairs to determine if there are any changes to the course sectioning recommendations, and provide an update to the Board of Education should there be any.

Finally, the Board has historically approved 0.4 FTE for the Administration to allocate on a discretionary basis should there be a need for additional sections of a course due to shifting enrollments. This past year, we utilized 0.3 FTE of the allotment. Should there be a need for more than the 0.4 FTE allotment, we would return to the Board with a recommendation for additional FTE. A final staffing recommendation will be presented to the Board of Education for consideration and approval at the March 17 meeting.

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EDWARD M. PIOTROWSKI
Director of Human Resources

TO: Brian P. Waterman, Superintendent
Board of Education

FROM: Edward M. Piotrowski, Director of Human Resources

RE: Capstone Courses and Courses with Total Enrollments Under 18

DATE: March 3, 2025

BACKGROUND

Each year, students select course requests for the following school year. These requests are tallied and course totals are determined to help guide the process of determining which courses will be offered as well as how many sections will be created.

This sectioning process is reviewed by the Central Leadership Team and shared with Associate Principals and Division Chairs for the purpose of building the academic master schedule for the following school year. Historically, we have sought the Board's support for courses that have a total enrollment under 18 students. While we typically do not run courses with total enrollment under 18 students, there are unique circumstances where we feel that a recommendation to run the course with the lower enrollment is warranted.

This memo outlines the unique circumstances that we are recommending for approval by the Board of Education.

Capstone Courses:

Special consideration is placed on courses that have been identified as Capstone Courses in the Academic Program Guide. A capstone course is a final course within a well-defined, multi-year course sequence within a department. Capstone courses are reviewed by the Central Leadership Team and the Board of Education each spring, with special consideration given with regard to enrollment. If possible, and given appropriate enrollment, the District will recommend that a capstone course is run during the school year to allow for students to complete the full course sequence.

A list of capstone courses has been included for Board review.

Courses with Enrollments Under 18:

During the sectioning process, all efforts are made to run course sections with 18 students. There are situations, however, where some courses are being recommended to run with fewer than 18 total student enrollments.

Supported classes (English Learners, Interdisciplinary Workshop, and courses within the Special Education Division) are recommended to run with fewer than 18 students based on best practice and School Code class size limits. As these guidelines apply to multiple courses within these areas, these courses are not included in the list of courses with total enrollments under 18.

In addition to supported classes, courses with enrollments under 18 fall into two general categories:

- Capstone/Specialty courses are given special consideration when determining which courses will be offered the following year. Capstone courses have been described above. Specialty courses may include courses that are not the end of a well-defined sequence, but one where the course provides a unique opportunity for students. In these situations, and given appropriate enrollment, the District will recommend that the course is offered;
- Courses with a value and connection to subsequent courses in a course sequence are given special consideration. While capstone courses are the culminating course in a sequence, it is important to give special consideration to courses within the sequence itself. If a course within the sequence is not running, for instance, students may not have the opportunity to continue the sequence and eventually reach the capstone course.

A list of courses with total enrollment under 18 has been included for Board review.

RECOMMENDATION

We recommend the Board approve the capstone courses and courses with total enrollment under 18 as specified in the included materials.

Capstone Summary, February 2025

	2025-2026			24-25	23-24	22-23
	Feb.	#	Avg	Feb.	Feb.	Feb.
	Reg.	Sects.	Size	Reg.	Reg.	Reg.
APPLIED TECHNOLOGY						
Adv Engineering Design	27	1	27.0	34	23	18
Arch Eng Design I & II	56	3	18.7	51	63	79
Private Pilot Operations	23	1	23.0	32	23	22
FAMILY AND CONSUMER SCIENCES						
Advanced Culinary Arts	304	14	21.7	283	290	234
Chefs	20	1	20.0	28	19	21
Early Childhood Ed Internship	0	0	0.0	11	18	17
Teaching Internship-Elementary I & II	35	4	8.8	18	17	12
ART						
Ceramics Advanced	56 (+8 studio)	3	21.3	45 (+22 studio)	39 (+6 studio)	37 (+3 studio)
Drawing & Paint Adv	18 (+14 AP)	2	16.0	26 (+12 AP)	23 (+6 AP)	21 (+14 AP)
Studio Art Accel (all w/ other classes)	21			27	14	12
Studio Art AP (all w/ other classes)	22			25	18	18
MUSIC						
Concert Choir	4			4	8	9
Sinfonietta	33			33	31	22
Symphonic Band	28			22	25	25
Symphonic Orchestra	28			30	33	48
Treble Choir	16			20	20	14
Varsity Choir	14			21	24	32
Wind Ensemble	64			60	65	69
WORLD LANGUAGES						
French IV LIV	55	3	18.3	38	33	56
French IVH ACP LV	46	2	23.0	64	38	
French V LIV	26	1	26.0	13	5	23
French Language AP	15	1	15.0	8	18	16
German Lang & Culture AP	0	0	0.0	8 (+13 Germ Lang. Accel)	8	13
German Language Accel	Offered alt year			13	Offered alt year	25

Capstone Summary, February 2025

	2025-2026			24-25	23-24	22-23
	Feb.	#	Avg	Feb.	Feb.	Feb.
	Reg.	Sects.	Size	Reg.	Reg.	Reg.
German Communication (Accel & Prep)	22	1	22.0	Offered alt year	25	Offered alt year
Italian AP	30	2	16.5	19	6	7
Italian IV Accel	3			9	17	11
Latin Poetry Accel	33	2	16.5	Offered alt year	40	Offered alt year
Latin Prose Accel	Offered alt year			38	Offered alt year	38
Spanish IV LIV	305	12	25.4	283	357	309
Spanish V LIV	95	4	23.8	71	63	117
Spanish Language AP	28	1	28.0	24	33	25
ENGLISH						
Journalism: Newspaper Production	25	1	25.0	23	22	25
English IV Prep	1047	45 (semesters)	23.2	990	421	436
English IV Honors (Dual Credit, semester)	144	7	20.6	279	166	147
English IV AP (annual)	295	12	24.6	222	277	387
MATHEMATICS						
Trig/PreCalculus (Accel)	270	11	24.5	242	305	337
Calculus AB AP	168	7	24.0	183	169	162
Calculus BC AP	119	5	23.8	90	125	128
SCIENCE						
Astronomy (Accel - annual course)	48	2	24.0	42	69	65
Environmental Science AP	139	6	23.2	147	165	134
Biology AP	132	6	22.0	105	89	70
Chemistry AP	51	2	25.5	31	52	36
Human Anatomy and Physiology	138	6	23.0	106	103	157
Organic Chemistry	55	3	18.3	67	53	44
Physics C AP	61	3	20.3	59	75	51
PHYSICAL EDUCATION/HEALTH						
Dance Arts	37	1	37.0	39	36	36
Applied Personal Fitness	36	1	36.0	46	32	89
TCD (All Enrollments)		104		90	46	44

Under 18 Enrollment Report, February 2025

Dept	Course Number	Course Title	Requests	Sections	Avg.
Business	BU4831/2	PC Repair & Maint (A+) LIII	10	1	10.0
Business	BU5411/2	Comp Concepts-Google SuiteLIII	17	1	17.0
Business	BU4226/7	Comptr Apps (MOS) LIII	14	1	14.0
FCS	FC5301/2	Fashion Merchandising LIV	17	1	17.0
FCS	FC6562	Teaching Int 2 Elem LIV	15	1	15.0
Music	MU5311/2	Varsity Choir LIV	14	1	14.0
Music	MU5411/2	Concert Choir LIV	4	1	4.0
Music	MU5511/2	Treble Choir LIV	16	1	16.0
Music	MU5911/2	Adv Vocal Techniques LIII	8	1	8.0
Music	MU6111/2	Jazz Ensemble LIV	14	1	14.0
Music	MU5811/2	Music Theory AP LV	9	1	9.0
Music	MU7101	Adaptive Music Leaders LIII	9	1	9.0
Science	SN8521/2	Sustainable Urban Agr LIII	17	1	17.0
Social Studies	SS8351/2	AP African Am. Studies LV	15	1	15.0
World Language	WL8231/2	Spanish IIIH ACP LV	16	1	16.0
World Language	WL8411/2	French Lang AP LV	15	1	15.0
World Language	WL8431/2	French IIIH ACP LV	12	1	12.0

LYONS TOWNSHIP HIGH SCHOOL



DR. LESLIE C. OWENS Director of Student Services
District Office 100 S. Brainard Avenue LaGrange, IL 60525

TO: Lyons Township High School District #204 Board of Education

FROM: Dr. Leslie C. Owens, Director of Student Services
Dr. Brian Waterman, Superintendent
Mr. Ed Piotrowski, Director of Human Resources

DATE: March 3, 2025

RE: School Psychologist Proposal

BACKGROUND:

LTHS has traditionally obtained school psychologists via our Special Education Cooperative, LADSE. This practice was rooted in a now antiquated service delivery model that was based on a) a narrow and pre Public Act 94-142 definition of special education students, including the understanding of a disability in the context of schools and the services that should/could be provided; b) the Illinois-specific need to provide services to a large number of districts, including single school districts where co-ops provided an efficient and cost-effective way for districts to obtain services without hiring separate related service staff for themselves; c) an out-of-date perception and assignment of school psychologists as special education-only personnel despite the majority of their training targeted for all students in all aspects of the educational experience; and d) the original distribution of IDEA funding that went directly to the cooperative and then was 'paid back' to districts in certain personnel, school psychologists being among that group. That funding distribution has changed and school psychologists are considered 'Purchase Service' from LADSE, meaning that as a district we are able to purchase the amount of services/FTE necessary to meet our student needs.

Within the last 20 years, LT has had 3 full-time school psychologists assigned by LADSE. The assigned school psychologists are hired, evaluated, and compensated by LADSE but are within our district for their full assignment (1.0FTE). With an average enrollment of 3700 - 4000 students, the school psychologist to student recommended ratio (1:500) has never been met. This recommended ratio speaks to the breadth of services that school psychologists are prepared to provide (i.e. working with and on behalf of *all* students) while the assignment of 3 psychologists (approx. 1:1200) reflects a limited scope of work for the school psychologists assigned within special education only (approximately 11% of the total population or 420 total students). Four psychologists were requested for the 2023-24 school year and beyond; however, LADSE has not been able to fill the fourth position. For a period of time, LADSE contracted with remote psychologists (based out of state) who were limited to completing compliance tasks that provided limited information and value to students' educational teams.

The limited scope of professional work, the awkward and unwieldy setting of having a full-time district assignment while being employed by another entity, and the compensation differential (LADSE school psychologists receive approximately 40% less take-home pay than their like counterparts employed at LTHS) have created conditions for steady and significant turnover. In the years from 2013 – 2023, of 31 positions hired, 7 resigned after one year, 2 resigned after 3 years, and 1 resigned after 4 years. This

turnover has limited the expansion of the school psychologist role at LT and creates repeated and significant on-boarding and training efforts that are largely the responsibility of the special education leadership team and Student Support Teams.

At LT, like most high schools across the nation, there has been much greater emphasis on social/emotional learning and mental wellness of students. Concurrently, the accepted best (educational and psychological) practice of utilizing a Multi-Tiered System of Support (MTSS) framework for understanding and intervening on learning needs has become a requirement. These approaches and practices require strong multidisciplinary teams, data literacy, and robust interventions systems. School psychologists are uniquely positioned to facilitate and implement those systems.

School Psychologist Training and Degree:

In order to work within a school, school psychologists must complete a specialist level degree, which is in between a Masters Degree and Doctoral Degree. This includes a minimum of 60 graduate semester hours and 3 years of full-time study, including a 1200 hour internship.

Cost:

For LT to hire school psychologists there are salary, benefit, and pension costs to consider. It is expected that an FTE of 4.0 School Psychologists added to the LT staff for the 2025-2026 school year would cost the District an estimated total of \$458,272. The expected difference from the LADSE payment this year to the District cost next year is \$83,104.68, inclusive of estimated salaries, benefits and pension contributions.

PROPOSAL:

It is recommended that LTHS directly hire their own, 4.0FTE, school psychologists. With current total student enrollment of approximately 3700, this moves the psychologist to student ratio to 1:925. This ratio is still above the National Association of School Psychology recommendations, however, it fits within our current grade-level Student Support Team structure and marks a significant improvement to the scope and capability of our multidisciplinary teams.

Because of the unique skills and practice of School Psychologists, the following represent the anticipated duties and responsibilities:

- Provide leadership to SST teams, specifically with regard to data collection, analysis, and progress monitoring
 - SST's meet 1x/week to review aggregate attendance, behavior, and grade data, as well as to look at data specific to Tier 2 and Tier 3 interventions. School Psychologists are best positioned to lead these meetings
 - School Psychologists would be able to design and expand each team's ability to apply specific interventions, progress monitor those interventions, and work with teams to determine next steps (which may include referrals for Section 504 or Special Education evaluations).
 - School Psychologists are best positioned to assist in creating and implementing referral systems for moving students among Tier I, II, and III as appropriate and necessary.
- Provide guidance to Division Chairs and PLC's regarding MTSS - data and interventions
 - School Psychologists would lead and support the process for collecting and analyzing academic data for the purpose of understanding big-picture student needs (e.g. where are significant numbers of students demonstrating academic difficulty in any particular content area).
 - At Tier I, School Psychologists can support Division Chairs, ADC's, PLC Leaders, and teachers to review data in order to differentiate instruction and address opportunity and achievement gaps from a Tier I instructional lens.

- At Tier II, School Psychologists can support Building Leadership, Division Chairs, and ADC's in determining, designing, and monitoring appropriate skill-based, time-bound interventions to return students successfully to Tier I.
- At Tier III, School Psychologists can support teams in determining, designing and monitoring intensive and individualized interventions, as well as with decision-making with regard to Child find obligations and referral paths.
- All of the above can be applied to the academic, social/emotional, and functional skills and success of all students.
- Facilitate 504 referrals, re-evaluations, and annual meetings. (We currently have approximately 550 students with 504 plans.)
- Complete Special Education initial and re-evaluations as required by law
- Provide mental health services to students (particularly at the Tier 3 level) with individual and group sessions.

Future Focus:

- Currently, SST's are the primary teams responsible for analyzing both Tier I and Tier II data, as well as Tier III data. In order to ensure emphasis on robust and student-centered Tier I academic and SEL/behavioral instruction and programming, it is best practice to include multiple teams at different Tiers. These teams must be coordinated and collaborative to truly and effectively work within an MTSS framework. School Psychologists are best positioned, due to their unique and broad training, to guide and support the implementation of an MTSS framework and the related systems.

Additional information:

- School psychologists should be included within the Student Services Division as this best portrays the school-wide nature of their role (rather than being specifically assigned to Special Education)
- Current office space can be maintained; however, we may want to comprehensively review the Student Services and Special Education (related services) spaces across both buildings to determine best placement of all student support staff.
- Discussions will be necessary to contemplate whether School Psychologists would follow a class, be assigned by building, or otherwise. Considerations for this conversation would center around workload balancing and the specific needs of students at SC and NC.

RECOMMENDATION:

It is recommended that the Board of Education approve the proposal as presented for the 2025-26 school year.

