



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

**Room 103-104
100 South Brainard Avenue
La Grange, Illinois 60525
Monday, October 6, 2025 - 6:30 PM**

AGENDA

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. PUBLIC PARTICIPATION

IV. CURRICULUM AND INSTRUCTION

A. Curriculum Change Proposals (First Reading)

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V. FINANCE

A. Future Facilities Funding Discussion: Willow Springs Property

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B. Tax Levy Presentation

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**VI. BOARD DISCUSSION: ENHANCING CONNECTIONS WITH THE LTHS
COMMUNITY**

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VII. PUBLIC PARTICIPATION

VIII. IASB RESOLUTIONS REVIEW

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IX. ADJOURNMENT

**BY ORDER OF
TIM ALBORES
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
100 SOUTH BRAINARD AVENUE
LA GRANGE, IL 60525**



Board of Education Memorandum

To: Board of Education Members

From: Dr. Patrice Payne | Director of Curriculum and Instruction

Date: September 26, 2025

Subject: Curriculum Proposal Updates for 2026–2027

Lyons Township High School is presenting curriculum course changes for the 2026–2027 school year to ensure that our course offerings remain current, relevant, and aligned with student needs and academic standards. Updating course names, levels, credits, and grade-level designations help clarify expectations for students and families, support accurate transcript reporting, and reflect changes in instructional areas of focus or program development. Additionally, these adjustments provide opportunities to enhance learning pathways, incorporate emerging content, and maintain consistency across departments, ensuring that all students have access to a rigorous and well-structured educational experience.

The following curriculum proposals are submitted for review and approval for the 2026–2027 school year. Changes include course name updates, level adjustments, grading modifications, course drops, student grade-level adjustments, credit changes, and proposals of new courses.

Proposed Curriculum Changes 25

A. Course Name Change

Division: Applied Technology/Global Studies

Furniture Making

- Introduction to Furniture Making 1 course name change to Introduction to Woodworking 1
- Introduction to Furniture Making 2 course name change to Introduction to Woodworking 2

Home Maintenance and Repair

- Home Maintenance and Repair course name change to Home Maintenance and Construction

Division: Language Arts

Journalistic Writing - Name Change

- Journalism: Journalistic Writing course name change to Journalism
- Theater: Improv & Mime course name change to Theater: Improvisational Comedy

Improv Name Change

- Theater: Improv & Mime course name change to Theater: Improvisational Comedy



Division: Special Education

Adaptive Course Name Change

- LIFE Physical Education course name change to Adaptive Physical Education
- Art Applications course name change to Adaptive Art
- Culinary Arts Applications course name change to Adaptive Culinary Arts
- Music Applications course name change to Adaptive Music
- Applied Tech Applications course name change to Adaptive Applied Tech

B. Level and Name Changes

Division: Special Education

Reading (C/NC)

- Grading change from letter grade to Credit/No Credit

Division: Fine Arts

Heritage sequence update

- Spanish for Heritage Speakers III Accel: Latin American Cinema
 - Change from grades 11 & 12 to grades 10, 11, & 12
- Spanish for Heritage Speakers I Accel
 - Course name change to Spanish for Heritage Speakers II Honors
 - Change from Level IV to V
- Spanish for Heritage Speakers II Accel
 - Course name change to AP Spanish Literature & Culture (Heritage Speakers Capstone)
 - Course name change to Advanced Placement Course
 - Course Name, credit, grade & dual credit change
 - Change from grades 11 & 12 to grades 10, 11, & 12

Advanced Vocal Tech

- Advanced Vocal Techniques change from Level III to IV

Division: Language Arts

Creative Writing I - SC

- Change from grades 11 & 12 to grades 9-12

Division: Science

Survey of Healthcare Careers

- Intro to Healthcare Careers course name change to Survey of Healthcare Careers
- Credit course change: 1 to 0.5 credits

Intro to Healthcare

- Medical Terminology course name change to Intro to Healthcare
- Credit course change: 1 to 0.5 credits
- Linked Document: [Healthcare Pathway Documents](#)

Biomedical Terminology

- Medical Terminology course name change to Biomedical Terminology
- Credit course change: 1 to 0.5 credits
- Change from grades 9-12 to grades 11 & 12 only
- Change from Prep Level to Accel Level

Physics Prep

- Course name change to Physics Accel
- Change from Level III to IV

STEM Level Change



- STEM Research change from Level IV to a combined Level IV & V course
Organic Chemistry
- Organic Chemistry change from Accel Level IV to Honors Level V

C. Drop Course Requests

Division: Language Arts

Intro to Theater - Drop

- Drop Introduction to Theatre course

Division: Student Services

Alternative Program

- Course Merge: Skills for Success A and Interdisciplinary Workshop (IDW) course name change to Create Skills for Success
- Drop Alternative Program
- Linked Documents:

History:

2021 Academy/Academy+ Proposal

2011 Alternative Program Review

2009 Alternative Program Proposal/Review

Process:

Alternative Program Plan 2024/25

Data Analysis:

ALT Program Evaluation Update

System Changes:

2022 Student Services Staffing Proposal

2023 Student Services Staffing Proposal

Student Services Staffing Shift Charts

Freshman On-Track SH Proposal

Tapestry Program Information

Bilingual Coordinator BOE Proposal

Multilingual Program Overview 2023/24

Initial Co-Teaching BOE Proposal

Co-Teaching Implementation Chart

Restorative Intervention Room BOE Proposal

School Psych BOE Proposal

D. New Course Proposals

Division: Special Education

Post-Secondary Exploration

Division: Fine Arts

Fiber Arts

Beginning Piano/Keyboarding

- Beginning Piano
- Intermediate Piano

Division: Science

AP Physics C - Mechanics

AP Physics C - E&M

Ethics in Health Care



Zoology

- Zoology
- ML Zoology

Applied Phys for I & I

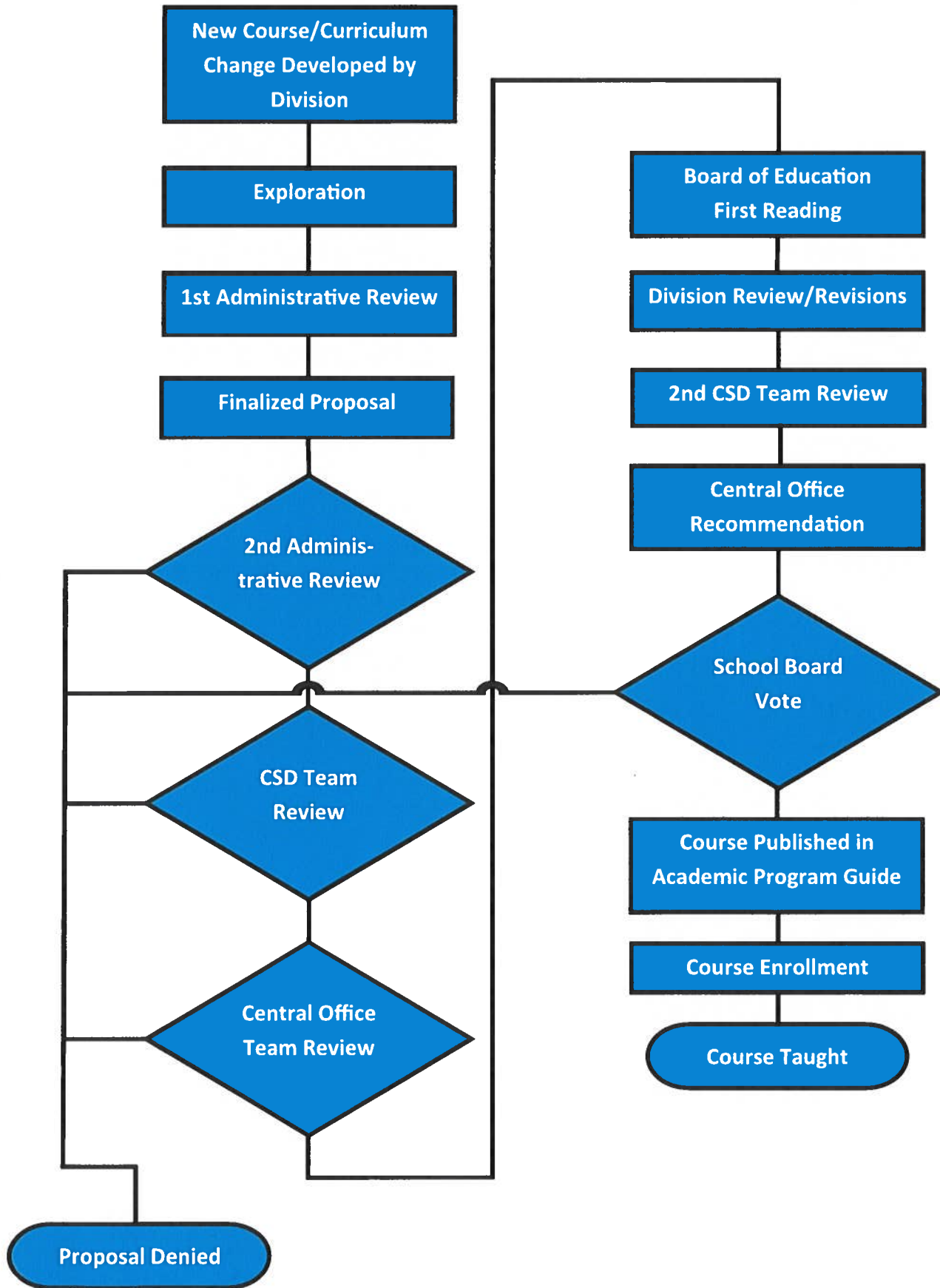
- Linked Document: [Physics Pathway Documents](#)
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Recommendation/Action Requested