LYONS TOWNSHIP HIGH SCHOOL

CURRICULUM OFFICE 100 S. Brainard Ave., La Grange, 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 Eggerding *SE*

DATE: March 3, 2025

RE: Summer Curriculum and Program Development Workshops – First Reading

INFORMATION:

For summer work requiring board approval of expenditure, a proposal, review and approval process is utilized involving Division Chairs, the Director of Equity and Belonging, the Director of Student Services, and the Director of Curriculum and Instruction. The approval process includes prioritized criteria, submission of proposals, individual review by the curriculum office with applicants, and Board approval of Workshops.

33 workshops were submitted and reviewed through the following priorities:

1. Current Curriculum Review
2. District Initiatives
3. New Courses/Approved Significant Changes to Courses
4. Prior Year(s) Curriculum Review
5. AP/Dual Credit Requirements

For the summer of 2025, 26 summer curriculum and program development workshops are brought forward for review and consideration. Highlights include:

- Co-Teaching training and workshop for teachers who will begin co-teaching in the fall.
- Level 1 and level 2 of Building a Restorative Culture training.
- Cultivating Curriculum workshop for teams for teachers to create a unit of study incorporating Culturally Responsive materials.
- Workshop for Multilingual Teaching teams to develop integrated content.
- Workshops for Sophomore core course teams who have been a part of the curriculum review last year so they can include culturally responsive teaching and leading and SEL standards.
- Workshops for Junior core course teams who have been a part of the curriculum review this year so they can include culturally responsive teaching and leading and SEL standards.
- Time to plan professional learning for the 2025-26 school year.
- Workshops based on curriculum change proposals:
 - Updates to two special education classes.
 - New baking and pastry course.
 - Splitting into two Spanish for Heritage Speakers courses and the addition of Spanish for Heritage Speakers Cinema.
 - Yoga 3

- New Adaptive PE Leaders Courses
- Updates as required for Dual Credit:
 - by Indiana University for Spanish dual credit.
 - Healthcare Careers
 - Medical Terminology
- Updates to AP Psychology due to a new textbook.
- Developing more student-centered math and science lessons as an outgrowth of the curriculum review process.

Proposals as presented for first reading for work to be completed during the summer of 2025 total \$165,375.00. \$96,750 will be paid for by grants and a trust with the remainder, \$68,625, coming from District funds.

All dollar amounts are estimated at the maximum potential cost using the top-end contractual hourly rate of \$45.00 and assuming all participants can attend all hours.

The Board will note that for many of the workshops, teacher names are not included and listed as TBD. These workshops are dependent on staffing considerations and/or teacher availability in the summer. Also, for the curriculum review workshops, the descriptions may change slightly depending on the completion of the work at our last half-day workshop. The language for those workshops is a little vague at this point and will be updated to reflect any changes.

The attached history shows how the approved District cost estimates for workshops are never exceeded, with actual expenses roughly 80% of proposed costs. This would result in an estimated final expenditure of \$132,300 with District costs coming in around \$54,900. Proposals, summaries and comparisons to previous years are included for review.

RECOMMENDATION:

I recommend that the board review the attached proposals for 2025 Summer Curriculum and Program Development Workshops for first reading.

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
Divisional/Departmental Summary
2025 Summer Workshops

DIVISION/DEPARTMENT	STAFF	DISTRICT TOTALS		
		Requested	Total	Actual
CURRICULUM & INSTRUCTION				
• Curriculum Reviews	57	\$37,350		
• Instructional Coaching	8	\$7,200		
EQUITY & BELONGING				
• Cultivating Curriculum	18	\$16,200		
MULTILINGUAL				
• Implementing ELD Standards	20	\$10,575		
PRINCIPAL				
• Building a Restorative Culture (Level I)	25	\$11,250		
• Building a Restorative Culture (Level II)	25	\$11,250		
STUDENT SERVICES				
• Co-Teaching	15	\$6,750		
PHYSICAL WELFARE				
• Yoga 3	3	\$1,350		
• Adaptive PE Leaders	4	\$2,700		
GLOBAL STUDIES				
• Computer Concepts	2	\$900		
• AP Computer Science	1	\$675		
• Baking & Pastry Arts	1	\$1,125		
• Psychology PLC	3	\$1,350		
MATH				
• Algebra I	11	\$7,425		
• AP Calculus	5	\$1,125		
• Algebra II Accel/Honors	4	\$2,700		
• Algebra II	6	\$4,050		

DIVISION/DEPARTMENT	STAFF	DISTRICT TOTALS		
		Requested	Total	Actual
SCIENCE				
• Biology	11	\$7,425		
• Chemistry	9	\$6,075		
• Healthcare Careers	4	\$2,700		
• Medical Terminology	4	\$2,700		
SPECIAL EDUCATION				
• Adaptive Electives	6	\$6,750		
• Geometry CC	3	\$6,750		
• Physical Science CC	2	\$2,700		
FINE ARTS				
• Heritage Program	1	\$2,925		
• Spanish ACP	3	\$3,375		
TOTALS	251	\$83,250 G \$68,625 D \$13,500 WT \$165,375 Total		

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

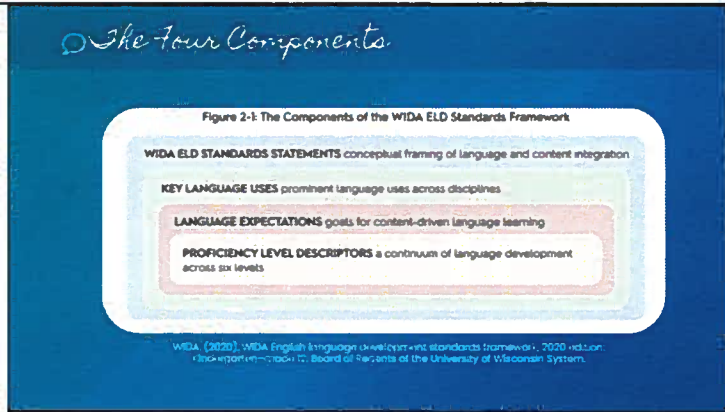
DEPARTMENT	2022 PROPOSED	2022 ACTUAL	2023 PROPOSED	2023 ACTUAL	2024 PROPOSED	2024 ACTUAL	2025 PROPOSED
Curriculum & Instruction	\$38,765.00 G \$0 D	\$11,490.34 G \$5,464.10 D	\$61,400.50 G \$12,150.50 D	\$56,238.50 G \$0 D	\$59,175.00 G \$0 D	\$36,750 G \$0 D	\$44,550.00 G \$0 D
Applied Technology	\$0 G \$2,025 D	\$0 G \$2,025 D	NA	NA	NA	NA	NA
Art	NA	NA	NA	NA	NA	NA	NA
Business Education	NA	NA	NA	NA	NA	NA	\$0 G \$1,575 D
Driver Education	NA	NA	NA	NA	NA	NA	NA
Equity & Belonging	NA	NA	\$0 G \$12,150.00 D	\$0 G \$10,995.75 D	\$0 G \$14,400.00 D	\$0 G \$13,265 D	\$0 G \$16,200.00 D
Family and Consumer Science	NA	NA	NA	NA	\$0 G \$1,800.00 D	\$0 G \$1,930.00 D	\$0 G \$1,125.00 D
Fine Arts, Global Studies, Special Ed					\$0 G \$9,000.00 D	\$0 G \$9,000.00 D	NA
Language Arts	\$0 G \$3,645.00 D	\$0 G \$3,645.00 D	\$0 G \$607.50 D	\$0 G \$607.50 D	\$0 G \$8,775.00 D	\$0 G \$4,492.50D	NA
Mathematics	\$6,075.00 G \$2,025.00 D	\$6,075.00 G \$2,025.00 D	NA	NA	NA	NA	\$0 G \$15,300.00 D
Multilingual	NA	NA	\$0 G \$2,430.00 D	\$0 G \$0 D	\$0 G \$20,700.00 D	\$0 G \$14,400.00 D	\$0 G \$10,575.00 D
Music	NA	NA	NA	NA	NA	NA	NA
Physical Education & Health	\$0 G \$5,670.00 D	\$0 G \$5,352.70 D	\$0 G \$7,087.50 D	\$0 G \$4,657.50 (D)	\$0 G \$4,950.00 D	\$3,645.00 G \$2,250.00 D	\$0 G \$4,050.00D
Principal's Office					\$11,250.00 G \$0 D	\$12,150.00 G \$0 D	\$22,500.00 G \$0 D
Science	\$0 G \$6,075.00 D	\$0 G \$4,225.00 D	\$0 G \$6,075.00 D	\$0 G \$6,480.00	\$3,375.00 G \$12,150.00 D	\$0 G \$8,025.00 D	\$13,500.00 G \$5,400.00 D
Social Studies	\$0 G \$8,910.00 D	\$0 G \$8,564.40 D	\$0 G \$1,620.00 D	\$0 G \$1,620.00 D	\$2,250.00 G \$11,250.00 D	\$2,250.00 G \$10,777.00 D	\$0 G \$1,350.00 D
Special Education	\$0 G \$3,037.50 D	\$0 G \$2,847.50 D	NA	NA	\$0 G \$9,000.00 D	\$0 G \$4,340.00 D	\$9,450.00 G \$6,750.00 D
Student Services	\$9,267.50 G \$0 D	\$5,654.45 G \$1,969.50 D	\$0 G \$7,290.00 D	\$0 G \$4,657.50	\$11,475.00 G \$0 D	\$22,552.50 G \$0 D	\$6,750.00 G \$0 D
World Language	\$0 G \$3,240.00 D	\$0 G \$3,594.75 D	\$0 G \$3,037.50 D	\$0 G \$3,037.50 D	\$0 G \$6,975.00 D	\$0 G \$6,250.00 D	\$0 G \$6,300.00 D
TOTALS	Proposed \$88,910.00	Actual \$58,114.49	Proposed \$101,898.00	Actual 88,294.25	Proposed \$186,525.00	Actual \$143,167.00	Proposed \$165,375.00
		65% of Approved		86% of Approved		76% of Approved	
Grant cost	\$54,107.50	\$20,425.29	\$61,600.50	\$56,238.50	\$87,525.00	\$77,437.50	\$96,750.00
District cost	\$34,802.50	\$37,689.20	\$40,297.50	\$32,055.75	\$99,000.00	\$65,729.50	\$68,625.00
TOTAL	\$88,910.00	\$57,114.49	\$101,898.00	\$88,294.25	\$186,525.00	\$143,167.00	\$165,375.00

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 SUMMER WORKSHOP SUMMARY**

DISTRICT ACCOUNT

Department & Workshop Title	Description	Teachers & Hours	Maximum Cost
CURRICULUM & INSTRUCTION			
1. Curriculum Reviews	<p>In the summer of 2025 we will continue to allocate time for teaching teams that have been in curriculum review throughout the year. Teams will be working with their chairs to identify specific goals for the workshop which may include some or all of the following:</p> <ul style="list-style-type: none"> • Alignment of standards and outcomes to curriculum • Alignment of assessment to standards and outcomes • Identifying SEL strategies for specific units • Identifying Culturally Responsive Teaching and Leading Strategies aligned to units. <p>Construction of common formative assessments</p>	63 Teachers 830 Hours	\$37,350.00 Grant Funded
2. Instructional & Tech Coaching	<p>Summer work for instructional and technology coaches is individualized depending on the supports needed during content-area summer workshops, PLC Team Leader Training, Teacher Tech Training, and summer school supports. As we have done in previous years, we have allocated 20 hours for each coach.</p>	8 Teachers 160 Hours	\$7,200.00 Grant Funded
EQUITY & BELONGING			
1. Cultivating Curriculum	<p>Teams of 2-4 teachers will commit to working on creating Culturally Responsive Lessons that support the work of the curriculum review process of incorporating the 5 Pursuits presented in <i>Cultivating Genius</i> (model by Dr. Gholdy Muhammad). As a part of this 4-day (20 hour) summer workshop experience (June 2-5), the teams will learn about the framework and the impact of Culturally Responsive pedagogy, will examine model lessons that work to increase student engagement, while using multiple modes of learning that connect to the diverse learning needs of students. The teams will have the opportunity to work with various coaches that will be assigned to them to assist them throughout the workshop.</p> <p>Who Can Apply: Teaching teams that are committed to being a part of the full workshop and are able to produce and share their materials.</p>	18 Teachers 360 Hours	\$16,200.00

	<p>Teacher Teams: Will need to identify a unit of study that they would like to update or create and will utilize the five learning pursuits to anchor their work in developing more Culturally Responsive lessons that will meet the needs of the course and the curricular needs outlined in the curriculum review.</p> <p>Things to Know:</p> <ul style="list-style-type: none"> ● Each member of the Lesson Teams must commit to sharing their work as a part of the Lesson Sharing Symposium. ● Each participant must commit to being in attendance for the 4 days of the workshop. ● Each Group will create a common folder with all resources, lessons and materials that can be shared in a common lesson repository folder for other teachers to access. ● Each Group will collaborate to organize a presentation sharing their work with peers as a part of our Lesson Sharing Symposium session and of the workshop. ● Some groups may be invited to share their work as a part of an Institute Day. 		
MULTILINGUAL			
<p>1. Implementing ELD Standards</p>	<p>Workshop Goals:</p> <ul style="list-style-type: none"> ● Teachers will be able to identify, explain, and apply the English Development Standards (ELD) ● Teachers will be able to complete course curriculum maps through collaboration ● Teachers will be able to complete comprehensive goal and progress monitoring plans ● Teachers will be able to create language domain rubrics <p>Workshop Structure Part I Participants = ML Teachers and Content Area Teachers</p> <ul style="list-style-type: none"> ● Day 1: Participants will participate in a five-hour workshop led by Shadia Shalem from Illinois Resource Center. Shadia will provide an overview Standard 1 of the WIDA ELD Framework: ● Day 2: Participants will apply the knowledge gleaned from the ELD Framework presentation in their respective course curriculum maps. Teachers will work on scope and sequence as well as develop specific units. 	<p>20 Teachers 235 Hours</p>	<p>\$10,575.00</p>



Work Products:

- Completed course curriculum maps
- Summer workshop summary

Workshop Structure Part II

Participants = ML Teachers Only

- Day 3: Participants will develop common speaking and writing rubrics

Work Products:

- Language domain rubrics
- Comprehensive plan for goal setting and progress monitoring for students around the four domains of ACCESS

PRINCIPAL

1. Building A
Restorative Culture I

Within this Restorative Practices Workshop, teachers, student services team members, and administrators will participate in a two-day workshop experience. The workshop participants will become a guiding coalition for building a restorative culture.

Participants will do the following within the workshop:

- Review of data that supports the development of a restorative culture
- Engage in foundational learning about restorative culture (building a restorative culture within our school, community building, utilizing restorative practices within the classroom, using restorative practices to repair harm within our school community, etc.)
- Collectively discuss the development of a vision for building a restorative culture at Lyons Township High School
- Develop the guiding coalition's implementation plan for 2025-26

Discuss training/learning needs for the staff

25 Teachers
250 Hours

\$11,250.00
Grant Funded

<p>2. Building A Restorative Culture II (Coalition Members)</p>	<p>Members of the Restorative Practices Guiding Coalition (teachers, student services team members, and administrators) will participate in a two-day workshop experience. The workshop will serve as an opportunity for Guiding Coalition Team Members to advance their learning within restorative practices, focusing on restorative practices to repair harm within our school community. This workshop is a follow up to the level 1 workshop that team members participated in last summer.</p> <p>Participants will do the following within the workshop:</p> <ul style="list-style-type: none"> • Review of data that supports the development of a restorative culture • Engage in learning about tier 2 and 3 practices, specifically, using restorative practices to repair harm within our school community and respond to situations where restoration is needed • Review the 2024-25 implementation of restorative practices at Lyons Township High School • Collectively discuss the vision for building a restorative culture at Lyons Township High School and further develop action plans • Develop the guiding coalition’s implementation plan for 2025-26 • Discuss training/learning needs for the staff 	<p>25 Teachers 250 Hours</p>	<p>\$11,250.00 Grant Funded</p>
<p>STUDENT SERVICES</p>			
<p>1. Co-Teaching</p>	<p>Participants in this summer workshop will include Co-Teachers for the 2025-26 school year and will focus on the understanding and application of the rationale for co-teaching (providing equity with regard to rigor and access and opportunity to students with disabilities) and the models of implementation. The workshop will be presented by Dr. Tammy Barron and Dr. Brad Witzel, professors at Western Carolina University and national co-teaching experts who have worked with the district since 2021-2022 to support initial and sustained implementation of Co-Teaching at a high level.</p> <p>Participants will learn about the roles and responsibilities of the general education and special education teachers with regard to planning, teaching, assessing, and delivering Specially Designed Instruction (SDI) in order to meet the needs and IEP goals of the Special Education students while also supporting all learners. Co-teaching partners will be provided guidance and practice with setting up systems, routines, and structures within the classroom in order to achieve parity and have time to plan units for next school year with support from Dr. Barron and Dr. Witzel.</p> <p>Implementation of Co-Teaching at LT is expected to continue to improving student academic outcomes as students are receiving grade-level instruction. This access allows students to make progress toward mastery of the skills/standards within each</p>	<p>15 Teachers 150 Hours</p>	<p>\$6,750.00 Grant Funded</p>

	<p>course and also being better prepared for standardized/state-wide assessments (PACT/ACT). Socially, a co-taught model improves inclusion and belonging and actualizes the benefits of diverse classrooms. This workshop supports compliance with the federal IDEA, which requires that special education students are educated within the least restrictive environment and that students' IEP's include ambitious goals that provide a pathway for students to build independence and mastery with grade-level material. This workshop also aligns with the district's Strategic Plan, specifically Goals 1 & 2, which outline the expected outcomes of a guaranteed and viable curriculum for all within a supportive learning environment. Threaded throughout the Strategic Plan and within the co-teaching approach is the overarching goal of equity and ensuring that all students have the same access and opportunities to rigorous, culturally responsive curriculum and instruction.</p>		
PHYSICAL WELFARE			
1. Yoga 3	<p>Next year we are offering a Yoga 3 course, and therefore, this summer will be dedicated to creating the curriculum that includes syllabus, map, and weekly lessons that provide progression for students in our yoga 3 courses. This summer will be vital to a sound yoga 3 curriculum and one that prepares students to be eligible to complete their 200-hour Yoga instructor certification.</p>	3 Teachers 30 Hours	\$1,350.00
2. Adaptive PE Leaders	<p>By providing the Adaptive PE Leaders Course Team an opportunity to meet over the summer, educators can collaboratively design, refine, and align their practices to support the development of leadership skills effectively. A key focus of these meetings would be aligning the sophomore-level class with junior and senior course offering, ensuring a seamless progression of skills and knowledge across grade levels. At the same time, the team can differentiate the curriculum to reflect the developmental and academic growth expected at each level. This ensures that students build on foundational skills in their sophomore year while engaging in more advanced concepts and applications in later courses.</p> <p>This collaboration opportunity also enables the team to address evolving student needs and adapt to emerging educational trends and research. By creating differentiated yet cohesive assessments and learning objectives, educators can support individual goals while maintaining continuity across courses. Sharing best practices, identifying gaps in the curriculum, and designing innovative strategies during these meetings will enhance the quality of instruction and inclusivity across all grade levels. This unified approach will not only benefit students but also elevate the credibility and efficacy of the Adaptive PE Leaders program as a model for inclusive education.</p>	4 Teachers 60 Hours	\$2,700.00
GLOBAL STUDIES			

<p>1. Computer Concepts</p>	<p>This past year, Business Education submitted a curriculum change proposal to change the current Keyboarding course. This proposal was approved and a new course, Computer Concepts & Software Applications (Google), was created. This course will still teach students proper typing techniques while focusing on speed and accuracy (first 9 weeks). However, during the second nine weeks, we will teach students how to use many of the Google Workspace apps like Drive, Gmail, Docs, Sheets, Slides and Keep.</p> <p>Impact on Student Learning: Integrating structured instruction on Google Workspace will empower students to create higher-quality assignments and presentations, improving their ability to collaborate, organize, and present information effectively. Mastering these tools will enhance their academic performance across subjects and better prepare them for college and career expectations.</p> <p>Workforce and College Readiness: Many colleges and employers rely on Google Workspace for document creation, collaboration, and project management. Providing students with foundational knowledge and best practices for using these tools will give them a competitive advantage and ensure they can confidently navigate professional and academic settings that utilize Google Workspace. <i>This specifically supports the LTHS Vision that all students graduate prepared for life, career, and college success.</i></p> <p>Conclusion: A summer workshop dedicated to this curriculum change will allow teachers to develop structured lessons and activities, ensuring students gain essential digital literacy skills. Teachers will be able to collaborate and develop well thought out formative and summative assignments, setting up necessary resources in Canvas.</p>	<p>2 Teachers 20 Hours</p>	<p>\$900.00</p>
<p>2. AP Computer Science</p>	<p>The AP Computer Science A course will undergo significant updates beginning in the 2025–2026 school year to better align with introductory college-level programming courses and reflect current industry practices. The College Board has released major changes to the course content include the addition of topics such as reading and writing text files, processing and analyzing larger data sets, and foundational concepts in artificial intelligence. The unit on inheritance will be removed, and the existing 10 units will be consolidated into four comprehensive units, streamlining the curriculum to allow for deeper exploration of essential programming concepts.</p> <p>These changes from the College Board will greatly impact the formative and summative assessments needed to support the new topics. Review of the new materials published by the College Board late in Spring 2025 will be used during the Summer Workshop</p>	<p>1 Teacher 15 Hours</p>	<p>\$675.00</p>

3. Baking & Pastry Arts	The purpose of this workshop would be to develop the new Baking & Pastry course that is being offered at North Campus starting in the 2025-2026 school year. The development of curricular units, identification of learning standards, creation of formative and summative assessments, recipe selection, and creation of a course curriculum map would be worked on during this workshop so the class is ready to be taught in Fall of 2025.	1 Teacher 25 Hours	\$1,125.00
4. Psychology PLC	<p>During the Psychology PLC Workshop, we will update our A.P. Psychology course structure and assessments to prepare for our use of the updated textbook Myers' Psychology for the A.P. Course during the 2025-26 school year. This work will positively impact teaching, learning, and students by allowing students to complete unit work and assessments that are fully aligned with College Board's requirements and A.P. Psychology exam. Thus, this workshop is essential for us to ensure that we are fully utilizing the textbook and all of its available resources to maximize student preparation and performance throughout the school year and on the A.P. exam. Approximately 175 students are enrolled in A.P. Psychology during the 2024-25 school year.</p> <p>We will also complete work related to our Introduction to Psychology course during the Psychology PLC workshop. We will review our coursework and assessment rubrics and work to ensure inter-rater reliability for student work. This work will positively impact teaching, learning, and students by ensuring that our rubrics, coursework, activities, and assessments are aligned throughout our standards-based course. Approximately 225 students are enrolled in Introduction to Psychology course during the 2024-25 school year.</p>	3 Teachers 30 Hours	\$1,350.00
MATH			
1. Algebra I	The Algebra 1 course team (including co-teachers) proposes dedicating time this year to finalizing the integration of Culturally Responsive Teaching (CRT) and Social-Emotional Learning (SEL) connections within the curriculum map, ensuring that instructional practices support diverse student needs and foster a more inclusive learning environment. Additionally, the team will plan for the utilization of the Desmos Amplify resource, developing a structured implementation strategy that maximizes its effectiveness in enhancing student engagement and conceptual understanding. Any necessary adjustments to lesson sequencing, assessments, or instructional strategies will be reflected in an updated curriculum map to ensure alignment. These efforts will provide teachers with clearer guidance on embedding CRT and SEL practices, improve student learning experiences through interactive and research-based digital tools, and create a more cohesive and accessible curriculum. Dedicated collaboration time and administrative support will be essential for	11 Teachers 165 Hours	

	successful implementation and refinement.		
2. AP Calculus	The AP Calculus course team proposes dedicating time this year to integrating a new supplemental digital resource and converting assessments into a digital hybrid format. This work will involve aligning the resource with AP content, developing implementation strategies, and redesigning assessments to include digital components that enhance engagement, provide real-time feedback, and support varied question types. These updates will improve instructional efficiency, better prepare students for potential digital AP exams, and provide data-driven insights for teachers. Additionally, incorporating technology may increase student accessibility and interest in the course, potentially boosting enrollment. To ensure successful implementation, the team requests dedicated collaboration time, professional development, and administrative support.	5 Teachers 25 Hours	
3. Algebra II Accel/Honors Curric Review	The Algebra II team (South) will be working on creating rich tasks that engage students. These tasks will provide learning opportunities for student discussion and questioning. Create 1-2 activities or tasks per unit that engage students using vertical non-permanent surfaces, random grouping, class Kick, collaborative learning structures, or game structures depending on what is most appropriate for the objectives. Research using resources like Building Thinking Classrooms, Desmos, Delta Math, and Class Kick to find and create the lessons. Assess which units already have activities, games, and collaborative learning structures (and what those things are) to (1) determine which units are our priority, (2) adequately vary our strategies throughout the year, and (3) build routines that are consistently used throughout the year. If time: Create student surveys to determine the effectiveness of the strategies based on students' insight. Create student reflections so students are continually improving in both their math ability and their ability to work with peers.	4 Teachers 60 Hours	\$2,700.00
4. Algebra II	The Algebra 2 course team proposes continuing work on updating the curriculum map to integrate technology, Culturally Responsive Teaching (CRT), and Social-Emotional Learning (SEL). This includes identifying and embedding technology tools that enhance conceptual understanding and engagement, aligning instructional strategies with CRT principles to ensure relevance and inclusivity, and incorporating SEL practices that support student well-being and collaboration. These updates will provide teachers with clearer guidance on implementing best practices, improve student learning by fostering deeper connections to content, and create a more engaging and supportive classroom environment. A well-structured and updated curriculum map will also contribute to a more cohesive instructional approach across courses,	6 Teachers 90 Hours	\$4,050.00

	potentially increasing student confidence and interest in math. Dedicated collaboration time and administrative support will be necessary to ensure successful implementation and refinement.		
SCIENCE			
1. Biology	Teachers will continue developing Biology units that were not completed in previous years while also implementing the new cell unit using SEPUP materials. The Gholdy team will ensure each unit aligns with culturally responsive pedagogy, and the collective will work to maintain rigor and consistency in unit assessments. Units will be 3D, NGSS aligned and tied to relevant phenomena.	11 Teachers 165 Hours	\$7,425.00 Wenner Trust
2. Chemistry	The Chemistry team will continue aligning their units to NGSS using phenomena-based instruction. They are currently developing Unit 1 and will focus on finalizing its content, creating a common assessment, and designing subsequent units that maintain NGSS alignment and incorporate relevant phenomena. Integrating phenomena into the curriculum will enhance student engagement and strengthen connections to real-world applications. Units will be 3D, NGSS aligned and tied to relevant phenomena.	9 Teachers 135 Hours	\$6,075.00 Wenner Trust
3. Healthcare Careers	The IHC team will work to align their syllabus and activities to the requirements set by COD. Teachers will develop a common semester final that all will give that aligns to COD and to the objectives set by the team. Units will be 3D, NGSS aligned and tied to relevant phenomena.	4 Teachers 60 Hours	\$2,700.00
4. Medical Terminology	The MT team will work to align their syllabus and activities to the requirements set by COD. Teachers will develop a common semester final that all will give that aligns to COD and to the objectives set by the team. Units will be 3D, NGSS aligned and tied to relevant phenomena.	4 Teachers 60 Hours	\$2,700.00
SPECIAL EDUCATION			
1. Adaptive Electives	<p>The purpose of this workshop is to create the curriculum map and associated curriculum for the Adaptive Music Leaders/Music Applications and Adaptive Applied Tech Leaders/Applied Tech Applications courses that were approved for the 2025-26 school year. These will be newly-created courses that require interdepartmental planning for both the Leaders and the Applications sections of each semester-long elective. The current proposal is for the two courses planned to run in the 2025-26 school year in the areas of Music and Applied Tech.</p> <p>The intended impact of the courses is to create opportunities for students to participate in practical and fine art elective courses that are designed to increase access, engagement, and skill acquisition in an inclusive environment. The leader courses provide opportunities for development of leadership and communication skills and to explore possible interests in post-secondary careers in education-related fields and/or working with individuals with disabilities. The courses also create opportunities for</p>	6 Teachers 150 Hours	\$6,750.00

	inclusion and student connection between general education and special education students.		
2. Geometry CC	In spring 2023, a curriculum change was approved for a phased-in change of the self-contained (cross-categorical and PSD) math sequence within the Special Education Division. In the 2024-25 school year, Algebra Essentials and Algebra I were new courses added to the Special Education Division to replace Math I and Math II. The second step in the phased-in change is to make Geometry Cross-Categorical and PSD available at South Campus to 10th grade students who completed Algebra I during 9th grade and are recommended for this course by their IEP. Special education teachers who co-taught Geometry Prep during the current school year will leverage their knowledge of the Geometry Prep curriculum to design a self-contained course that aligns with the general education standards but that is modified to meet the needs of the students recommended for the course and incorporates intervention to support students' progress toward IEP goals. Participants will develop a curriculum map for the South Campus course.	3 Teachers 150 Hours	\$6,750.00 Grant Funded
3. Physical Science CC	As part of the ongoing curriculum review efforts within the Special Education Division, the self-contained Physical Science cross-categorical curriculum has been under review during the 2024-25 school year. The goals of the review are to increase student engagement, provide exposure to a range of science concepts that students may encounter in general education science courses and in preparation for post-secondary pursuits. The proposed summer workshop will continue to identify curricular concepts and materials, instructional strategies, and assessments that will be reflected in an updated curriculum map.	2 Teachers 60 Hours	\$2,700.00 Grant Funded
FINE ARTS			
1. Heritage Program	<p>Recently, Spanish for Heritage Speakers I was split into two separate levels (Level I and Level II). At the same time, a third level, Spanish for Heritage Speakers III: Latin American Cinema was added to our North Campus offerings. Curriculum work needs to be done that clearly separates learning targets, maps, and assessments between levels I & II, and creates new materials in these categories for level III. Other work will include:</p> <ol style="list-style-type: none"> 1. Curriculum Development <ul style="list-style-type: none"> o Creating units, scope and sequence, and curriculum maps. o Aligning all three levels of the Heritage program. o Incorporating Spanish Language Arts Standards into each unit. 2. Instructional Materials <ul style="list-style-type: none"> o Designing assignments, activities, and assessments aligned with the curriculum. 	1 Teacher 65 Hours	\$2,925.00

	3. Resource Research Exploring textbooks and films to support each unit.		
2. Spanish ACP	Indiana University requires curriculum calendars and syllabi to be created for the Dual Credit courses on an annual basis with their required syllabi changes. We will create curriculum, syllabi and calendars for Spanish 3 Honors and Spanish 4 Honors as required by Indiana University.	3 Teachers 75 Hours	\$3,375.00
			Total District Cost \$68,625.00
			Total Grant Cost \$96,750.00
			Total Cost \$165,375.00

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m. ● Submit form electronically and in hard copy.