The Office of Curriculum and Instruction respectfully submits these curriculum course changes for the 2026–2027 school year to ensure that our offerings remain current, relevant, and aligned with student needs and academic standards.

Prepared by: Dr. Patrice Payne

LTHS Process for New Course and Curriculum Change Proposals





A. Course Name Change

Division: Applied Technology/Global Studies

Furniture Making

- Introduction to Furniture Making 1 course name change to Introduction to Woodworking 1
- Introduction to Furniture Making 2 course name change to Introduction to Woodworking 2

Home Maintenance and Repair

- Home Maintenance and Repair course name change to Home Maintenance and Construction

Division: Language Arts

Journalistic Writing - Name Change

- Journalism: Journalistic Writing course name change to Journalism
- Theater: Improv & Mime course name change to Theater: Improvisational Comedy

Improv Name Chang

- Theater: Improv & Mime course name change to Theater: Improvisational Comedy

Division: Special Education

Adaptive Course Name Change

- LIFE Physical Education course name change to Adaptive Physical Education
- Art Applications course name change to Adaptive Art
- Culinary Arts Applications course name change to Adaptive Culinary Arts
- Music Applications course name change to Adaptive Music
- Applied Tech Applications course name change to Adaptive Applied Tech

2026-2027 Curriculum Change Proposal Form

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

Date of Application: 02/5/2025

Division: Applied Technology

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Introduction to Furniture Making 1	1/2	None	9-12	III	AT5716 AT5711	AT5717 AT5712
Introduction to Furniture Making 2	1/2	Introduction to Furniture 1	9-12	III	AT5726 AT5721	AT5727 AT5722

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Introduction to Woodworking 1	1/2	None	9-12	III	AT5716 AT5711	AT5717 AT5712
Introduction to Woodworking 2	1/2	Introduction to Woodworking 1	9-12	III	AT5726 AT5721	AT5727 AT5722

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Course title change for Introduction to Furniture Making 1 and 2

Provide a brief description of the proposal/change:

We are modifying the names of these courses to simplify the language and better represent the content.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)
How is this issue addressed at comparable high schools? (Attach additional pages if necessary)

Other schools also simplify the title of their woods courses to encompass woodworking as a lifelong skill set rather than directly related to furniture making. Below is a list of our current woods courses by name:

Introduction to Furniture Making 1
Introduction to Furniture Making 2
Furniture/Cabinet Making I
Furniture/Cabinet Making II

These names result in confusion among students, families, and counselors. Changing our introductory courses to Introduction to Woodworking 1 and 2 will hopefully alleviate some of that confusion.

Naming @ Other Districts:

Hinsdale 86- Woods 1 & Woods 2
OPRF- Introduction to Woods & Advanced Woods

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

We will review student enrollment data to see if the name change had anything to do with increased participation. We will also administer a survey to assess the student experience.

How does the change address Board Goals or school initiatives?

This proposal relates directly to Strategic Plan Goal 1. Specifically it will allow us to provide equitable instructional learning experiences for all students based on student/staff voice. This in turn ensures that we are delivering a rigorous curriculum that helps to engage all students aligned to the district's vision.

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

None	Estimated Cost
(insert additional rows if necessary)	

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

Introduction to Woodworking 1: Introduction to Woodworking 1 is a hands-on, engaging course where students learn the fundamentals of woodworking and machine operation in a safe and productive environment. Through ongoing projects, students will develop essential woodworking techniques while




gaining an understanding of wood properties and material selection. The course emphasizes active learning, allowing students to work with a variety of tools and machinery each day. By the end of the semester, students will take home their own projects, highlighting their growing skills. A materials fee of \$45.00 covers lumber and hardware costs.

Introduction to Woodworking 2: This course expands on the skills developed in Introduction to Woodworking 1, pushing students to refine their craftsmanship while mastering advanced woodworking techniques through the construction of a larger-scale furniture project. This interactive, hands-on course provides daily opportunities to work with woodworking machinery and tools, helping students enhance both hobby and career-ready skill sets. By the end of the course, students will take home a finished furniture piece. A materials fee of \$65.00 covers lumber and hardware costs.

Who was involved in developing this course proposal?

This was discussed as a team during our curriculum review process. It involved Dan Buys, Brianna Basic and the teachers of Engineering and Woodworking courses.

Signatures:

Curriculum Coordinator/Lead Teacher 	Date 9/23/25
Assistant Division Chair 	Date 9/23/25
Division Chair 	Date 9/23/25

2026-2027 Curriculum Change Proposal Form

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

Date of Application: 02/5/2025

Division: Applied Technology

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Home Maintenance and Repair	1/2	None	11-12	III	AT5221	AT5222

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Home Maintenance and Construction	1/2	None	11-12	III	AT5221	AT5222

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Course title change for Home Maintenance

Provide a brief description of the proposal/change:

We are modifying the language to better highlight the construction and trades based concepts covered within the course.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)
How is this issue addressed at comparable high schools? (Attach additional pages if necessary)

Other high schools have course titles that focus more on trades and construction as a way of exposure to future career opportunities. We agree that would be a better approach here at LT as well. Although the current course name includes "repair," a more accurate description of what is done in the class (see updated course description below) would be to replace the word repair with construction.

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

We will review student enrollment data to see if the name change had anything to do with increased participation. We are hoping the inclusion of the word "Construction" in our Home Maintenance course will attract students thinking of a career in the trades.

How does the change address Board Goals or school Initiatives?

This proposal relates directly to Strategic Plan Goal 1. Specifically it will allow us to provide equitable instructional learning experiences for all students based on student/staff voice. This in turn ensures that we are delivering a rigorous curriculum that helps to engage all students aligned to the district's vision.

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

None	Estimated Cost
(insert additional rows if necessary)	

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

Home Maintenance and Construction: Home Maintenance and Construction is an introductory course designed for students interested in learning essential trade skills and home maintenance techniques. Students will gain hands-on experience in basic electrical work, framing construction, drywall installation and repair, painting, tile installation, and basic plumbing with copper and PVC. Whether students aim to pursue a career in the trades or simply want to develop practical skills for maintaining and upgrading a home, this course provides a strong foundation in construction fundamentals and real-world problem-solving.

Who was involved in developing this course proposal?

This was discussed as a team during our curriculum review process. It involved Dan Buys, Brianna Basic and the teachers of Engineering and Woodworking courses.

Signatures:

Curriculum Coordinator/Lead Teacher <i>C. D. Buys</i>	Date 9/23/25
Assistant Division Chair <i>B. Basic</i>	Date 9/23/25
Division Chair <i>[Signature]</i>	Date 9/23/25

2026-2027 Curriculum Change Proposal Form

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

Date of Application:

Division:

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Journalism: Journalistic Writing	.5		9 -12	III	LA5736 LA5731	LA5737 LA5732

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Journalism	.5		9-12	III	LA5736 LA5731	LA5737 LA5732

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Journalistic Writing Name Change

Provide a brief description of the proposal/change:

We propose to change the name of Journalistic Writing to Journalism. Although writing is still central to the course, the proposed name change better reflects the overall breadth of the curriculum and the various platforms for which journalists write (i.e. print, online, broadcast, infographics). Other units besides those specific to writing include Ethics, How to Report, and Press Law.