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

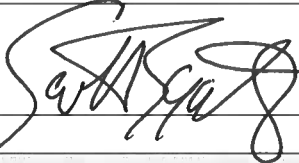
V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
TEACHING TEAMS	PEOPLE	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Physical Welfare: Health	6	3	90
2. Physical Welfare: NC PE	5	3	75
3. Global Studies: Business/Accounting	2	2	20
4. Global Studies: Business/Consumer Economics	4	3	60
5. Global Studies: FCS/Advanced Culinary	2	2	20
6. Global Studies: FCS/Fashion	1	2	10
7. Global Studies: FCS/Child Development	2	3	30
8. Math: Geometry	5	3	75
9. Science: Physics	7	3	105
10. Fine Arts: Art	7	3	105
11. Fine Arts: Spanish	5	3	75
12. Fine Arts: World Languages III/IV	5	3	75
13. Language Arts: English III	6	3	90
TOTALS	57	36	830

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

In the summer of 2025 we will continue to allocate time for teaching teams that have been in curriculum review throughout the year. Teams will be working with their chairs to identify specific goals for the workshop which may include some or all of the following:

- Alignment of standards and outcomes to curriculum
- Alignment of assessment to standards and outcomes
- Identifying SEL strategies for specific units
- Identifying Culturally Responsive Teaching and Leading Strategies aligned to units.
- Construction of common formative assessments

VII. SIGNATURES AND APPROVAL

Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel 	Date 2/9/25

VIII. CURRICULUM OFFICE USE ONLY

Approved as submitted ✓	Not approved with rationale
Approved with revisions	Total hours approved 830
District budget hours	Grant hours 830
Other hours	Maximum cost allowable \$37,350


LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY			
A. Division Curriculum and Instruction	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)			
B. Department	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 40px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">of</td> <td style="width: 40px; text-align: center;">2</td> </tr> </table>	2	of	2
2	of	2		
III. TITLE AND CRITERIA	B. Funding source(s) and account numbers			
A. Workshop Title Instructional and Technology Coach Summer Supports	<input checked="" type="checkbox"/> Grant Account Title II			
B. Selection Criteria Priority	<input type="checkbox"/> District Budget Account			
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> Township Initiative			
X 2. Strategic Plan	<input type="checkbox"/> Other			
<input type="checkbox"/> 3. Federal and/or State Mandates				

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Kirstin Bacon	Varies	Varies	20
2. Virginia Condon			20
3. Amy Johnson			20
4. Deana Mancini			20
5. Rebecca Rivan			20
6. Jeremy Vrtis			20
7. Callie Salaymeh			20
8. Darragh Voy			20
9.			
10.			
TOTALS			160

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>Summer work for instructional and technology coaches is individualized depending on the supports needed during content-area summer workshops, PLC Team Leader Training, Teacher Tech Training, and summer school supports. As we have done in previous years, we have allocated 20 hours for each coach.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel 	Date 2/9/25

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved 160
District budget hours	Grant hours 160
Other hours	Maximum cost allowable \$7,200

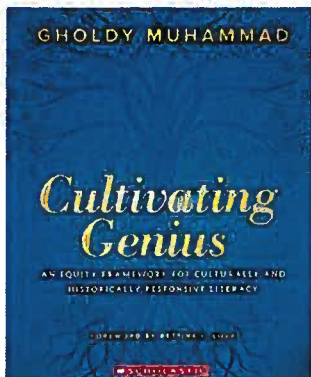
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to the Curriculum/Instruction Office by Monday, February 5, 3:00 p.m. ● Submit form electronically and as a signed hard copy.

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V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty (not including administrators) who will work in this workshop. A typical workshop day is 5 hours. If you intend on having longer or shorter days, change the Total Hours multiplier.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. TBA	June 2,3,4 & 5	4	20
2. TBA	June 2,3,4 & 5	4	20
3. TBA	June 2,3,4 & 5	4	20
4. TBA	June 2,3,4 & 5	4	20
5. TBA	June 2,3,4 & 5	4	20
6. TBA	June 2,3,4 & 5	4	20
7. TBA	June 2,3,4 & 5	4	20
8. TBA	June 2,3,4 & 5	4	20
9. TBA	June 2,3,4 & 5	4	20
10. TBA	June 2,3,4 & 5	4	20
11. TBA	June 2,3,4 & 5	4	20
12. TBA	June 2,3,4 & 5	4	20
13. TBA	June 2,3,4 & 5	4	20
14. TBA	June 2,3,4 & 5	4	20
15. TBA	June 2,3,4 & 5	4	20
16. TBA	June 2,3,4 & 5	4	20
17. TBA	June 2,3,4 & 5	4	20
18. TBA	June 2,3,4 & 5	4	20
TOTALS		72	360

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



Teams of 2-4 teachers will commit to working on creating Culturally Responsive Lessons that support the work of the curriculum review process of incorporating the 5 Pursuits presented in *Cultivating Genius* (model by Dr. Gholdy Muhammad). As a part of this 4-day (20 hour) summer workshop experience (June 2,3,4 and 5), the teams will learn about the framework and the impact of Culturally Responsive pedagogy, will examine model lessons that work to increase student engagement, while using multiple modes of learning that connect to the diverse learning needs of students. The teams will have the opportunity to work with various coaches that will be assigned to them to assist them throughout the workshop.

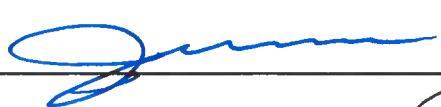
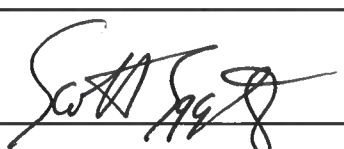
Who can Apply: Teaching teams that are committed to being a part of the full workshop and are able to produce and share their materials.

Teacher Teams: will need to identify a unit of study that they would like to update or create and will utilize the five learning pursuits to anchor their work in developing more Culturally Responsive lessons that will meet the needs of the course and the curricular needs outlined in the curriculum review.

Things to Know:

- Each member of the Lesson Team must commit to sharing their work as a part of the Lesson Sharing Symposium.
- Each participant must commit to being in attendance for the 4 days of the workshop.
- Each Group will create a common folder with all resources, lessons and materials that can be shared in a common lesson repository folder for other teachers to access.
- Each group will create one teaching tool that they will utilize in their lessons and will include this in a shared folder. Examples will come from those found in the text *Get Free*.
- Each Group will collaborate to organize a presentation sharing their work with peers as a part of our Lesson Sharing Symposium session and of the workshop.
- Some groups may be invited to share their work as a part of an Institute Day.

VII. SIGNATURES AND APPROVAL

Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Director(s) 	Date
Director of Curriculum/Instruction or Personnel 	Date 2/25/25

VIII. CURRICULUM OFFICE USE ONLY

Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved 360
District budget hours 360	Grant hours
Other hours:	33 Maximum cost allowable \$16,200

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2024 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 5, 3:00 p.m. • Submit form electronically and as a signed hard copy.

i.	II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division	LAD	B. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) 1 of 1
B. Department	Multilingual	
III. TITLE AND CRITERIA		
A. Workshop Title	Implementing the ELD Standards in Curriculum Development.	B. Funding source(s) (Curriculum Office Only)
B. Selection Criteria Priority		<input type="checkbox"/> Grant Account
X 1. Approved Curriculum Change		X District Budget Account
X 2. Strategic Plan		<input type="checkbox"/> Township Initiative
X 3. Federal and/or State Mandates		<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty (not including administrators) who will work in this workshop. A typical workshop day is 5 hours. If you intend on having longer or shorter days, change the Total Hours multiplier.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Julie Jacobo	June 5, 6 & 9	3	15
2.Zuley Gonzalez	June 5, 6 & 9	3	15
3.Jose Oleaga	June 5, 6 & 9	3	15
4.Patrice Cocco	June 5, 6 & 9	3	15
5.Francisco Gamboa	June 5, 6 & 9	3	15
6.Giovanni Llinas Rosa	June 5, 6 & 9	3	15
7.Liz Reyes	June 5, 6 & 9	3	15
8.Jennifer Szczesniak	June 5 & 6	2	10
9.Ali Laskowski	June 5 & 6	2	10
10.Britt Ligmanowski	June 5 & 6	2	10
11.Sydney Slager	June 5 & 6	2	10
12.Annette Orrico	June 5 & 6	2	10
13.Amanda Buchanan	June 5 & 6	2	10
14.Serema Lerma	June 5 & 6	2	10
15.Bianca Spalla	June 5 & 6	2	10
16.Dyana Vanwyngaarden	June 5 & 6	2	10
17.Jaime Bronouskas	June 5 & 6	2	10
18.Andrew Newcomb	June 5 & 6	2	10
19.Will Meuer	June 5 & 6	2	10
20.Joanna Stasiak	June 5 & 6	2	10
TOTALS			47 235

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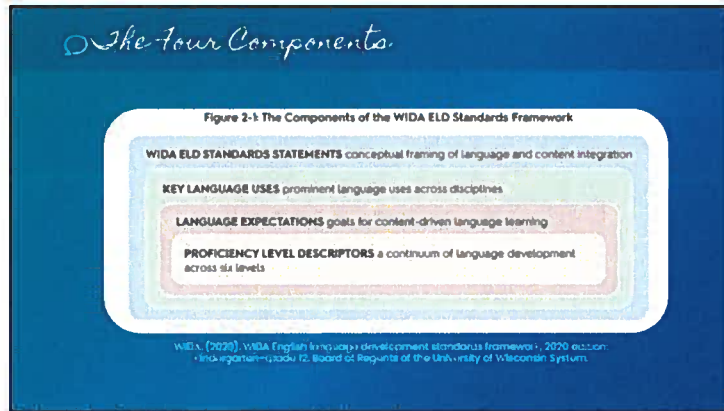
Workshop Goals:

- Teachers will be able to identify, explain, and apply the English Development Standards (ELD)
- Teachers will be able to complete course curriculum maps through collaboration
- Teachers will be able to complete comprehensive goal and progress monitoring plans
- Teachers will be able to create language domain rubrics

Workshop Structure Part I

Participants = ML Teachers and Content Area Teachers

- Day 1: Participants will participate in a five hour workshop led by Shadia Shalem from Illinois Resource Center. Shadia will provide an overview Standard 1 of the WIDA ELD Framework:
- Day 2: Participants will apply the knowledge gleaned from the ELD Framework presentation in their respective course curriculum maps. Teachers will work on scope and sequence as well as develop specific units.



Work Products:

- Completed course curriculum maps
- Summer workshop summary

Workshop Structure Part II

Participants = ML Teachers Only

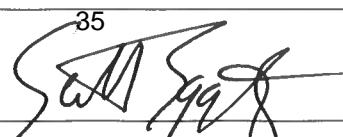
- Day 3: Participants will develop common speaking and writing rubrics

Work Products:

- Language domain rubrics
- Comprehensive plan for goal setting and progress monitoring for students around the four domains of ACCESS

Resources Needed:

- Consultant Fee \$1500

VII. SIGNATURES AND APPROVAL	
<i>Julie Jacobs</i> Primary Submitting Teacher(s)	Date 2/3/25
<i>Joby Casella</i> Curriculum Coordinator(s)/Assistant Division Chair(s)	Date 2/3/25
<i>Karen Raino</i> Division Chair(s)	Date 2/3/25
Director of Curriculum/Instruction or Personnel <div style="text-align: center; margin-top: 10px;"> ³⁵  </div>	Date 2/26/25

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
Approved with revisions X	Total hours approved 235
District budget hours 235	Grant hours
Other hours	Maximum cost allowable \$10,575

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m. ● Submit form electronically and as a signed hard copy.

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V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty (not including administrators) who will work in this workshop. A typical workshop day is 5 hours. If you intend on having longer or shorter days, change the Total Hours multiplier.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. 25 Certified Staff (Guiding Coalition Members)	June 4 & 5	2	
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		2 Days per attendee (50 total days)	250 Total Hours

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
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Members of the Restorative Practices Guiding Coalition (teachers, student services team members, and administrators) will participate in a two-day workshop experience. The workshop will serve as an opportunity for Guiding Coalition Team Members to advance their learning within restorative practices, focusing on restorative practices to repair harm within our school community. This workshop is a follow up to the level 1 workshop that team members participated in last summer.

Participants will do the following within the workshop:

- Review of data that supports the development of a restorative culture
- Engage in learning about tier 2 and 3 practices, specifically, using restorative practices to repair harm within our school community and respond to situations where restoration is needed
- Review the 24-25 implementation of restorative practices at Lyons Township High School
- Collectively discuss the vision for building a restorative culture at Lyons Township High School and further develop action plans
- Develop the guiding coalition's implementation plan for 2025-26
- Discuss training/learning needs for the staff

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) <i>JATSON</i>	Date <i>1/28/25</i>
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel <i>Scott Gray</i>	Date <i>2/25/25</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved <i>250</i>
District budget hours	Grant hours <i>250</i>
Other hours	Maximum cost allowable <i>\$ 11,250</i>

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m. ● Submit form electronically and as a signed hard copy.


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V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty (not including administrators) who will work in this workshop. A typical workshop day is 5 hours. If you intend on having longer or shorter days, change the Total Hours multiplier.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. 25 Certified Staff TBD	June 17 & 18	2	
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		2 Days per attendee (50 total days)	250 Total Hours

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

Within this Restorative Practices Workshop, teachers will participate in a two-day workshop experience. Participants will participate in a similar level 1 workshop that members of the Restorative Practices Guiding Coalition participated in last June. Participants will do the following within the workshop:

- Review of data that supports the development of a restorative culture
- Engage in foundational learning about restorative culture (building a restorative culture within our school, community building, utilizing restorative practices within the classroom, foundations of circles, using affective/restorative language, etc.)
- Give feedback on vision, action plans, and implementation plans
- Discuss training/learning needs for the staff

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) 	Date 1/28/25
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved 250
District budget hours	Grant hours 250
Other hours	Maximum cost allowable \$ 11,250

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 5, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division <i>District Student Services</i>	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department <i>*See below*</i>	
III. TITLE AND CRITERIA	1 of 1
A. Workshop Title <i>Co-Teaching Summer Workshop with Dr. Barron & Dr. Witzel</i>	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input checked="" type="checkbox"/> Grant Account Title I
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> District Budget Account
<input checked="" type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Township Initiative
<input checked="" type="checkbox"/> 3. Federal and/or State Mandates	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. TBD – 15 Teachers	6/2 – 6/3	2	10
2.	6/2 – 6/3	2	10
3.	6/2 – 6/3	2	10
4.	6/2 – 6/3	2	10
5.	6/2 – 6/3	2	10
6.	6/2 – 6/3	2	10
7.	6/2 – 6/3	2	10
8.	6/2 – 6/3	2	10
9.	6/2 – 6/3	2	10
10.	6/2 – 6/3	2	10
11.	6/2 – 6/3	2	10
12.	6/2 – 6/3	2	10
13.	6/2 – 6/3	2	10
14.	6/2 – 6/3	2	10
15.	6/2 – 6/3	2	10
TOTALS		30	150
Department (Courses) English IV, Algebra II, Physics, Consumer Economics			

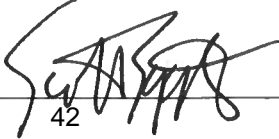
VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)

Participants in this summer workshop will include Co-Teachers for the 2025-26 school year and will focus on the understanding and application of the rationale for co-teaching (providing equity with regard to rigor and access and opportunity to students with disabilities) and the models of implementation. The workshop will be presented by Dr. Tammy Barron and Dr. Brad Witzel, professors at Western Carolina University and national co-teaching experts who have worked with the district since 2021-2022 to support initial and sustained implementation of Co-Teaching at a high level.

Participants will learn about the roles and responsibilities of the general education and special education teachers with regard to planning, teaching, assessing, and delivering Specially Designed Instruction (SDI) in order to meet the needs and IEP goals of the Special Education students while also supporting all learners. Co-teaching partners will be provided guidance and practice with setting up systems, routines, and structures within the classroom in order to achieve parity and have time to plan units for next school year with support from Dr. Barron and Dr. Witzel.

Implementation of Co-Teaching at LT is expected to continue to improving student academic outcomes as students are receiving grade-level instruction. This access allows students to make progress toward mastery of the skills/standards within each course and also being better prepared for standardized/state-wide assessments (PACT/ACT). Socially, a co-taught model improves inclusion and belonging and actualizes the benefits of diverse classrooms. This workshop supports compliance with the federal IDEA, which requires that special education students are educated within the least restrictive environment and that students' IEP's include ambitious goals that provide a pathway for students to build independence and mastery with grade-level material. This workshop also aligns with the district's Strategic Plan, specifically Goals 1 & 2, which outline the expected outcomes of a guaranteed and viable curriculum for all within a supportive learning environment. Threaded throughout the Strategic Plan and within the co-teaching approach is the overarching goal of equity and ensuring that all students have the same access and opportunities to rigorous, culturally responsive curriculum and instruction.

VII. SIGNATURES AND APPROVAL

Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s) Leslie Owens, Director of Student Services	Date 2/7/25
Director of Curriculum/Instruction or Personnel 	Date 2/25/25

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted X	Not approved with rationale
Approved with revisions	Total hours approved 150
District budget hours	Grant hours 150
Other hours	Maximum cost allowable \$ 6,750

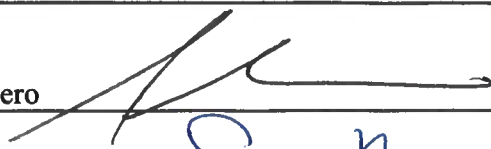
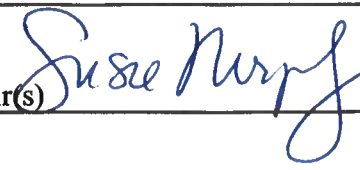


LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m. ● Submit form electronically and as a signed hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY			
A. Division Physical Welfare	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center;"> <table style="display: inline-table; border: none;"> <tr> <td style="border: 1px solid black; width: 30px; text-align: center;">1</td> <td style="border: none; padding: 0 5px;">of</td> <td style="border: 1px solid black; width: 30px; text-align: center;">2</td> </tr> </table> </div>	1	of	2
1		of	2	
B. Department PE				
III. TITLE AND CRITERIA	B. Funding source(s) (Curriculum Office Only)			
A. Workshop Title Yoga 3	<input type="checkbox"/> Grant Account			
B. Selection Criteria Priority	<input checked="" type="checkbox"/> District Budget Account			
<input checked="" type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> Township Initiative			
<input type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Other			
<input type="checkbox"/> 3. Federal and/or State Mandates				

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty (not including administrators) who will work in this workshop. A typical workshop day is 5 hours. If you intend on having longer or shorter days, change the Total Hours multiplier.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Missy Mitidiero	June 6, 13	2	10
2. Cassie Niego	June 6, 13	2	10
3. Meghan Hutchens	June 6, 13	2	10
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		6	30

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>Next year we are offering a Yoga 3 course, and therefore, this summer will be dedicated to creating the curriculum that includes syllabus, map, and weekly lessons that provide progression for students in our yoga 3 courses. This summer will be vital to a sound yoga 3 curriculum and one that prepares students to be eligible to complete their 200 hour Yoga instructor certification.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) Mitidiero 	Date 1/13/25
Curriculum Coordinator(s)/Assistant Division Chair(s) 	Date 1/30/25
Division Chair(s) 	Date 1/30/25
Director of Curriculum/Instruction or Personnel 	Date 2/26/25

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions <input type="checkbox"/>	Total hours approved 30
District budget hours 30	Grant hours
Other hours 1	Maximum cost allowable \$1,350

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m. • Submit form electronically and as a signed hard copy.


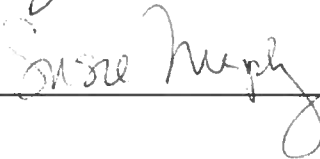


II. DIVISION(S) AND DEPARTMENT(S)		IV. DIVISION CHAIR USE ONLY	
A. Division	Physical Welfare	B. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; width: fit-content; margin: 0 auto; padding: 2px;"> 2 of 2 </div>	
B. Department	Physical Education		
III. TITLE AND CRITERIA			
A. Workshop Title	Adaptive PE Leaders Curriculum	B. Funding source(s) (Curriculum Office Only) <input type="checkbox"/> Grant Account <input checked="" type="checkbox"/> District Budget Account <input type="checkbox"/> Township Initiative <input type="checkbox"/> Other	
B. Selection Criteria Priority			
<input checked="" type="checkbox"/> 1. Approved Curriculum Change			
<input type="checkbox"/> 2. Strategic Plan			
<input type="checkbox"/> 3. Federal and/or State Mandates			

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty (not including administrators) who will work in this workshop. A typical workshop day is 5 hours. If you intend on having longer or shorter days, change the Total Hours multiplier.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1.Sami Melendez		3	15
2.Gretchen Jochum		3	15
3.Kristine Vins		3	15
4.Cassie Niego		3	15
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		12	60

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
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By providing the Adaptive PE Leaders Course Team an opportunity to meet over the summer, educators can collaboratively design, refine, and align their practices to support the development of leadership skills effectively. A key focus of these meetings would be aligning the sophomore-level class with junior and senior course offering, ensuring a seamless progression of skills and knowledge across grade levels. At the same time, the team can differentiate the curriculum to reflect the developmental and academic growth expected at each level. This ensures that students build on foundational skills in their sophomore year while engaging in more advanced concepts and applications in later courses.

This collaboration opportunity also enables the team to address evolving student needs and adapt to emerging educational trends and research. By creating differentiated yet cohesive assessments and learning objectives, educators can support individual goals while maintaining continuity across courses. Sharing best practices, identifying gaps in the curriculum, and designing innovative strategies during these meetings will enhance the quality of instruction and inclusivity across all grade levels. This unified approach will not only benefit students but also elevate the credibility and efficacy of the Adaptive PE leaders program as a model for inclusive education.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) 	Date 1/27/25
Curriculum Coordinator(s)/Assistant Division Chair(s) 	Date 1-23-25
Division Chair(s) 	Date 1/30/25
Director of Curriculum/Instruction or Personnel 	Date 2/26/25

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved 60
District budget hours 60	Grant hours
Other hours	Maximum cost allowable \$12700

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Global Studies	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Business Ed (CTE)	
III. TITLE AND CRITERIA	1 of 2
A. Workshop Title Computer Concepts & Software Applications (Google)	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
<input checked="" type="checkbox"/> 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Natalie Carlson	June 9 - 10	2	10
2. Neil Lucchetti	June 9 - 10	2	10
3.			
TOTALS			20

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

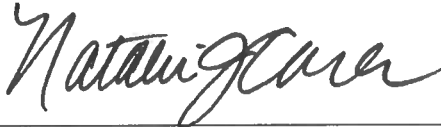
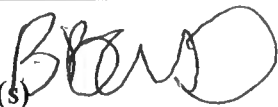

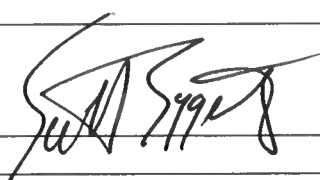
This past year, Business Education submitted a curriculum change proposal to change the current Keyboarding course. This proposal was approved and a new course, Computer Concepts & Software Applications (Google), was created. This course will still teach students proper typing techniques while focusing on speed and accuracy (first 9 weeks). However, during the second nine weeks, we will teach students how to use many of the Google Workspace apps like Drive, Gmail, Docs, Sheets, Slides and Keep.

Impact on Student Learning: Integrating structured instruction on Google Workspace will empower students to create higher-quality assignments and presentations, improving their ability to collaborate, organize, and present information effectively. Mastering these tools will enhance their academic performance across subjects and better prepare them for college and career expectations.

Workforce and College Readiness: Many colleges and employers rely on Google Workspace for document creation, collaboration, and project management. Providing students with foundational knowledge and best practices for using these tools will give them a competitive advantage and ensure they can confidently navigate professional and academic settings that utilize Google Workspace. *This specifically supports the LTHS Vision that all students graduate prepared for life, career, and college success.*

Conclusion: A summer workshop dedicated to this curriculum change will allow teachers to develop structured lessons and activities, ensuring students gain essential digital literacy skills. Teachers will be able to collaborate and develop well thought out formative and summative assignments, setting up necessary resources in Canvas.

VII. SIGNATURES AND APPROVAL

Primary Submitting Teacher(s)		Date	2/5/25
Curriculum Coordinator(s)/Assistant Division Chair(s)		Date	2/5/25
Division Chair(s)		Date	2/3/25
Director of Curriculum/Instruction or Personnel		Date	2/26/25

VIII. CURRICULUM OFFICE USE ONLY

Approved as submitted	X	Not approved with rationale	
Approved with revisions		Total hours approved	20
District budget hours	20	⁴⁹ Grant hours	
Other hours		Maximum cost allowable	\$ 900

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal

I. DIRECTIONS

- Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first.
- Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m.
- Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Global Studies	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Business Ed (CTE)	
III. TITLE AND CRITERIA	2 of 2
A. Workshop Title AP Computer Science A	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account
<input checked="" type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates	<input type="checkbox"/> Other

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

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Natalie Carlson	June 16 - 18	3	15
2.			
3.			
4.			
TOTALS			15

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

The AP Computer Science A course will undergo significant updates beginning in the 2025–2026 school year to better align with introductory college-level programming courses and reflect current industry practices. The College Board has released major changes to the course content include the addition of topics such as reading and writing text files, processing and analyzing larger data sets, and foundational concepts in artificial intelligence. The unit on inheritance will be removed, and the existing 10 units will be consolidated into four comprehensive units, streamlining the curriculum to allow for deeper exploration of essential programming concepts.

These changes from the College Board will greatly impact the formative and summative assessments needed to support the new topics. Review of the new materials published by the College Board late in Spring 2025 will be used during the Summer Workshop to ensure that students will be prepared for the changes in the AP Computer Science A test in May of 2026.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) <i>Natalie Fair</i>	Date <i>2/5/25</i>
Curriculum Coordinator(s)/Assistant Division Chair(s) <i>B. Brown</i>	Date <i>2/5/25</i>
Division Chair(s) <i>[Signature]</i>	Date <i>2/3/25</i>
Director of Curriculum/Instruction or Personnel <i>[Signature]</i>	Date <i>2/26/25</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <i>X</i>	Not approved with rationale
Approved with revisions	Total hours approved <i>15</i>
District budget hours <i>15</i>	Grant hours
Other hours	Maximum cost allowable <i>\$675</i>


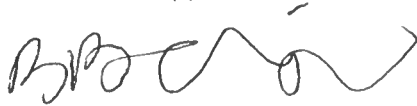

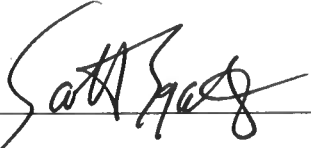
**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Global Studies	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department FCS (CTE)	
III. TITLE AND CRITERIA	1 of 4
A. Baking & Pastry Arts	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
X 1. Approved Curriculum Change	X District Budget Account
<input type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates	<input type="checkbox"/> Other

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

The purpose of this workshop would be to develop the new Baking & Pastry course that is being offered at North Campus starting in the 2025-2026 school year. The development of curricular units, identification of learning standards, creation of formative and summative assessments, recipe selection, and creation of a course curriculum map would be worked on during this workshop so the class is ready to be taught in Fall of 2025.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s): Brianna Basic 	Date : 1/30/25
Curriculum Coordinator(s)/Assistant Division Chair(s) 	Date 2/5/25
Division Chair(s) 	Date 2/3/25
Director of Curriculum/Instruction or Personnel 	Date 2/26/25

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved 25
District budget hours 25	Grant hours
Other hours	Maximum cost allowable \$ 4/25

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m. ● Submit form electronically and in hard copy.

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

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Lindsay Geraghty	June 2-3, 2025	2	10
2. Michael Morrison	June 2-3, 2025	2	10
3. John Seiple	June 2-3, 2025	2	10
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		6	30

During the Psychology PLC Workshop, we will update our A.P. Psychology course structure and assessments to prepare for our use of the updated textbook Myers' Psychology for the A.P. Course during the 2025-26 school year. This work will positively impact teaching, learning, and students by allowing students to complete unit work and assessments that are fully aligned with College Board's requirements and A.P. Psychology exam. Thus, this workshop is essential for us to ensure that we are fully utilizing the textbook and all of its available resources to maximize student preparation and performance throughout the school year and on the A.P. exam. Approximately 175 students are enrolled in A.P. Psychology during the 2024-25 school year.

We will also complete work related to our Introduction to Psychology course during the Psychology PLC workshop. We will review our coursework and assessment rubrics and work to ensure inter-rater reliability for student work. This work will positively impact teaching, learning, and students by ensuring that our rubrics, coursework, activities, and assessments are aligned throughout our standards based course. Approximately 225 students are enrolled in Introduction to Psychology course during the 2024-25 school year.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) <i>M Morris</i>	Date 2/5/25
Curriculum Coordinator(s)/Assistant Division Chair(s) <i>Meabane</i>	Date 2/5/25
Division Chair(s) <i>[Signature]</i>	Date 2/3/25
Director of Curriculum/Instruction or Personnel <i>[Signature]</i>	Date 2/26/25

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved 30
District budget hours 30	Grant hours
Other hours	Maximum cost allowable \$1350

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal

I. DIRECTIONS

- Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first.
- Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m.
- Submit form electronically and in hard copy.