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

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

Our enrollment numbers have declined over the past ten years. Our hope is that a name change may entice some students to enroll since the word "writing" will no longer be attached to the course. The course is much more than writing, and students have a narrow interpretation due to the title.

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

We examined the names of journalism courses in comparable high schools in the Chicago suburbs and none have the specificity that our current name has; in fact, all of the course titles are simply Journalism or Journalism I.

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

Enrollment numbers will increase, hopefully.

How does the change address Board Goals or school initiatives?

Goal One - Provide engaging and equitable learning experiences for all students aligned to the district's vision.

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

Estimated Cost

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

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

This class gives enrollees the opportunity to be published student-journalists. Designed to offer background and practice in basic journalism concepts and skills, Journalism units include reporting/interviewing, news writing, opinion writing, sports writing, copy editing, ethics, press law, and multimedia/infographic creation. Those enrolled in the course will practice the communication, critical thinking, and problem solving skills of real journalists. Content created for the class assignments may be published in the LION newspaper in print and/or online. Journalistic Writing students may apply for membership to the Journalism: Newspaper Production (LION) class during their sophomore or junior year.

Who was involved in developing this course proposal?

Jason Scales and Karen Raino

Signatures:

Curriculum Coordinator/Lead Teacher <i>Jason Scales</i>	Date 2 28 25
Assistant Division Chair <i>Toby Casella</i>	Date 2 28 25
Division Chair <i>Karen Raino</i>	Date 2 28 25

2026-2027 Curriculum Change Proposal Form

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

Date of Application: 1/21/2025

Division: LAD

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Theater: Improv & Mime	.5	None	11-12	III	LA9221	LA9222

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Theater: Improvisational Comedy	.5	None	11-12	III	LA9221	LA9222

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Improv

Provide a brief description of the proposal/change:

We would like to change the name of the course to better fit the content of the course. Students are not learning the skills to mime in the course. We want the name to focus solely on improvisation.

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

None. We would like better alignment between the course content and the name.

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

N/A

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

N/A

How does the change address Board Goals or school initiatives?

N/A

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

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

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

This semester-long course explores comedic acting through improvisation, a skill which will carry over to almost every facet of students' lives. Students will explore basic pantomime technique, create scenes and characters, and engage in a plethora of short form improvisational comedy exercises. The class culminates in a live performance in front of their peers.

Who was involved in developing this course proposal?

Michael Kuehl

Signatures:

Curriculum Coordinator/Lead Teacher <i>M. Kuehl</i>	Date 01/21/25
Assistant Division Chair <i>Toby Casella</i>	Date 01/21/25
Division Chair	Date

2026-2027 Curriculum Change Proposal Form

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

Date of Application: 2/25/25

Division: Special Education

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
LIFE Physical Education	1	Director or designee and IEP team approval	9-12	III	IP7016 IP7011	IP7017 IP7012
Art Applications	1/2	Director or designee and IEP team approval	9-12	III	IP7126 IP7121	IP7127 IP7122
Culinary Arts Applications	1/2	Director or designee and IEP team approval	9-12	III	IP7136 IP7131	IP7137 IP7132
Music Applications	1/2	Director or designee and IEP team approval	9-12	III	IP7146 IP7141	IP7147 IP7142
Applied Tech Applications	1/2	Director or designee and IEP team approval	9-12	III	IP7156 IP7151	IP7157 IP7152

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Adaptive Physical Education	1	Director or designee and IEP team approval	9-12	III	IP7016 IP7011	IP7017 IP7012
Adaptive Art	1/2	Director or designee and IEP team approval	9-12	III	IP7126 IP7121	IP7127 IP7122
Adaptive Culinary Arts	1/2	Director or designee and IEP team approval	9-12	III	IP7136 IP7131	IP7137 IP7132
Adaptive Music	1/2	Director or designee and IEP team approval	9-12	III	IP7146 IP7141	IP7147 IP7142
Adaptive Applied Tech	1/2	Director or designee and IEP team approval	9-12	III	IP7156 IP7151	IP7157 IP7152

Concurrent Enrollment Info:

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

Adaptive Physical Education

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

*Dual Credit University Partner:

Adaptive Electives

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

*Dual Credit University Partner:

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

Adaptive Courses

Provide a brief description of the proposal/change:

The current proposal is to change the names of the LIFE Physical Education and Elective Applications classes in order to create greater clarity and consistency. The term "adaptive" in reference to physical education or other courses refers to instruction that is designed specifically to fit the unique needs of students with disabilities. It is a universal term used beyond District 204. The proposed titles also create clarity that the adaptive courses are paired with the adaptive PE leaders and adaptive elective leaders courses.

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

Anecdotal feedback from students and school staff, as well as consideration of industry terminology.

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

Naperville 203 has an Adaptive PE course and a Sensory PE course.
 District 211 has a course called P.E. Adaptive.
 District 225 has a course called Adaptive Physical Education.

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

Reported clarity from families, students, and staff.

How does the change address Board Goals or school Initiatives?

Strategic Plan Goal 1: Provide engaging and equitable instructional learning experiences for all students aligned to the district's vision.

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

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

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

Adaptive Physical Education:

This course offers an individualized physical education program for students with various ability levels. Safety instruction and practice is an essential component of the course. Instruction, participation, and practice in a variety of physical and recreational activities helps students establish a foundation in personal and team activities. The course is individualized to meet each student's needs. Whenever possible, the Adaptive Physical Education class will run concurrently with an Adaptive PE Leaders class to provide opportunities for interaction with and instruction supported by trained peer leaders.


Adaptive Elective Courses

Adaptive Elective Courses will be offered on a rotating basis. The focus of these courses is to develop and enhance skills that can be applied for success and benefit in adult life. The content is designed to meet the individualized needs of students based on their prior skill level, goals, and post-secondary plans. Safety instruction, use of tools and instruments, and application to everyday life are an essential component of these courses. Whenever possible, the class will run concurrently with an Adaptive Elective Leader class to provide opportunities for interaction with and instruction supported by trained peer leaders. Classes may be held at either North or South campus depending on student interest.

Who was involved in developing this course proposal?

Melissa Moore, Kurt Johns

Signatures:

Curriculum Coordinator/Lead Teacher 	Date 9-25-25
Assistant Division Chair 	Date 9-22-25
Division Chair 	Date 9/23/25



B. Level and Name Changes

Division: Special Education

Reading (C/NC)

- Grading change from letter grade to Credit/No Credit

Division: Fine Arts

Heritage sequence update

- Spanish for Heritage Speakers III Accel: Latin American Cinema
 - Change from grades 11 & 12 to grades 10, 11, & 12
- Spanish for Heritage Speakers I Accel
 - Course name change to Spanish for Heritage Speakers II Honors
 - Change from Level IV to V
- Spanish for Heritage Speakers II Accel
 - Course name change to AP Spanish Literature & Culture (Heritage Speakers Capstone)
 - Course name change to Advanced Placement Course
 - Course Name, credit, grade & dual credit change
 - Change from grades 11 & 12 to grades 10, 11, & 12

Advanced Vocal Tech

- Advanced Vocal Techniques change from Level III to IV

Division: Language Arts

Creative Writing I - SC

- Change from grades 11 & 12 to grades 9-12

Division: Science

Survey of Healthcare Careers

- Intro to Healthcare Careers course name change to Survey of Healthcare Careers
- Credit course change: 1 to 0.5 credits

Intro to Healthcare

- Medical Terminology course name change to Intro to Healthcare
- Credit course change: 1 to 0.5 credits
- Linked Document: [Healthcare Pathway Documents](#)

Biomedical Terminology

- Medical Terminology course name change to Biomedical Terminology
- Credit course change: 1 to 0.5 credits
- Change from grades 9-12 to grades 11 & 12 only
- Change from Prep Level to Accel Level

Physics Prep

- Course name change to Physics Accel
- Change from Level III to IV

STEM Level Change

- STEM Research change from Level IV to a combined Level IV & V course

Organic Chemistry

- Organic Chemistry change from Accel Level IV to Honors Level V

2026-2027 Curriculum Change Proposal Form

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

Date of Application: 2/25/25

Division: Special Education

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

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Reading	1	Director or designee and IEP team approval	9-12	III	IP2516 IP2511	IP2517 IP2512

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Reading	1	Director or designee and IEP team approval	9-12	III	IP2516 IP2511	IP2517 IP2512

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Reading - Cross Categorical

Provide a brief description of the proposal/change:

The proposal is to change the grading from letter grade to Credit/No Credit. Reading is a research-based course designed specifically for students who require intensive reading instruction. Using a guided reading approach, this class enables students to learn and practice reading strategies focusing on comprehension, vocabulary, and fluency through whole-group, small-group and individual activities. Data collected through curriculum-based measures is used to adjust instruction in order to meet the individual needs of all students.