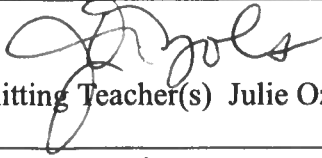

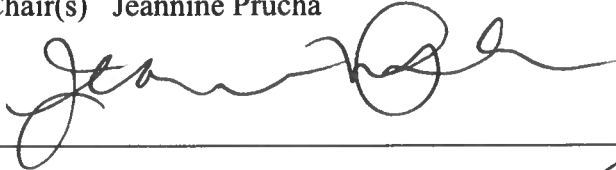
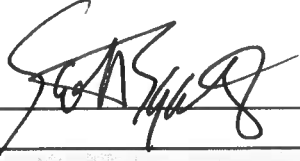
II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Math	
III. TITLE AND CRITERIA	2 of 5
A. Workshop Title Algebra I	B. Funding source(s) and account numbers
B. Selection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

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

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Julie Ozols	TBD	3	15
2. Stuart Turner-Jackson	TBD	3	15
3. Danny Berg	TBD	3	15
4. Melissa Gosian	TBD	3	15
5. Jill Bober	TBD	3	15
6. Bianca Peskind	TBD	3	15
7. Gio Llinas-Rosa	TBD	3	15
8. Tamiaka Killins	TBD	3	15
9. Kelsey Thimmig	TBD	3	15
10. Bridget Andrews	TBD	3	15
11. Tina Dunn	TBD	3	15
TOTALS		33	165

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

The Algebra 1 course team (including co-teachers) proposes dedicating time this year to finalizing the integration of Culturally Responsive Teaching (CRT) and Social-Emotional Learning (SEL) connections within the curriculum map, ensuring that instructional practices support diverse student needs and foster a more inclusive learning environment. Additionally, the team will plan for the utilization of the Desmos Amplify resource, developing a structured implementation strategy that maximizes its effectiveness in enhancing student engagement and conceptual understanding. Any necessary adjustments to lesson sequencing, assessments, or instructional strategies will be reflected in an updated curriculum map to ensure alignment. These efforts will provide teachers with clearer guidance on embedding CRT and SEL practices, improve student learning experiences through interactive and research-based digital tools, and create a more cohesive and accessible curriculum. Dedicated collaboration time and administrative support will be essential for successful implementation and refinement.

VII. SIGNATURES AND APPROVAL	
 Primary Submitting Teacher(s) Julie Ozols	Date 2/7/2025
 Curriculum Coordinator(s)/Assistant Division Chair(s) Britt Liganowski	Date 2/7/2025
Division Chair(s) Jeannine Prucha 	Date 2/7/2025
Director of Curriculum/Instruction or Personnel 	Date 2/26/25

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved 165
District budget hours 165	Grant hours
Other hours	Maximum cost allowable \$7,425

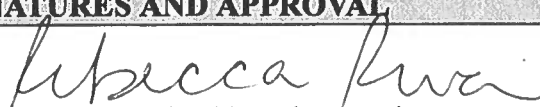
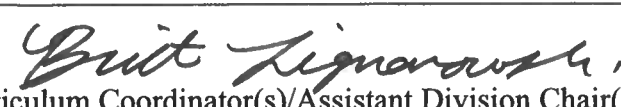
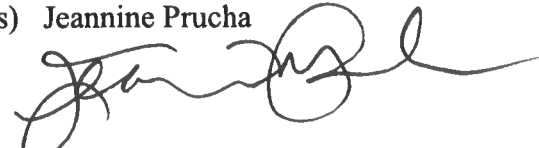
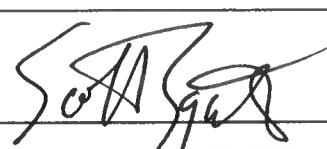
**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m. ● Submit form electronically and in hard copy.

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

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Susie O'Rourke	TBD	1	5
2. Jonathan Schaefer	TBD	1	5
3. Kelsey Thimmig	TBD	1	5
4. Alex Wojcik	TBD	1	5
5. Rebecca Rivan	TBD	1	5
6.			
7.			
8.			
9.			
10.			
TOTALS		5	25

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>The AP Calculus course team proposes dedicating time this year to integrating a new supplemental digital resource and converting assessments into a digital hybrid format. This work will involve aligning the resource with AP content, developing implementation strategies, and redesigning assessments to include digital components that enhance engagement, provide real-time feedback, and support varied question types. These updates will improve instructional efficiency, better prepare students for potential digital AP exams, and provide data-driven insights for teachers. Additionally, incorporating technology may increase student accessibility and interest in the course, potentially boosting enrollment. To ensure successful implementation, the team requests dedicated collaboration time, professional development, and administrative support.</p>

VII. SIGNATURES AND APPROVAL	
 Primary Submitting Teacher(s) Rebecca Rivan	Date 2/7/2025
 Curriculum Coordinator(s)/Assistant Division Chair(s): Britt Ligmanowski	Date 2/7/2025
Division Chair(s) Jeannine Prucha 	Date 2/7/2025
Director of Curriculum/Instruction or Personnel 	Date 2/26/25

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved 25
District budget hours 25	Grant hours
Other hours	Maximum cost allowable \$1,125

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal

I. DIRECTIONS

- Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first.
- Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m.
- Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Math	
III. TITLE AND CRITERIA	4 of 5
A. Workshop Title Algebra II Accel/Honors	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account
<input checked="" type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates	<input type="checkbox"/> Other


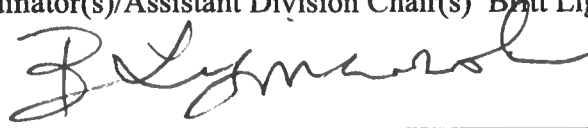
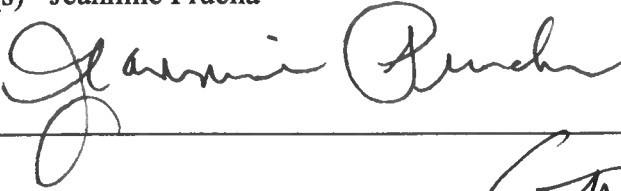
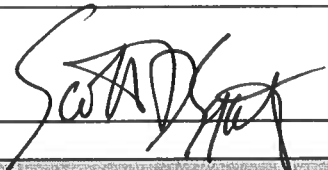
V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Alyssa Brands	TBD	3	15
2. Daniel Berg	TBD	3	15
3. Emily Clark	TBD	3	15
4. Julie Ozols	TBD	3	15
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		12	60

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

The Algebra II team (South) will be working on creating rich tasks that engage students. These tasks will provide learning opportunities for student discussion and questioning. Create 1-2 activities or tasks per unit that engage students using vertical non-permanent surfaces, random grouping, classkick, collaborative learning structures, or game structures depending on what is most appropriate for the objectives. Research using resources like Building Thinking Classrooms, Desmos, Deltamath, and Classkick to find and create the lessons. Assess which units already have activities, games, and collaborative learning structures (and what those things are) to (1) determine which units are our priority, (2) adequately vary our strategies throughout the year, and (3) build routines that are consistently used throughout the year.

If time: Create student surveys to determine the effectiveness of the strategies based on students' insight. Create student reflections so students are continually improving in both their math ability and their ability to work with peers.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) Alyssa Brands 	Date 2/7/2025
Curriculum Coordinator(s)/Assistant Division Chair(s) Britt Ligmanowski 	Date 2/7/2025
Division Chair(s) Jeannine Prucha 	Date 2/7/2025
Director of Curriculum/Instruction or Personnel 	Date 2/26/25

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved 60
District budget hours 60	Grant hours
Other hours	Maximum cost allowable \$2,700

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal

I. DIRECTIONS

- Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first.
- Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m.
- Submit form electronically and in hard copy.



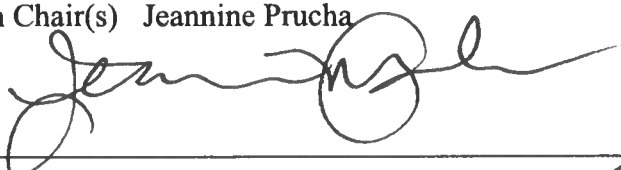
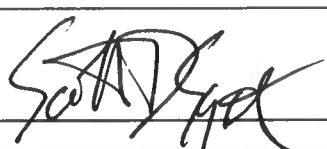
II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Math	
III. TITLE AND CRITERIA	5 of 5
A. Workshop Title Algebra II	B. Funding source(s) and account numbers
B. Selection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

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

#	NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1.	Britt Ligmanowski	TBD	3	15
2.	Liz Reyes	TBD	3	15
3.	Katie Walsh	TBD	3	15
4.	Bill Lanspeary	TBD	3	15
5.	Paul Labbato	TBD	3	15
6.	Peter White	TBD	3	15
7.				
8.				
9.				
10.				
TOTALS			18	90

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

The Algebra 2 course team proposes continuing work on updating the curriculum map to integrate technology, Culturally Responsive Teaching (CRT), and Social-Emotional Learning (SEL). This includes identifying and embedding technology tools that enhance conceptual understanding and engagement, aligning instructional strategies with CRT principles to ensure relevance and inclusivity, and incorporating SEL practices that support student well-being and collaboration. These updates will provide teachers with clearer guidance on implementing best practices, improve student learning by fostering deeper connections to content, and create a more engaging and supportive classroom environment. A well-structured and updated curriculum map will also contribute to a more cohesive instructional approach across courses, potentially increasing student confidence and interest in math. Dedicated collaboration time and administrative support will be necessary to ensure successful implementation and refinement.

VII. SIGNATURES AND APPROVAL	
 Primary Submitting Teacher(s) Britt Ligmanowski	Date 2/7/2025
 Curriculum Coordinator(s)/Assistant Division Chair(s) Britt Ligmanowski	Date 2/7/2025
Division Chair(s) Jeannine Prucha 	Date 2/7/2025
Director of Curriculum/Instruction or Personnel 	Date 2/26/25

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved 90
District budget hours 90	Grant hours
Other hours	Maximum cost allowable \$4,050

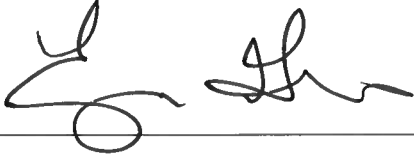
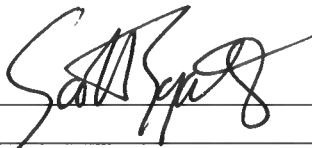
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY			
A. Division Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)			
B. Department Science				
III. TITLE AND CRITERIA	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center;">1</td> <td style="width: 30px; text-align: center;">of</td> <td style="width: 30px; text-align: center;">5</td> </tr> </table>	1	of	5
1	of	5		
A. Workshop Title Biology Curriculum Review	B. Funding source(s) and account numbers			
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account:			
X 1. Approved Curriculum Change	<input type="checkbox"/> District Budget Account			
<input type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Township Initiative			
<input type="checkbox"/> 3. Federal and/or State Mandates	X Other: Wenner Trust			

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Candace Jackson	June TBA	3	15
2. Erica Flounders		3	15
3. Annette Orrico		3	15
4. Dave Stormont		3	15
5. Michelle Saccameno		3	15
6. Kaleigh Dolan		3	15
7. Cynthia Flaherty Stamm		3	15
8. Rebecca Baudler		3	15
9. Bri Hawyrsz		3	15
10. Callie Salaymeh		3	15
11. Carolyn Krueger		3	15
TOTALS		33	165

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>Teachers will continue developing Biology units that were not completed in previous years while also implementing the new cell unit using SEPUP materials. The Gholdy team will ensure each unit aligns with culturally responsive pedagogy, and the collective will work to maintain rigor and consistency in unit assessments. Units will be 3D, NGSS aligned and tied to relevant phenomena.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s) 	Date 2/26/25
Director of Curriculum/Instruction or Personnel 	Date 2/26/25

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved 165
District budget hours	Grant hours 165 - Wenna Trust
Other hours	Maximum cost allowable \$7,425



LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m. ● Submit form electronically and in hard copy.

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

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Michelle Harbin	June TBA	3	15
2. Amber Beemer		3	15
3. Loyola Pasiewicz		3	15
4. John McKendrick		3	15
5. Bruce Falli		3	15
6. Michelle Wrona		3	15
7. David Lee		3	15
8. Colleen Heath		3	15
9. Jaime Bronuskas		3	15
TOTALS		27	135

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>The Chemistry team will continue aligning their units to NGSS using phenomena-based instruction. They are currently developing Unit 1 and will focus on finalizing its content, creating a common assessment, and designing subsequent units that maintain NGSS alignment and incorporate relevant phenomena. Integrating phenomena into the curriculum will enhance student engagement and strengthen connections to real-world applications. Units will be 3D, NGSS aligned and tied to relevant phenomena.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s) 	Date 2/26/25
Director of Curriculum/Instruction or Personnel 	Date 2/26/25

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved 135
District budget hours	Grant hours 135 - Wenner Trust
Other hours	Maximum cost allowable \$6,075


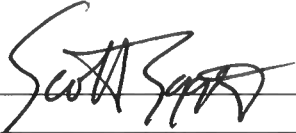
**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m. ● Submit form electronically and in hard copy.

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

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Sylvia Tanious	June TBA	3	15
2. Amber Beemer		3	15
3. Bri Hawrysz		3	15
4. Julia Wildman		3	15
5.			
6.			
7.			
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9.			
10.			
11.			
TOTALS		12	60

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>The IHC team will work to align their syllabus and activities to the requirements set by College of DuPage. Teachers will develop a common semester final that all will give that aligns to COD and to the objectives set by the team. Units will be 3D, NGSS aligned and tied to relevant phenomena.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s) 	Date 2/26/25
Director of Curriculum/Instruction or Personnel 	Date 2/26/25

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved 60
District budget hours 60	Grant hours
Other hours	Maximum cost allowable \$ 2,700

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal

I. DIRECTIONS

- Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first.
- Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m.
- Submit form electronically and in hard copy.


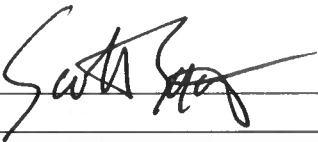
II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Science	
III. TITLE AND CRITERIA	4 of 5
A. Workshop Title Intro to Healthcare Careers DC	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
X 1. Approved Curriculum Change	X District Budget Account
<input type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates	<input type="checkbox"/> Other

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

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Sylvia Tanious	June TBA	3	15
2. Amber Beemer		3	15
3. Bri Hawrysz		3	15
4. Julia Wildman		3	15
5.			
6.			
7.			
8.			
9.			
10.			
11.			
TOTALS		12	60

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

The IHC team will work to align their syllabus and activities to the requirements set by College of DuPage. Teachers will develop a common semester final that all will give that aligns to COD and to the objectives set by the team. Units will be 3D, NGSS aligned and tied to relevant phenomena.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s) 	Date 2/26/25
Director of Curriculum/Instruction or Personnel 	Date 2/26/25

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved 60
District budget hours 60	Grant hours
Other hours	Maximum cost allowable \$2,700

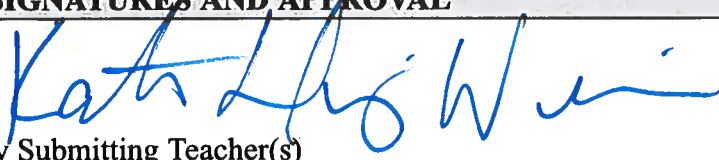
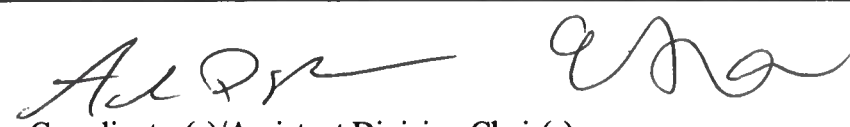
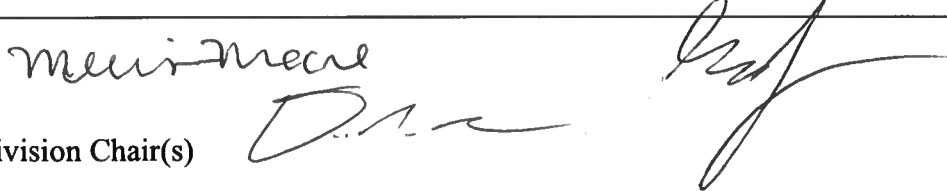

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)		IV. DIVISION CHAIR USE ONLY	
A. Division	Fine Arts, Global Studies, Special Education	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)	
B. Department	Music, Applied Tech, Special Education		
III. TITLE AND CRITERIA		1	of 1
A. Workshop Title	Adaptive Elective Courses	B. Funding source(s) and account numbers	
B. Selection Criteria Priority		<input type="checkbox"/>	Grant Account
<input checked="" type="checkbox"/> 1. Approved Curriculum Change		<input checked="" type="checkbox"/>	District Budget Account
<input type="checkbox"/> 2. Strategic Plan		<input type="checkbox"/>	Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates		<input type="checkbox"/>	Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Special Education Teacher	TBD	5	25
2. Special Education Teacher	TBD	5	25
3. Music Teacher	TBD	5	25
4. Music Teacher	TBD	5	25
5. Applied Tech Teacher	TBD	5	25
6. Applied Tech Teacher	TBD	5	25
7.			
8.			
9.			
10.			
TOTALS		30	150

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>The purpose of this workshop is to create the curriculum map and associated curriculum for the Adaptive Music Leaders/Music Applications and Adaptive Applied Tech Leaders/Applied Tech Applications courses that were approved for the 2025-26 school year. These will be newly-created courses that require interdepartmental planning for both the Leaders and the Applications sections of each semester-long elective. The current proposal is for the two courses planned to run in the 2025-26 school year in the areas of Music and Applied Tech.</p> <p>The intended impact of the courses is to create opportunities for students to participate in practical and fine art elective courses that are designed to increase access, engagement, and skill acquisition in an inclusive environment. The leader courses provide opportunities for development of leadership and communication skills and to explore possible interests in post-secondary careers in education-related fields and/or working with individuals with disabilities. The courses also create opportunities for inclusion and student connection between general education and special education students.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) 	Date 1/31/25
Curriculum Coordinator(s)/Assistant Division Chair(s) 	Date 2-3-25
Division Chair(s) 	Date 2/3/25
Director of Curriculum/Instruction or Personnel 	Date 2/26/25

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved 150
District budget hours 150	Grant hours
Other hours	Maximum cost allowable \$6,750

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Special Education	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Special Education	
III. TITLE AND CRITERIA	1 of 2
A. Workshop Title Geometry Cross-Cat (SC)	B. Funding source(s) and account numbers
B. Selection Criteria Priority	
<input checked="" type="checkbox"/> 1. Approved Curriculum Change	
<input type="checkbox"/> 2. Strategic Plan	
<input type="checkbox"/> 3. Federal and/or State Mandates	<input checked="" type="checkbox"/> Grant Account
	<input type="checkbox"/> District Budget Account
	<input type="checkbox"/> Township Initiative
	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Brennan Quick	TBD	10	50
2. Nora Bowker	TBD	10	50
3. Merideth Hohnstein	TBD	10	50
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		30	150

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>In spring 2023, a curriculum change was approved for a phased-in change of the self-contained (cross-categorical and PSD) math sequence within the Special Education Division. In the 2024-25 school year, Algebra Essentials and Algebra I were new courses added to the Special Education Division to replace Math I and Math II. The second step in the phased-in change is to make Geometry Cross-Categorical and PSD available at South Campus to 10th grade students who completed Algebra I during 9th grade and are recommended for this course by their IEP. Special education teachers who co-taught Geometry Prep during the current school year will leverage their knowledge of the Geometry Prep curriculum to design a self-contained course that aligns with the general education standards but that is modified to meet the needs of the students recommended for the course and incorporates intervention to support students' progress toward IEP goals. Participants will develop a curriculum map for the South Campus course.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) <i>Nora Bowler</i>	Date <i>1/31/25</i>
Curriculum Coordinator(s)/Assistant Division Chair(s) <i>ADDP</i>	Date <i>2-3-25</i>
Division Chair(s) <i>Melissa Moore</i>	Date <i>2/3/25</i>
Director of Curriculum/Instruction or Personnel <i>[Signature]</i>	Date <i>2/26/25</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved <i>150</i>
District budget hours	Grant hours <i>150</i>
Other hours	Maximum cost allowable <i>\$6,750</i>






**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m. ● Submit form electronically and in hard copy.

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

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Julie Riederer	TBD	6	30
2. Ben Skibbe	TBD	6	30
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		12	60

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>As part of the ongoing curriculum review efforts within the Special Education Division, the self-contained Physical Science cross-categorical curriculum has been under review during the 2024-25 school year. The goals of the review are to increase student engagement, provide exposure to a range of science concepts that students may encounter in general education science courses and in preparation for post-secondary pursuits. The proposed summer workshop will continue to identify curricular concepts and materials, instructional strategies, and assessments that will be reflected in an updated curriculum map.</p>

VII. SIGNATURES AND APPROVAL	
 Benjamin D. Skibbe Primary Submitting Teacher(s)	Julie Riederer Benjamin P. Skibbe Date 02/03/25
 Curriculum Coordinator(s)/Assistant Division Chair(s)	 Date 2-3-25
 Division Chair(s)	Date 2/3/25
Director of Curriculum/Instruction or Personnel	 Date 2/26/25

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved 60
District budget hours	Grant hours 60
Other hours	Maximum cost allowable \$2,700



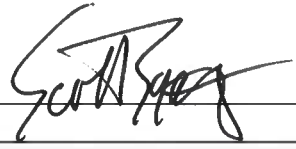
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 3, 3:00 p.m. ● Submit form electronically and in hard copy.

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

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Leonel Reyes Benitez	6/11-13; 6/16-20; 6/23-27	13	65
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		13	65

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>Recently, Spanish for Heritage Speakers I was split into two separate levels (Level I and Level II). At the same time, a third level, Spanish for Heritage Speakers III: Latin American Cinema was added to our North Campus offerings. Curriculum work needs to be done that clearly separates learning targets, maps, and assessments between levels I & II, and creates new materials in these categories for level III. Other work will include:</p> <ol style="list-style-type: none"> 1. Curriculum Development <ul style="list-style-type: none"> ○ Creating units, scope and sequence, and curriculum maps. ○ Aligning all three levels of the Heritage program. ○ Incorporating Spanish Language Arts Standards into each unit. 2. Instructional Materials <ul style="list-style-type: none"> ○ Designing assignments, activities, and assessments aligned with the curriculum. 3. Resource Research <p>Exploring textbooks and films to support each unit.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)  Leonel Reyes Benitez	Date 2/5/2025
Curriculum Coordinator(s)/Assistant Division Chair(s) Mark Dahl	Date 2/6/2025
Division Chair(s) Gerry James 	Date 2/7/2025
Director of Curriculum/Instruction or Personnel 	Date 2/26/25

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved 65
District budget hours 65	Grant hours
Other hours	Maximum cost allowable \$2,925


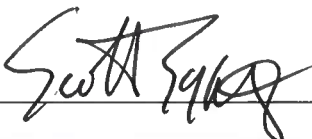
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2025 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2025 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 5, 3:00 p.m. ● Submit form electronically and in hard copy.

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

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Ellen Acuña	TBD: June 2025	5	25
2. JoEllen Gregie	TBD: June 2025	5	25
3. Kristie Scriba	TBD: June 2025	5	25
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		15	75

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
Indiana University requires curriculum calendars and syllabi to be created for the Dual Credit courses on an annual basis with their required syllabi changes. We will create curriculum, syllabi and calendars for Spanish 3 Honors and Spanish 4 Honors as required by Indiana University.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) <i>Ellen C.S. Acuña</i>	Date 2 - 5 - 25
Curriculum Coordinator(s)/Assistant Division Chair(s) Mark Dahl	Date 2/6/2025
Division Chair(s) Gerry James 	Date 2/7/2025
Director of Curriculum/Instruction or Personnel 	Date <i>2/26/25</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved <i>75</i>
District budget hours <i>75</i>	Grant hours
Other hours	Maximum cost allowable <i>\$8,875</i>



**LYONS TOWNSHIP HIGH SCHOOL
District 204**

Dr. Brian Waterman, Superintendent

Ph: 708-579-6451 E: BWaterman@LTHS.net

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

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

TO: District #204 Board of Education

FROM: Dr. Brian Waterman, Superintendent
Mr. Scott Eggerding, Director of Curriculum and Instruction
Mr. Ed Tennant, Director of Technology

The proposed 2025-2030 Technology Plan sets the course for strategic planning, budgeting, and upgrades to ensure technology is prepared to meet the needs of all users at Lyons Township High School District 204. Aligned to Strategic Plan Goal 5, Strategy 12, the plan will “improve technology infrastructure and access for students, staff and families.”

In order to ensure that the LTHS Technology Plan is grounded in best practice, we have aligned the 2024 National Educational Technology Plan with the corresponding LTHS Strategic Plan goals and outcomes.

During the March 3 Committee of the Whole meeting, members of our leadership team will share an overview of the proposed 5-year technology plan as part of a 1st Reading.

Recommendation

The 5-year technology plan is being shared as informational at the March 3 Committee of the Whole Meeting. Pending further discussion, we will ask the Board to consider the plan for approval at the March 17 Regular Action Meeting.



2025-2030 LTHS Technology Plan

Vision

Instructional technology should foster communication, creation, collaboration and problem-solving while instructing students in the ethical access to and the discerning and responsible use of information.

Statement of Purpose

The 2025-2030 Technology Plan sets the course for strategic planning, budgeting, and upgrades to ensure technology is prepared to meet the needs of all users. Aligned to Strategic Plan Goal 5, Strategy 12, the plan will “improve technology infrastructure and access for students, staff and families.”

In order to ensure that the LTHS Technology Plan is grounded in best practice, [we have aligned the 2024 National Educational Technology Plan with the corresponding LTHS Strategic Plan goals and outcomes](#) (See Appendix 1). This crosswalk ensures that the development and implementation of the Tech Plan is shared across the entire district and supports all goals and objectives.

Accomplishments of the Previous Plan

Our previous 5-year plan saw a significant increase in district investment in technology and a complete philosophical shift in student access to technology. We accelerated an implementation of 1 to 1 computing for all students in the midst of the pandemic. The district worked with a consultant to upgrade all wired and wireless infrastructure as well as shifting the majority of services to cloud-based and vendor-hosted services. Our summary of current platforms and operations are in Appendix 2.

Significant improvements and updates include:

- Student 1:1 program designed, implemented and operationalized
- Networking upgraded - wired, wireless and Internet bandwidth
- Phone system replaced with modern VoIP solution
- Digital signage and new video interface for classrooms, labs and meeting spaces implemented (Vivi)
- Vendor / cloud-hosted software solutions implemented, reducing demands on local Data Centers, increasing data security
- Building Security enhancements initiated with camera systems and electronic door locks
- Public Address (PA) systems updated to include modern functionality
- Centralized print / copy / scan solution implemented, including secure print release
- Cyclical replacement of staff and specialty lab devices routinized
- Student, teacher and other staff needs during the pandemic navigated, facilitating remote, hybrid and the return-to-in-person learning
- Integrations among major systems improved (i.e. Canvas, ClassLink and Infinite Campus) automating the secure sharing of data - improving functionality, accuracy and consistency
- Staff email migrated from Exchange to Gmail and advanced email security methodologies implemented, aimed at making the district less of a target to bad actors
- Transition to successful self-reliance after STT Engagement navigated.

- Classroom and teacher workstation hardware/devices standardization initiated
- Managed and monitored device security solution implemented
- District-level mobile device management solution implemented
- Modern, feature-rich web filtering solution introduced and operationalized

Input from Stakeholders

Feedback from staff, students, and the LT community has provided opportunities for growth, expansion, and renewal of resources. Listening Sessions to collect specific data, and the thoughts, perceptions and input from various stakeholders were held with the Principal’s Student Advisory Committee, Student Equity and Belonging Committee, Technology Services Leadership team, TEC coaches, Equity Ambassador group, the District Administrative Team and LT Community Advisory Council from late September through mid-November of 2024.

It was determined that our plan must be flexible enough to consider when best to replace or upgrade software and hardware as innovations provide increased efficiency, effectiveness and capacity or reduced operational costs. While the specifics of manufacturer and model of the devices used by students and staff are not a focus of this plan, all of the district’s core infrastructure will be maintained and upgraded cyclically to ensure continued support and usability for students and staff. The feedback we received from all stakeholders is summarized in the next section.

Feedback and Themes from Listening Sessions

- Hardware
 - User devices
 - Generally positive feedback regarding the devices
 - Timely, cyclical replacements are required to ensure functionality and currency.
 - Consistency aids equitable access and opportunity
 - Student experience in 1:1 would improve with adding styluses
 - Networks
 - Lack of cellular access is problematic
 - Convergence is a strong trend - more and more traffic on IP networks
 - Displays
 - Digital signage is a good addition - many opportunities to build upon
 - Some requests for interactive displays
 - Classroom tech
 - Consistency is key - frustrations grow when locations are outfitted differently.
 - Sound reinforcement is regularly desired
 - Incorporate tech upgrades in any classroom redesign (cabling, power supply, furniture, displays)
 - Keep specialty labs
 - Productivity
 - Digital Time Sheets
 - Digital Time Clocks
- Software
 - Educational
 - Generally good feedback on the systems in use
 - Organizing access and ensuring ease of access would improve the students’ experiences

- AI is growing in availability and in usability
 - Operational
 - Solutions need regular review with ones that no longer meet the district’s requirements getting retired or replaced
 - Improvements to integrations will improve the user experience despite any inconveniences additional security requirements might impose
- Training
 - Staff / Teachers
 - Need to address inconsistencies in the ways teachers, in particular, use the various solutions
 - The amount of tech / tech features and the upgrade cycle places incredible demands on staff to remain current and effective.
 - AI can assist
 - Students
 - Students need formal onboarding to tech at LT and regular refreshes as tools and solutions change
 - Students need guidance with AI - need to learn the proper ways to use it and how it can be used improperly, so they can protect themselves from those who weaponize it.
 - Parents
 - Parents require orientations to the tools provided for them, as well as related to the tools their students are using.
- Infrastructure
 - Need more power to support all these demands.
 - Need classrooms to support different teaching and learning styles than were present when constructed.
 - Furniture is not tech, but it impacts the usability of tech in the spaces.
- School Safety and Security
 - Cyber Security Updates
 - SOPPA Compliance
 - Digital hall passes and digital scanning stations
 - Key Cards in all doors
- Communication
 - Simplification and clarity of digital communications
 - Simplified website
- Staffing
 - Cyber Security Role
 - IT Staff Cross-Training

Technology Goals

The following goals will guide the projects and efforts in Technology Services from 2025-2030.

Goal 1: Collaboration and Communication

The district is looking for opportunities to collaborate and engage in ways other than e-mail. Shifting to a more agile approach, while ensuring safety, provides opportunities for Technology Services to be more responsive to the needs for engagement. This goal supports the development, implementation, advancement and on-going support of tools that enable holistic district collaboration and communication.

Goal 2: Anytime, Anywhere, Future Ready

In support of our Strategic Plan Portraits of Graduates, Employees and District Standards, Technology Services needs to ensure that data and resources are available on-demand, anytime, anywhere. This goal will reinforce and support the innovation, development, and work of our district staff and students for critical thinking and problem-solving skills with access to necessary tools for learning and engagement.