The Reading class targets a wide variety of instructional needs from all pillars of literacy (phonemic awareness, phonics, vocabulary, fluency, comprehension). Assessments are individualized with each student working toward individualized goals rather than toward common instructional outcomes.

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

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

Students are recommended for the Reading class due to identified deficits in the area of reading. This class is designed to be tailored to students' specific needs through analyzing results of carefully selected assessments. Students have a wide range of needs, therefore making assessing on a common plane difficult and not reflective of individual progress or goals. Students' individual IEP goals are the focus for setting instructional targets and monitoring progress. Rather than a gradebook reflecting progress toward a common learning target for all students, an individualized, comprehensive data analysis is shared with case managers, students, and families to demonstrate student growth from baseline, as well as areas of focus.

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

Downers Grove High School

READ 180

Eligible Grade Level: 9

Credit:CR/NC

Prerequisites: Department Chair Approval

READ 180 is an intensive reading intervention program that is backed by scientific research. The course includes whole group and small group instruction on reading and writing skills, time for guided independent reading, and an individualized, adaptive instructional software program. Placement in this course is based on team recommendations.

Riverside Brookfield High School

Resource Level Reading

These courses are open to students by IEP team recommendation in any grade. These courses help students build skills in distinct areas that enhance academic success and are seen as essential to future success in post-secondary programs and employment. Students can earn a half credit per year. *Grading uses a pass or no credit approach.* Students may earn up to 2 credits over the course of their high school program. In addition to the course above, students may be recommended to receive specialized instruction outside the general education classroom for RBHS content areas in English, Math, Science and Social Science. Such recommendations are made by the IEP team and are based on the level of instructional intervention, adaptations, or modifications to curriculum and assessment needed to promote student learning and achievement. These courses parallel the general curriculum and use the same learning outcomes and essential skills as the general education course counterpart.

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

- 1) Student progress the following areas:
 - a) MAP Reading RIT Scores
 - b) AIMS Vocabulary Measure
 - c) AIMS Oral Reading Fluency
 - d) AIMS Silent Reading Fluency
 - e) Core Phonics Survey

How does the change address Board Goals or school Initiatives?

The proposal addresses the following components of the District Strategic Plan:

- Vision: All students graduate prepared for life, career, and college success.
- Goal 1: Provide engaging and equitable instructional learning experiences for all students aligned to the district's vision.
- Goal 2: Build confidence, self-sufficiency, and wellness in students by improving intervention systems and other supports for academic and social and emotional learning.

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

None	
(insert additional rows if necessary)	

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

This research-based course is designed specifically for students who require a more intensive reading program. Using a guided reading approach, this class enables students to learn and practice reading strategies focusing on comprehension, vocabulary and fluency through whole-group, small-group and individual activities. Data collected through curriculum based measures is used to adjust instruction in order to meet the individual needs of all students.

Who was Involved In developing this course proposal?

Jill Vaupell, Melissa Moore

Signatures:

Curriculum Coordinator/Lead Teacher <i>Jill Vaupell</i>	Date 9-25-25
Assistant Division Chair <i>Al [Signature]</i>	Date 9-22-25
Division Chair <i>Melissa Moore</i>	Date 9/23/25

2026-2027 Curriculum Change Proposal Form

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

Date of Application: 2/26/25

Division: Fine Arts

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Spanish for Heritage Speakers I Accel	1	Placement test or teacher recommendation	9, 10	IV	WL7206	WL7207
Spanish for Heritage Speakers II Accel	1	Spanish for Heritage Speakers I or entrance exam	9, 10, 11, 12	IV	WL7526	WL7527
Spanish for Heritage Speakers III Accel: Latin American Cinema	1	Spanish for Heritage Speakers II or entrance exam	11, 12	IV	WL7531	WL7532

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Spanish for Heritage Speakers II Honors	1	Spanish for Heritage Speakers I or entrance exam	9, 10, 11, 12	V	WL7526	WL7527
AP Spanish Literature and Culture (Heritage Speakers Capstone)	1	Spanish for Heritage Speakers III or teacher rec.	11, 12	V		
Spanish for Heritage Speakers III Accel: Latin American Cinema	1	Spanish for Heritage Speakers II or entrance exam/teacher rec.	10, 11, 12	IV		

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Heritage Speakers Honors and New Courses

Provide a brief description of the proposal/change:

Proposal for Heritage Speakers Courses

1. Honors Course Format

- We propose that the level II Heritage Speakers courses be offered as an honors course. This is because, in the Heritage classes, students have the option to take the courses as dual-credit courses with College of DuPage. Even if students do not choose to participate in the dual-credit option, they will still complete college-level work in these honors courses. This ensures a high standard of academic rigor and prepares students for higher education.

2. Fourth Year of Heritage- AP Spanish for Heritage Speakers: Literature and Culture

- In the previous Heritage levels, Heritage students receive a sneak peek of Hispanic literature, but a fourth year would allow for a more in-depth analysis of these works. This course would build on the students' knowledge and deepen their understanding of Hispanic literary traditions and themes, providing a richer and more comprehensive learning experience.
- We propose providing Heritage students with the opportunity to receive college acknowledgment through an AP course. This would allow students to earn college credit and recognition for their advanced language and literature skills, enhancing their academic profiles and preparing them for further academic success.
- This fourth year would complete the missing piece of the Heritage program at Lyons Township.

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

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

To determine the need for the new Heritage Literature course, both qualitative and quantitative measures were considered:

1. Qualitative Measures:

- Feedback from Students: Students in previous Heritage courses have expressed a desire for a deeper exploration of Hispanic literature. Many students have shown interest in studying literary works in more detail, beyond the brief exposure they currently receive in earlier levels.
- Teacher Observations: We have noted that while students are exposed briefly to Hispanic literature in previous levels, there is a clear gap in their ability to analyze texts in depth. A fourth year dedicated to literature would allow students to engage in more complex analysis

and discussions, fostering a stronger connection to the cultural and historical contexts of the works.

- Curriculum Alignment: As students progress through the Heritage Speakers program, they are increasingly ready for a more advanced study of literature. The inclusion of a literature-focused fourth year would align with the academic goals of preparing students for higher-level academic work and provide a natural progression from earlier levels.

2. Quantitative Measures:

- Student Enrollment Data: There has been a steady increase in the number of students enrolling in higher-level Spanish courses, demonstrating a growing interest in advanced studies. This trend indicates that there is a demand for more specialized and challenging options, such as the proposed literature course.
- Further, there is a need to have more Heritage options at North Campus.
- Survey Data: Surveys of current and past students have shown that a majority of them feel a more in-depth study of Hispanic literature would enhance their academic experience. This quantitative feedback suggests that a dedicated literature course would be well-received.
- Academic Performance Data: Data from assessments in the current Heritage courses show that students often excel in understanding basic literary concepts but struggle with more advanced analysis. This indicates that a focused course on literature could help bridge this gap and provide students with the necessary skills to succeed in higher-level academic work.

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

At comparable high schools, the need for a dedicated Heritage Literature course is typically addressed in the following ways:

1. **Advanced Literature Courses for Heritage Speakers:** Many high schools with robust Heritage language programs offer a specialized literature course aimed at heritage speakers, often as a fourth-year option. These courses are designed to provide students with an in-depth study of Hispanic literature, aligning with the students' language proficiency and cultural background. These courses often incorporate AP or honors-level work, enabling students to engage with literary texts at a college-preparatory level.
2. **AP Spanish Literature and Culture Courses:** At many schools, students in heritage language programs are encouraged to take AP Spanish Literature and Culture as a means of deepening their understanding of Hispanic literature while earning college credit. This approach provides students with the opportunity to study the works of iconic authors from Spain and Latin America, analyze complex literary themes, and prepare for a standardized exam that could lead to college credit.
3. **Dual-Credit or College-Level Offerings:** In some schools, Heritage Speakers courses are offered as dual-credit, where students earn both high school and college credit. This model often includes literature-focused curricula and offers a more advanced, collegiate-level study of literature. This option allows students to earn recognition for their academic achievement and prepares them for future academic work.
4. **Literature and Cultural Studies Integration:** Some schools integrate Hispanic literature into broader cultural studies courses. These programs explore the intersection of literature, history, and culture, allowing heritage students to deepen their understanding of their cultural roots through literary works. By including literature from a variety of Spanish-speaking countries, these courses provide students with a broader perspective of the Hispanic world.

In these schools, the implementation of a dedicated Heritage Literature course typically follows a similar structure to what is being proposed: a specialized course that caters to the needs of heritage language speakers by providing a deeper, more focused analysis of Hispanic literature while also preparing students for college-level academic work.

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

To measure the success of the Heritage Literature course addition, the following metrics will be used:

1. Student Enrollment and Retention Rates:

- Enrollment Numbers: The number of students enrolling in the new Heritage Literature course will be tracked, with success indicated by strong interest and full enrollment.
- Retention Rates: Monitoring how many students continue in the program through the fourth year will help assess whether the course meets student needs and expectations.

2. Academic Performance and Assessment Results:

- Course Grades: Student grades in the Heritage Literature course, including exams, essays, and projects, will provide insight into how well students are mastering the content and meeting the course objectives.
- Standardized Test Scores: If the course includes preparation for AP Spanish Literature or other relevant exams, scores on these assessments will be a key indicator of academic success and preparedness for college-level work.
- Progress Monitoring: Regular formative assessments will help track student progress and ensure the course is effectively advancing students' literary analysis skills.

3. Student and Teacher Feedback:

- Surveys and Questionnaires: Feedback from students regarding their experience in the course will provide qualitative data on how well the course meets their academic interests and needs. This feedback will be collected through mid-term and end-of-year surveys.
- Teacher Observations: Teachers will provide feedback on the course structure, student engagement, and overall success. Observations of student participation, critical thinking, and engagement with literary texts will be valuable indicators.

4. College Credit or AP Course Participation:

- College Credit Enrollment: Tracking the number of students who take the AP exam or enroll in dual-credit programs will measure how many students take advantage of the opportunity for college credit.
- College Acknowledgment: Success can also be measured by the percentage of students who earn college credit through AP exams or college-level coursework linked to the Heritage Literature course.

These metrics will provide both qualitative and quantitative data to evaluate the success of the Heritage Literature course, ensuring that it meets student needs and academic standards.

How does the change address Board Goals or school initiatives?

At Lyons Township High School, the proposed addition of the Heritage Literature course aligns with several Board Goals and school initiatives, particularly in the following ways:

1. Enhancing Academic Rigor and College Readiness:

- The introduction of an honors-level Heritage Literature course supports the school's goal of providing rigorous academic programs that prepare students for post-secondary success. By offering a college-level course for Heritage speakers, the school aligns with its initiative to increase academic challenges and opportunities for advanced learning. This course will help ensure that students are well-prepared for college coursework, enhancing their readiness for

higher education.

2. Promoting Equity and Access for All Students:

- By making Heritage Speakers courses honors-level, this change addresses the school's commitment to promoting equity in access to high-level academic opportunities. Offering this course ensures that Heritage students are provided with an academically challenging curriculum, which supports the school's broader initiative of ensuring that all students, regardless of background, have the opportunity to excel in their education.

3. Supporting Diverse Learners:

- The new Heritage Literature course directly supports the school's initiative to cater to the diverse needs of its student body. It acknowledges the cultural and linguistic diversity of the students, providing them with the opportunity to explore Hispanic literature in depth while honoring their heritage. This change fosters inclusivity and encourages students to connect their cultural identity to their academic work, promoting pride in their language and heritage.

4. Encouraging Lifelong Learning and Cultural Awareness:

- The course will allow students to explore the rich literary traditions of Spanish-speaking countries, contributing to the school's goal of promoting cultural awareness and global citizenship. By fostering a deeper understanding of Hispanic literature, students gain an appreciation for diverse cultures, which aligns with the school's mission to prepare students to thrive in an interconnected world.

5. Strengthening College and Career Pathways:

- The inclusion of opportunities for students to earn college credit or AP course recognition through the Heritage Literature course supports the school's initiative to strengthen college and career pathways. Providing college credit options within the high school curriculum allows students to gain a head start in their higher education journey, enhancing their competitiveness in the college admissions process and preparing them for future careers.

In these ways, the addition of the Heritage Literature course directly supports Lyons Township High School's Board Goals and school initiatives, contributing to the academic, cultural, and career success of all students.

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

Estimated Cost

To implement the Heritage Literature course, the following resources will be needed:

1. Curriculum Development and Instructional Materials:

- **Course Syllabus and Curriculum Map:** A detailed syllabus and curriculum map will be required to ensure alignment with academic goals, including a focus on Hispanic literature and advanced literary analysis. This will guide lesson planning and assessment strategies throughout the course.
- **Supplemental Readings and Literary Anthologies:** A collection of works from Spanish-speaking countries, including novels, short stories, poems, and plays, will be essential. Some key authors to include might be Gabriel García Márquez, Isabel Allende, Julio Cortázar, and Federico García Lorca.
- **Cultural Context Resources:** To deepen students' understanding of the literary works, supplementary resources such as articles, historical texts, or films related to Hispanic culture and history will enhance the cultural context of the readings.

2. Textbooks and Learning Platforms:

- **Textbook Recommendations:**
 - *"Contemporary Spanish American Literature"* by David L. Sheinin:
A comprehensive anthology that covers major works from Latin

- American authors and includes historical and cultural context.
- *"Spanish Literature: A Very Short Introduction"* by David T. Gies: This textbook provides an overview of Spanish literature, helping students contextualize their readings.
- *"Introducción a la literatura hispanoamericana"* by Juan C. Rodríguez: This book offers an introduction to Hispanic American literature, ideal for a foundational understanding before moving to more advanced works.
- **AP Spanish Literature Texts:** If the course prepares students for the AP Spanish Literature exam, the College Board's *"AP Spanish Literature and Culture"* course framework will be necessary for guidance. Recommended texts from the AP syllabus, including works by authors like Sor Juana Inez de la Cruz, Juan Rulfo, and Mario Vargas Llosa, should be part of the required readings.
- **Digital Learning Platforms:** This will be available depending on the textbook.

3. Teacher Training and Professional Development:

- **Professional Development Workshops:** Teachers will need training on the specific demands of teaching Hispanic literature, particularly in terms of critical analysis, historical context, and facilitating in-depth class discussions. This could include attending workshops on AP Spanish Literature or similar courses.
- **Ongoing Support for Teachers:** Professional collaboration with colleagues and opportunities for cross-curricular development will be necessary to maintain high-quality instruction and stay current with new literary works or pedagogical strategies.

4. Classroom Technology and Materials:

- **Access to Technology:** Students will need access to computers or tablets for research, writing assignments, and digital presentations. Smartboards or projectors may be useful for facilitating interactive lessons or group discussions.
- **Library Resources:** A well-stocked library with access to relevant literature, both in physical and digital formats, will be essential. Having access to databases like JSTOR for academic articles on Hispanic literature would also support student research.

5. Assessment Tools and Evaluation Materials:

- **AP Exam Preparation Materials:** If the course aligns with the AP Spanish Literature exam, preparation materials such as practice exams, study guides, and review sessions will be needed to support student success on the exam.

The Heritage Literature course will be equipped to foster student success in the study of Hispanic literature while ensuring an engaging learning experience.

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


The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U. S. Hispanic literature. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the range of Intermediate High to Advanced Mid of the American Council on the Teaching of Foreign Languages' (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the

required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism).

Who was involved in developing this course proposal?

Leonel Reyes Benítez
Gerry James

Signatures:

Curriculum Coordinator/Lead Teacher 	Date 2/26/25
Assistant Division Chair <i>Mark Dahl</i>	Date 2/27/2025
Division Chair <i>Gerry James</i>	Date 2/27/2025

2026-2027 Curriculum Change Proposal Form

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

Date of Application: 04/10/2025

Division: Fine Arts

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Advanced Vocal Techniques	0.5	None	12	III	MU591 1	MU5912

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Advanced Vocal Techniques	0.5	None	12	IV	MU591 1	MU5912

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Advanced Vocal Techniques Level Change

Provide a brief description of the proposal/change:

We are proposing a change for the music course: Advanced Vocal Techniques from a level III course to a level IV course.

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

After looking at the majority of capstone level courses in the arts, we realized that this is the only course offered as a capstone that is not level IV.

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

In surrounding programs, capstone classes are traditionally considered honors courses and/or have weighted grade scales.

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

Student enrollment data; brief but regular and informal qualitative surveys of students.

How does the change address Board Goals or school initiatives?