Goal 3: Rethinking Learning Space Design

Our focus groups identified increasing feedback from teachers and students who want classrooms with flexible seating and opportunities to be “untethered from the front of the room.” As we continue through the journey of our [Groundwork for a Brighter Future](#), Technology Services needs to evaluate adjustments from our current traditional model. As the Classroom of the Future is designed, technology needs to be an integral partner. This goal will support the development and implementation of a set of innovative technology hardware and software options for classrooms, teachers, and students to support relevant and authentic teaching and learning.

Goal 4: Community and Global Connections

Community feedback indicates a clear call to action for providing increased opportunities for families to learn more about technologies, like their child’s Chromebook, and the digital tools that families regularly access. This goal will bridge technology connections between our school and the community using technology to support growing technology literacy and the ever-evolving tools available to all.

Goal 5: Online Safety, Security and Responsibility

The largest growing trend across all industries is cybersecurity. As threats increase for data security, the role of each user is even more critical in protecting the district and the community. This goal will promote, provide and facilitate an innovative and education-focused approach for technology security. This includes administrative procedures, training, and technology implementations. Cyber security should be seen as another safety tool along with the regular maintenance and upgrading of security cameras, door security, and other tech-supported physical building security.

Goal 6: Digital Equitable Access

As referenced in district goals, TechServices will continue to take intentional steps supporting digital equity and actively reducing opportunity gaps.

Goal 7: Staffing and Support

With changes to technology and support, it is essential to evaluate current positions and technology-related human resources to implement and achieve the goals of the Plan (See Appendix 3).

Road Map for the Future

Student Devices, Labs, and Systems

Continuing with the 1 to 1 device program for students allows for the greatest amount of flexibility; however, labs constructed for specialty curricula, such as media arts, aviation, publications, engineering and design, electronic arts, science, music and business/computer application design and programming will not be discontinued since the unique characteristics of the hardware and software required for these areas of study generally far exceed the standard devices owned by students and staff. We further have no intention to request an increase in the student technology fee. While the fee was never designed to cover all costs of technology, it does pay for student devices and defray costs of systems and software needed for students to access technology anytime and anywhere.

As a foundation and to ensure consistency, there is no recommendation to change the district’s major systems: Learning Management System (Canvas), Personal Productivity and Collaboration Platform (Google Suite), Student Information System (Infinite Campus), and Business Information System (Skyward). Keeping the core systems functioning ensures students and staff have access to necessary technology wherever and whenever learning and teaching might occur.

2025-26	2026-27	2027-28	2028-29	2029-30
Chromebooks, related peripherals and licensing for incoming Freshman class \$350,000-\$400,000/year				
Infinite Campus, Canvas, ClassLink and Google Subscriptions & Hosting \$190,000-\$200,000/year				
Skyward Subscription & Hosting \$42,500 - \$45,000/year				
Endpoint / AntiVirus / AntiMalware / AntiRansomware, Email / Google Filtering, Message Archiving, Web Filtering Subscriptions \$140,000/year				
Specialty Labs’ Refresh \$300,000	Non-instructional PCs Refresh \$275,000	1st Round Staff Laptops \$350,000	2nd Round Staff Laptops \$350,000	Specialty Labs’ Refresh \$300,000
Classroom Technology Upgrades Displays, Audio Reinforcement, etc. TBD			Duplicating Centers Refresh \$175,000	Print/Copy/Scan Fleet Refresh \$175,000

Appendix 1

Alignment of the 2024 National Educational Technology Plan¹ to the LTHS Strategic Plan

The Digital Use Divide

- Develop a “Profile of a Learner/Graduate” outlining cognitive, personal, and interpersonal competencies students should have when transitioning between grade levels and graduation. (*Portrait of a Graduate*)
- Design and sustain systems, including needs assessments, technology plans, and evaluation processes supporting the development of competencies outlined in the “Profile of a Learner/Graduate” through the active use of technology to support learning. (*Goal 5 Strategy 12*)
- Implement feedback mechanisms that empower students to become co-designers of learning experiences. (*Goal 2 Strategy 5*)
- Develop rubrics for digital resource and technology adoptions to ensure tools are accessible and integrated into the larger educational ecosystem, support Universal Design for Learning (UDL) principles, and can be customized in response to accommodation or modification needs of learners with disabilities. (*Goal 5 Strategy 12*)
- Review subject area curricula or program scopes and sequences to ensure that student learning experiences build age-appropriate digital literacy skills through active technology use for learning. (*Goal 1 Strategy 1*)
- Build public-private partnerships with local businesses, higher education institutions, and nonprofit organizations to help students access edtech-enabled hands-on learning and work-based learning experiences. (*Goal 4 Strategy 10*)
- Provide professional learning and technical assistance to district leaders, building-level administrators, and educators to support the use of evidence to inform edtech use. (*Goal 3 Strategy 7*)
- Develop guidelines for emerging technologies that protect student data privacy and ensure alignment with shared educational vision and learning principles. (*Goal 5 Strategy 12*)

The Digital Design Divide

- Develop a “Portrait of an Educator” outlining the cognitive, personal, and interpersonal competencies educators should have to design learning experiences that help students develop the skills and attributes outlined in the profile of a graduate. (*Portrait of an Educator*)
- Design and sustain systems that support ongoing learning for new and veteran teachers and administrators, providing them with the time and space needed to design learning opportunities aligned with the Universal Design for Learning (UDL) Framework. (*Goal 3 Strategy 7*)
- Implement feedback mechanisms that empower educators to become leaders and co-designers of professional learning experiences. (*Goal 3 Strategy 7*)
- Provide educators and administrators with professional learning that supports the development of digital literacy skills so that they can model these skills for students and the broader school community. (*Goal 3 Strategy 7*)
- Develop processes for evaluating the potential effectiveness of digital tools before purchase, including the use of research and evidence. (*Goal 5 Strategy 12*)

¹ 2024 National Educational Technology Plan (NETP): A Call to Action for Closing the Digital Access, Design, and Use Divides (Office of Educational Technology, U.S. Department of Education)

- Foster an inclusive technology ecosystem that solicits input from diverse stakeholders to collaborate on decision-making for technology purchases, learning space design, and curriculum planning. *(Goal 5 Strategy 12)*
- Support and facilitate a systemic culture that builds trust and empowers educators to enhance and grow their professional practice to meet the needs of each student. *(Goal 3 Strategy 7)*
- Regularly solicit educator feedback and evaluate professional learning efforts to ensure alignment with the Portrait of an Educator. *(Goal 3 Strategy 7)*

The Digital Access Divide

- Develop a “Portrait of a Learning Environment” to set expectations around habits and abilities no matter what the space. *Portrait of a District*
- Establish and maintain a cabinet-level edtech director to ensure the wise and effective spending of edtech funds. *(Goal 5 Strategy 12)*
- Conduct regular needs assessments to ensure technology properly supports learning. *(Goal 5 Strategy 12)*
- Develop model processes and guidelines for device refresh policies based on local funding structures. *(Goal 5 Strategy 13)*
- Leverage state purchasing power or regional buying consortia when purchasing edtech hardware, software, and services. *(Goal 5 Strategy 13)*
- Develop learning technology plans in consultation with a broad group of stakeholders and according to established review cycles. *(Goal 5 Strategy 12)*
- Leverage public/private partnerships and community collaboration to bring broadband internet access to previously under-connected areas and ensure student access to “everywhere, all-the-time learning.” *(Goal 4 Strategy 10)*
- Develop processes and structures that ensure the inclusion of accessibility as a component of procurement processes. *(Goal 1 Strategy 2)*
- Plan for and incorporate skills and expectations across all grade levels and subject areas for Digital Health, Safety, and Citizenship, and Media Literacy. *(Goal 1 Strategy 1)*

Appendix 2

Instructional Technology

- Technical Support
- Chromebook 1:1 Program for All Students
- ClassLink LaunchPad Application Dashboard
- 3 Business Education Labs
- 2 Graphic & Animation Labs
- 2 Networked Engineering/Design & Aviation Simulator Labs
- 1 Music Composition & Recording Lab
- 3 Publications & Broadcast Media Labs
- Canvas Learning Management System (LMS)
- Google Workspace for Education Plus for Online Personal Productivity & Collaboration tools
- Mastery Manager Assessment System
- Infinite Campus Portal
- 2 Teacher / Staff Professional Development and Support Labs
- Internet access via the Illinois Century Network and the Western Springs Municipal and Educational Consortium

Administrative Technology

- VMware Virtualized Data Centers
- HPE/Nimble Data Storage Arrays
- Google Workspace for Education Plus for Online Personal Productivity & Collaboration tools
- Hosted VoIP solution
- Technical Support
- Infinite Campus Student Information System
- Human Resource Information System
- Skyward Financial Information System

Appendix 3

Summary of Current Tech Services Positions and Organization Chart

- **Director of Technology (1)**
 - Administer operations of Technology Services department
 - Advise district administration and Board of Education on matters involving technology
 - Facilitate appropriate use of technology throughout the district
 - Represent the district in matters involving technology
 - Develop and manage budgets related to technology capital and expense funding
 - Administer and manage technology initiatives
- **Administrative Assistant (1)**
 - Coordinate purchasing and support orders with established vendors
 - Document software licensing
 - Coordinate centralized printer toner management solutions and vendor interactions
 - Assist department team members with administrative tasks
- **Systems Administrator - Infrastructure & Support (1)**
 - Administer critical solutions enabling the district's operations.
 - Ensure consistent and reliable functionality of the data centers, networks, voice, data and security infrastructure, and end-user devices (i.e. desktops, laptops, Chromebooks, and mobile devices)
 - Manages technical elements related to displays serving in classrooms and for digital signage.
 - Install and ensure reliable operation of devices facilitating print, copy, fax and scan services.
 - Research, recommend and administer solutions that balance the needs for efficient and convenient access to devices and data services with the requirements for security and the protection of cyber resources.
 - Lead and mentor the Systems Support Team.
- **Systems Administrator - Applications & Integrations (1)**
 - Integrate the district's various systems, applications and software solutions
 - Automate the transfer of specific data among systems to minimize manual entry in multiple systems, thereby reducing errors, discrepancies and inconsistencies.
 - Collaborate with district
- **Information Systems Administrator (1)**
 - Oversee the administration of the district's SIS and B/HRIS, including user account management, data validation, and system interoperability.
 - Develop custom reports, queries, and data extracts to support the needs of district administration, schools, and state/federal reporting
 - Design and implement data integration workflows between the SIS, B/HRIS and other systems (e.g., special education, assessment)
 - Provide training and technical support to end-users on the effective use of the SIS and B/HRIS, as well as related data tools
 - Evaluate and recommend enhancements to the SIS, B/HRIS and data processes to improve efficiency, usability, and data quality
 - Ensure compliance with state and federal data reporting requirements

- Collaborate with technology and security teams to implement appropriate data security measures
- Troubleshoot and resolve issues with the SIS, B/HRIS and other data applications
- Stay current with industry best practices and emerging data management technologies
- Partner with the Business Office and administrative leaders overseeing SIS subsystems to maintain data accuracy, streamline processes, and support district operations.
- Represent the district in state and national user groups related to the SIS and B/HRIS
- Manage and mentor the Information Systems Analyst
- **Information Systems Analyst**
 - Manage extractions and uploads of data from and into the district's major information systems.
 - Facilitate the generation of state, federal and grant-related reporting.
 - Manages incoming and outgoing data with testing services, and supports projects such as the creation and delivery of student course-request confirmation communications.
 - Manage the processes of collecting demographic data from the associate schools related to current 8th-graders / future freshmen and import it into Infinite Campus
 - Extract the various data elements required to organize and support Parent Teacher Conferences and ensure event communications are delivered
 - Coordinate the calculation and presentation of a number of the district's strategic goals' performance metrics.
- **Media Specialist (1)**
 - Support district administration's creation and display / performance of multimedia presentations
 - Troubleshoot and repair top level AV systems, coordinating with external vendors as might be required
 - Serve as the photographer for special events and ceremonies
 - Support teachers' use of AV resources in the classrooms, labs and other learning and co-curricular spaces
 - Install, configure, operate, maintain, troubleshoot and repair AV devices
 - Create, enhance and/or duplicate various media presentations, including audio and video recordings, poster and large format color print jobs, laminations and specialty printing such as honorary and event certificates
 - Assist / facilitate production of identification badges for students, staff, contractors, and volunteers, as well as for honorary occasions and special events
- **Systems Specialist (2)**
 - Investigate and resolve issues involving servers or systems beyond the expertise of Technicians, including wired and wireless networks, phone and voicemail systems, MacOS/iOS solutions, digital signage and network-attached video display systems / projectors, specialty PC labs and complicated multi-user applications such as Food Service and Bookstore point-of-sale systems
 - Assist Technicians with Help Desk coverage and escalations
 - Mentor Systems Technicians
- **Systems Technician (4)**
 - Operate the Staff HelpDesk, striving for first contact resolution with users and logging tickets when that's not possible
 - Investigate and resolve issues involving PCs, printer/copy/scan devices, telephones and other technological devices
 - Configure, deploy and repair hardware

- Troubleshoot and repair Chromebook issues beyond the experiences of the Student HelpDesk team
- Mentor Interns and Temporary/Part-time Employees
- **Student HelpDesk Coordinator - Paraprofessional (2)**
 - Serve as the first point of contact for students regarding issues and concerns related to district-provided technology, including Chromebooks, network, Infinite Campus, Canvas, ClassLink access and passwords, specific applications' usage and device operations
 - Escalate issues beyond their own experience with Systems Support and Information Systems Teams
 - Manage and mentor Interns assigned to the Student HelpDesk.
- **Student HelpDesk College (1) and HS (3) Intern**
 - Diagnose / troubleshoot and make repairs to 1:1 program Chromebooks
 - Assist Student HelpDesk Coordinators with preparations of Chromebooks for special event usage
 - Assist Student HelpDesk Coordinators with the management of the district's inventory of Chromebook and peripherals
- **Systems Support Team HS Intern (Summer - number varies)**
 - Assist Systems Technicians and Media Specialist performing
 - minor maintenance and cleaning of LCD projectors and other AV accessories
 - preparation of new and returned Chromebooks to ready them for assignment to new LT students or as loaners for the upcoming school year
 - configuration and deployment of new desktop and laptop PCs to classrooms, labs and offices or for specific district employees' use
 - teardown, removal, return and setup of computer lab environments to facilitate work in those locations by the Buildings & Grounds Team and/or contractors hired by the district
 - collection of inventory information and entry of that information into the inventory management system
 - preparation of retired hardware for acceptance by the recyclers
 - delivery and installation of printer toner cartridges
 - first level Chromebook and PC testing / troubleshooting
- **Duplicating Technician / Parent Portal Support (1)**
 - Serve as the first point of technical support contact for parents / guardians regarding issues and concerns related to usage of district-provided technology, including Infinite Campus Portal, Canvas Observer accounts and the parent-teacher conference scheduling system.
 - Coordinate resolutions and technical support escalations with the Systems Support and Information Systems Teams
 - Operate duplicating, binding, document folding and envelope stuffing equipment on behalf of teachers and other district personnel.
 - Manage ordering process and inventory of paper and other supplies for operation of Duplicating Center.
 - Perform basic troubleshooting on listed equipment, escalating to Systems Support Team and/or contracted support vendors when necessary.
- **Duplicating Technician (1)**
 - Operate duplicating, binding, document folding and envelope stuffing equipment on behalf of teachers and other district personnel.

- Manage ordering process and inventory of paper and other supplies for operation of Duplicating Center.
- Perform basic troubleshooting on listed equipment, escalating to Systems Support Team and/or contracted support vendors when necessary.