This change addresses Strategic Plan Goal 1: Provide a Comprehensive, innovative education for every student to ensure all students grow and achieve. This will allow us to have consistency in our performing classes in the Music department.

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

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

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

Advanced Vocal Techniques, a class that meets every other day, offers individual students an opportunity to develop their voice through the study and performance of solo literature. Individual and monitored rehearsals are expected, with performances evaluated by class members and the instructor. Experience in the spring Solo and Ensemble Festival is strongly encouraged. This class is often taken concurrently with Senior Madrigals. However, participation in Senior Madrigals is not required.

Who was involved in developing this course proposal?

John Musick; Mark Dahl; Gerry James

Signatures:

Curriculum Coordinator/Lead Teacher <i>John Musick</i>	Date 4/9/2025
Assistant Division Chair <i>Mark Dahl</i>	Date 4/10/2025
Division Chair <i>Gerry James</i>	Date 4/11/2025

2026-2027 Curriculum Change Proposal Form

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

Date of Application: 2.28.25

Division: LAD

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

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Creative Writing I	.5	English II	11, 12	IV	LA7811	LA7812

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Creative Writing I	.5	N/A	9 - 12	IV	LA7816 LA7811	LA7817 LA7812

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Creative Writing I Expansion

Provide a brief description of the proposal/change:

We are proposing to offer Creative Writing I at South Campus. During the curriculum review process for English I, we discovered that over the four years at LT, students do not have as much opportunity to write personally or creatively as they do analytically. The English I curriculum revision addressed that, in part, by creating a unit whose writing focuses on short story and personal narrative to allow for more creative writing, and many students have expressed how much they wish there were more time for personal and creative writing in school. We believe there is interest amongst our freshman and sophomore students to write creatively in more ways than the curriculum currently offers. To that end, we propose to expand Creative Writing I from a North Campus elective only to one that encompasses students in grades 9 and 10 at South Campus. We administered a survey in order to confirm that there were students willing to take a creative writing course that focuses on different types of personal and creative writing. 560 South Campus students responded to the survey. Students were asked to choose as many options as they wanted to identify what kinds of writing they preferred. The three highest choices came in at 48.6% (272 students) who preferred short story, 35.5% (199 students) who preferred the genre of narrative writing in general, and 30% (168 students) who preferred personal essay. A follow up question asked students if they would take creative writing at South Campus and 20.9% of students (117 students) said that they would sign up for a course like this.

This course addresses Goal One of the strategic plan by offering a course that will engage students in instructional practices and academic skills that will help them learn and grow by finding their voices through writing. The course is built on a writer's workshop model that will allow SC students to connect with those at NC taking Creative Writing I through online discussions- an opportunity to connect both campuses which is rare at LT- to enhance discussion, facilitate feedback and enhance the writing process in an authentic and student-centered way. It would provide engaging and equitable instruction, guiding students through challenging text and building complex skills that enhance their writing and their voice. This course also addresses Goal Two, as the course will work with the Creative Writing Club and Menagerie to encourage students to participate outside of school, share their work, lead others in similar work, and participate in student publication and performance, enhancing participation in these extracurricular activities.

Finally, we are proposing to drop the prerequisite for the course. It currently states that students need to complete English II. We would like to drop that prerequisite in order to offer the course at SC.

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

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

Student interest via feedback to teachers and a student survey that was administered to all freshman and sophomore students. There were 560 respondents.

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

Most other schools have only one campus with more opportunities for underclassmen to take electives that at LT are offered at only one campus.

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

Enrollment numbers, submissions for publication to Menagerie, and percentage of students participating in Menagerie or Creative Writing Club

How does the change address Board Goals or school initiatives?

Please see rationale above. We believe it addresses Goals One and Two of the Strategic Plan.

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

None at this time. Resources will be curated by the teacher and there are some class sets of textbooks that can be used for the course.	N/A
(insert additional rows if necessary)	

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

"Writers are not born; they are grown." Because of that undeniable fact, Creative Writing I is a course designed not only for those who love to write and read, but also for those who simply wish to explore their own inner universes: their ideas, opinions, memories and especially, imaginations. The word "creative" in Creative Writing is not about "talent". Creativity means sharing your unique perspective on paper, then learning and practicing the writing craft you experience when reading every day. Using the main genres of short fiction, creative nonfiction and poetry, students build portfolios of writing for their summative experience. Using a workshop approach, classroom activities include responding to engaging writing prompts, reading a variety of creative fiction and non-fiction, and emulating mentor texts. Creative Writing creates a community of engaged writers, readers, editors and peer-mentors who help move writing from seed idea to final draft.

Who was involved in developing this course proposal?

Nicole Lombardi, Karen Raino, and Jessica Roessler

Signatures:

Curriculum Coordinator/Lead Teacher <i>Nicole Lombardi and Jessica Roessler</i>	Date 2 28 25
Assistant Division Chair <i>Toby Casella</i>	Date 2 28 25
Division Chair <i>Karen Raino</i>	Date 2 28 25

2026-2027 Curriculum Change Proposal Form

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

Date of Application: 2/26/25

Division: Science

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

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Intro to Healthcare Careers	.5		9 - 12	Prep	SN2111 SN2116	SN2112 SN2117

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Survey of Healthcare Careers	.5		11,12	Accel		

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner: College of Dupage

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

Healthcare Careers

Provide a brief description of the proposal/change:

This is simply a rename of Intro to Healthcare careers course offered at both campuses and would serve as the third course in the healthcare pathway we are developing at LT. This class will allow students to explore the opportunities available to them in the healthcare field. The teacher will also explore the different types of programs offered to students from 2 year programs to medical school as well as learn about Direct Admit programs being offered at several universities.

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

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

The department identified a need for a robust pathway preparing students interested in the medical field. Due to shortages in the workforce, healthcare workers are much needed in the United States.

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

Districts have a variety of pathways from PLTW to unique course sequences developed based on student interest (88, 211, 214 to name a few).

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

Enrollment data

How does the change address Board Goals or school initiatives?

This course incorporates Dr Ghody Muhammad's Equity Framework and provides exposure to our students on issues in healthcare that perpetuate inequities.

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

Estimated Cost

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

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

This course will expose students to the variety of opportunities available within the healthcare industry (e.g. nursing therapy, vision and dental care, administrative services, and lab technology) which will include classroom and community-based activities. The main purpose of this course is to assist students in further development of their self-concept and in matching personal abilities and interest to a tentative career choice. The course content will profile in-depth information into health occupation career and trends, the occupational and educational opportunities and the educational, physical, emotional and attitudinal requirements.

Who was involved in developing this course proposal?

Erin Groth and healthcare teachers

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair <i>Annella Orna</i>	Date 9/18/25
Division Chair <i>[Signature]</i>	Date 9/18/25

2026-2027 Curriculum Change Proposal Form

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

Date of Application:

Division:

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Medical Terminology	.5		9,10	Prep	SN2126	SN2127

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Intro to Healthcare	.5		9,10	Prep	SN2126	SN2127

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Healthcare Intro

Provide a brief description of the proposal/change:

This is simply a rename of the Medical Terminology course offered at South and would serve as the first course in the healthcare pathway we are developing at LT.

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

This change was driven by a need for a healthcare pathway at LT. These courses have robust enrollment and the team has a desire to create a sequence of courses for students that makes sense and provides a comprehensive view of the healthcare field. We know there is a shortage of professionals in the medical field and providing students with experience in this field in high school is important and necessary.

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

This course is unique to LTHS

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

Enrollment data

How does the change address Board Goals or school initiatives?

This course incorporates Dr Ghody Muhammad's Equity Framework and provides exposure to our students on issues in healthcare that perpetuate inequities. This would serve as the introductory course to a growing healthcare pathway at LT.

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

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

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

Introduction to Healthcare is a dynamic, hands-on survey course designed for students interested in exploring the medical field. This course provides an overview of healthcare as a career, basic medical terminology, human anatomy, and the fundamentals of patient care. Students will engage in interactive labs, including dissections, simulations, and hands-on activities that reinforce key medical concepts. Through collaborative projects, case studies, and real-world applications, students will develop critical thinking skills and an understanding of the ethical and professional responsibilities within the healthcare industry.

Who was involved in developing this course proposal?

Erin Groth and healthcare teachers

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair <i>Angela Orma</i>	Date 9/18/25
Division Chair <i>[Signature]</i>	Date 9/18/25

LT Healthcare Pathway

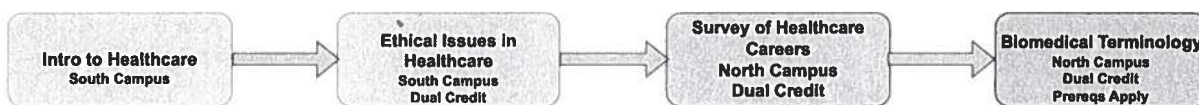
Overview

The Healthcare Pathway restructure expands Dual Credit opportunities for LT students while offering a comprehensive, structured pathway that prepares students for careers in the healthcare field. This healthcare pathway not only aligns with local workforce needs but also gives students a competitive advantage by earning college credit while still in high school. It supports academic growth, career readiness, and provides equitable access to high-demand career fields.

Summary

Course	Rationale
Intro to Healthcare	<p>Who?</p> <p>South students interested in learning about healthcare</p> <p>Why?</p> <p>This is an engaging entry-level course that introduces students to the basics of the healthcare industry, major career fields, and essential healthcare concepts.</p>
Ethics in Healthcare*	<p>Who?</p> <p>South students furthering their learning in the pathway</p> <p>Why?</p> <p>This Dual Credit course examines the ethical dilemmas existing in healthcare and exposes them to various challenges in the field, promoting critical thinking.</p>
Survey of Healthcare Careers*	<p>Who?</p> <p>North students wanting to learn more about specific fields in medicine as well as the educational opportunities and requirements for such careers.</p> <p>Why?</p> <p>This course is now aligned for Dual Credit with COD and moved to North as they are preparing for the college admission and application process. This course is tailored to help students explore various healthcare professions, prepare for application processes into specialized programs, and develop a clearer sense of their future career goals.</p>
Biomedical Terminology*	<p>Who?</p> <p>This course is essential for seniors pursuing a medical career, as it is a prerequisite for most medical programs.</p> <p>Why?</p> <p>Prerequisites were altered by COD, requiring ACT reading scores for Dual Credit. This rigorous course prepares students for college-level healthcare studies by developing proficiency in the language of medicine, supporting their transition into higher education or certification programs.</p>

Lyons Township High School Healthcare Pathway



2026-2027 Curriculum Change Proposal Form

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- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 2/26/25

Division: Science

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

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Medical Terminology	.5		9-12	Prep	SN2121	SN2122

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Biomedical Terminology	.5	2.8 gpa and SAT reading score as determined by COD.	12	Accel		

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner: College of Dupage

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

BioMed Term

Provide a brief description of the proposal/change:

This course is replacing Medical Terminology at both campuses. It is being changed to a Senior-only, Dual Credit class with increased rigor via the collaboration with COD.

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

This change was initiated to offer students another Dual Credit class in the healthcare pathway. In order to offer this as dual credit, students will need to meet prerequisites set by COD. The course will now align to COD and focus intensively on vocabulary needed for the medical field.

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

Districts 88, 211, and 214 also offer pathways in this field.

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

Enrollment data

How does the change address Board Goals or school initiatives?

This course incorporates Dr Gholdy Muhammad's Equity Framework and provides exposure to our students on issues in healthcare that perpetuate inequities.

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

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
COD is in the process of choosing a new text for this course	
(insert additional rows if necessary)	

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

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

Who was involved in developing this course proposal?

Erin Groth and healthcare teachers

Signatures:

Curriculum Coordinator/Lead Teacher	49	Date
Assistant Division Chair		Date

<i>Anne M. Orsini</i>	9/18/25
Division Chair <i>[Signature]</i>	Date 9/18/25

2026-2027 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
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- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application:

Division:

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

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Physics Prep	1			III	SN4921	SN4922

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Physics Accel	1	Completion of Algebra I	11,12	IV		

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Physics Accel

Provide a brief description of the proposal/change:

This is part of the revamped pathway for physics students. Offering various levels of physics for our students allows them to engage with physics principles in a variety of ways as well as hone in on what type of physics might be relevant to them and their future career. This course will be a survey of physics topics and will mimic and elevate the current Physics Prep course. The difference between Accel and Honors will be the pacing and mathematical applications used in class. This course is intended for students not interested in a STEM field in college.

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

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

Our curriculum review team mapped out this pathway as an avenue to garner increased interest and provide a variety of engaging options for all LT students.

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

Lake Forest has a pathway similar to what we would like to offer (attached).

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

Enrollment data – are more students taking physics? Are they enjoying the new curriculum and opportunities provided with these changes?

How does the change address Board Goals or school initiatives?

Offering Accelerated Physics provides students with a survey course that combines hands-on lab experiences and mathematical modeling to explore physics phenomena while earning accelerated credit.

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

Estimated Cost

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
Hewitt Conceptual Physics	8.49/month e-text
(insert additional rows if necessary)	

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

Physics serves as the foundation for all other sciences, with its principles closely connected to both scientific and mathematical concepts. This course is laboratory-centered, using hands-on activities to introduce, explore, and apply key ideas. Each concept is first introduced through an activity, then developed at a conceptual level, and finally reinforced through an application-based experiment. Topics covered include scientific reasoning, motion, momentum, energy, electricity, light, waves, and magnetism.

Who was involved in developing this course proposal?

Physics Team

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair <i>Anne H. O'Neil</i>	Date 9/18/25
Division Chair <i>[Signature]</i>	Date 9/18/25

[Signature]

2026-2027 Curriculum Change Proposal Form

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

Date of Application: 10/18/2024

Division: Science

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
STEM Research	1	2 years of Science	11, 12	IV	SN761 1	SN7612

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
STEM Research	1	2 years of Science	11, 12	IV	SN7611	SN7612
				V	SN	SN

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

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Provide a brief description of the proposal/change:

We are proposing to change the course offering from Level 4 to a combined Level 4 and 5. In this class, students complete a research project in the field of science and engineering. Some students choose to pursue additional, extensive research projects in collaboration with national laboratories and submit their work to state competitions and for publication. This proposal will provide students the opportunity to receive credit that reflects the level and depth of their research endeavors.
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What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)

Teacher initiation based on student work and interest. The discrepancy between students doing additional projects and students completing one project is driving the need for change.

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

This class is unique to LTHS.

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

We will assess the impact of this change by examining longitudinal data regarding how many students elect to extend their research to receive Honors credit instead of Accel.

How does the change address Board Goals or school initiatives?

By offering students choice and allowing for an extension of learning, we are aligning to Initiatives dedicated to being responsive to student need. In addition, we are facilitating an experience that may generate connections for post high school/college employment.
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What are the resources needed to implement this change? Include Textbook Info. Estimated Cost

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

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


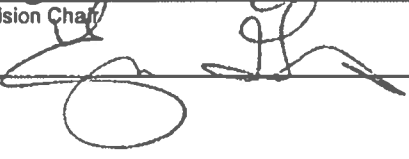
This course is designed for independent and academically driven juniors or seniors who have completed at least 3 years of laboratory science and math (or who are concurrently enrolled in their third year) who are interested in pursuing research in the fields of science or engineering. Each student will have the opportunity to develop an open-ended research project that he or she will have the entire year to investigate using scientific laboratory or engineering design techniques. The student will be responsible for planning and implementing each phase of their project. Each student will have the opportunity to connect with an "e-mentor" who is an expert in research or the area the student is investigating and for maintaining collaboration with that professional throughout the year. Students will read scientific journals, develop hypotheses, collect and analyze data, perform statistical analyses, create a formal research poster, write a formal research paper and complete a
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formal presentation. An honors option is offered for students who wish to extend research by doing an additional group/individual project and submitting their work to local, state, and national/international science competitions or symposiums or for publication.

Who was involved in developing this course proposal?

Michelle Harbin & Annette Orrico

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair 	Date 9/18/25
Division Chair 	Date 9/18/25

2026-2027 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
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Date of Application:

Division:

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

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Organic Chemistry Accel	1	Chemistry Accel	11.12	IV	SN5811	SN5182

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Organic Chemistry Honors	1	Chemistry Accel	11, 12	V		

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Organic Chem level change

Provide a brief description of the proposal/change:

We are proposing to raise the level of Organic Chemistry from Accel to Honors due to the difficulty of the course.

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

Change needed due to the current leveling of science courses and comparative difficulty of Organic Chemistry.

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

Most schools do not offer Organic Chemistry.

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

Enrollment data

How does the change address Board Goals or school initiatives?

We are continuing to provide a rigorous and varied curriculum to LT students.

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

Textbook Info.	Estimated Cost
NA	
(insert additional rows if necessary)	



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

We will use the current description but change the level of the course.

Who was involved in developing this course proposal?

Scott Eggerding, Michelle Harbin

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair 	Date 9/18/25
Division Chair 	Date 9/18/25



C. Drop Course Requests

Division: Language Arts

Intro to Theater - Drop

- Drop Introduction to Theatre course

Division: Student Services

Alternative Program

- Course Merge: Skills for Success A and Interdisciplinary Workshop (IDW) course name change to Create Skills for Success
- Drop Alternative Program
- Linked Documents:

History:

[2021 Academy/Academy+ Proposal](#)

[2011 Alternative Program Review](#)

[2009 Alternative Program Proposal/Review](#)

Process:

[Alternative Program Plan 2024/25](#)

Data Analysis:

[ALT Program Evaluation Update](#)

System Changes:

[2022 Student Services Staffing Proposal](#)

[2023 Student Services Staffing Proposal](#)

[Student Services Staffing Shift Charts](#)

[Freshman On-Track SH Proposal](#)

[Tapestry Program Information](#)

[Bilingual Coordinator BOE Proposal](#)

[Multilingual Program Overview 2023/24](#)

[Initial Co-Teaching BOE Proposal](#)

[Co-Teaching Implementation Chart](#)

[Restorative Intervention Room BOE Proposal](#)

[School Psych BOE Proposal](#)

2026-2027 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
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- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 2.28.25

Division: LAD

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Theatre: Introduction to Theatre	.5	None	9, 10	III	LA9216	LA9217

Proposed Course Information:

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

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Intro to Theatre Drop

Provide a brief description of the proposal/change:

Theatre: Introduction to Theatre has not run in over five years due to low enrollment numbers. We propose to drop the course. Elements of the content can and will be infused in the Acting class instead. This will help to clean up the Academic Program Guide in terms of courses that are no longer running.

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

Student enrollment data.

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

N/A

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

N/A

How does the change address Board Goals or school initiatives?

N/A

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

N/A

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

N/A

Who was involved in developing this course proposal?

Michael Kuehl and Karen Raino

Signatures:

Curriculum Coordinator/Lead Teacher <i>Michael Kuehl</i>	Date 2 28 25
Assistant Division Chair <i>Toby Casella</i>	Date 2.28 25
Division Chair <i>Karen Raino</i>	Date 2 28 25

2026-2027 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
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- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: April 1, 2025

Division: Student Services

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Alternative Program	TBA	SST recommendation	9-12	III	Multiple	Multiple
Skills for Success (A)	1 (ge)	504 Team/SST recommendation	9,10	III	AL0976A	AL0977A
Inter-disciplinary Workshop (IDW)	1 (ge)	*Must be enrolled in at least two of the following: English III Prep, US History Prep, American Studies Prep, a mathematics course, and a science course *Recommendation from previous year's English, math, science, and/or World History teacher *All applicants will be reviewed by the Student Achievement Team to affirm appropriateness of enrollment	11	III	AL0771	AL0772

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Skills for Success	.5(ge)	504 Team/SST recommendation	9-12	III	AL0976 AL0971	AL0977 AL0972

Check the Appropriate Features of the New Course:

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

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

Skills for Success

Provide a brief description of the proposal/change:

Significant additions to student supports and restructuring of existing/previous supports has occurred since the 2021-2022 school year. The multifaceted goals of the changes have been to 1) ensure that appropriate staffing levels are supported to meet student needs (academic and SEL); 2) ensure that all students are provided a rigorous academic experience within general education settings to the maximum extent possible and to set students up for postsecondary success; 3) shift the intervention model within the district from removal and programs/interventions that run parallel to Tier 1 to a Multi-Tiered System of Support that layers Tier 2 and 3 supports over sound Tier 1 instruction; and 4) reduce the opportunity gap for marginalized students by ensuring student belonging via culturally relevant instruction and opportunities, data-driven practice, and inclusivity.

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

We have examined historical data on the changes to the Alternative Program at LT along with the progress of best practices within the education of traditionally marginalized students. Additionally, data was collected and analyzed that specifically looked at the grades, attendance, and behavior referrals of students included within the Alternative Program as compared with students not within the program. It is important to note the referral process and entrance/exit criteria for students to be considered for the program has not been consistent across the last 10-15 years, which made comparing exactly like data very difficult to impossible.

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

Utilizing data collected from site visits and surveys administered to local and some out-of-state high schools that are similar in size, demographics, and achievement rates, most schools have implemented Multi-Tiered Systems of Support that provide pathways for students to achieve success within Tier 1 with the relatively infrequent use of on-campus, Tier 2 and 3 interventions and programming. In our region specifically, high school do refer a small number of students to the West40 Safe School when a significant smaller environment with consistent, intensive academic and behavioral supports are necessary for students to meet success.

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

For the students enrolled in Skills for Success, success is measured by overall course grades, attendance, behavior data, and student perception data.

Overall, the district utilizes Freshman On-Track, D's/F's, Aggregate Behavior and Attendance Data, Graduation Rate, Standardized Assessment Data (particularly comparisons of disaggregated student groups), and norm-referenced student perception surveys (e.g. Panorama) to monitor progress and determine success.

How does the change address Board Goals or school initiatives?

By dropping the academic courses that were offered under the general Alternative Program umbrella, we are addressing Strategic Plan Goals 1 and 2 (Student Growth and Achievement and Learning Environment and Supports, respectively). Additionally, consolidating the two different types of Skills for Success courses and the Inter-disciplinary Workshop courses into one Skills for Success course promotes inclusivity within the course, allows for more efficient and effective planning for the instructional aspects of the course, and increases clarity for SST's (and the LT

community at large) for recommendations. Ineffective redundancy of supports allows for better use of district human and financial resources with improved service to students.

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

At this time, no resources/text books are needed. The course will utilize SEL and executive functioning materials already available within the district.

(insert additional rows if necessary)

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

Skills for Success Updated Course Description:

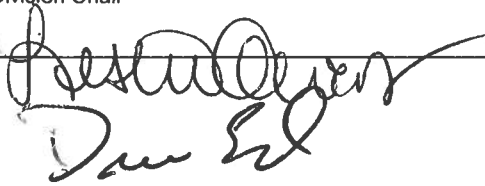
Skills for Success in an intensive support targeting executive functioning skills, including skills related to organization, work completion, tracking assignments, test taking, note taking, self-advocacy, communication and interpersonal/SEL skills. Skills for Success is a recommended course based on needs identified by the Grade-Level Student Support Team and/or a student's 504 team. This course is a full-period course and thus takes an elective spot in a student's schedule. Skills for Success can be recommended for one semester or more than one semester.

Who was involved in developing this course proposal?

Leslie Owens, Drew Eder, and Kate Wohlgemuth in consultation and conversation with Alternative Program educators and Administration.

Signatures:

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



9/18/25
9/25/25

May 1, 2025

Alternative Program/Skills for Success Change Proposal & Rationale

This proposal is being brought forward to the CSDT at this time as there have been significant changes to staffing, the related student supports, and the district's mission/vision/strategic plan, which has resulted in an audit of most programs to determine efficacy through the lens of equity within opportunities and outcomes.

The proposal seeks to remove the Alternative Program (in its current form) from the APG beginning in the 2026/27 school year. For reference, here is the link to next year's APG (the Alternative Program is located on page 42) (individual academic courses are not listed, rather a general descriptor of the

program is provided). Additionally, it is proposed that we consolidate Interdisciplinary Workshop (IDW) and Skills for Success (504 and Alt) into one Skills for Success course that will be available to all students, grades 9-12, who need executive functioning and SEL support for success within general education classes. Enrollment in the course will continue to be via SST recommendations and/or recommendations via students' 504 teams. Career Ready will remain as an elective course and there will be ongoing discussion and work with appropriate staff & administrators to ensure that students, families, staff, and particularly counselors have an understanding of the purpose and benefit of the course to support healthy enrollment.

HISTORY:

In some form or fashion, the Alternative Program has existed at LT for 20+ years with major reviews/revisions in 2009, 2011, and 2021. Simply, the program has been part of the LTHS offerings to support students who are experiencing difficulty in a large, comprehensive high school most often demonstrated by poor grades, poor attendance, and discipline issues. The process for students to access/be referred to the Alternative Program has typically run through Student Support Teams (SST, formerly Student Achievement Teams or SAT); however, scant written documentation exists on referral processes and/or entrance/exit criteria.

For further reading:

- [2021 Academy/Academy+ Proposal](#)
- [2011 Alternative Program Review](#)
- [2009 Alternative Program Proposal/Review](#)

While locations and staff changed over the course of those years, typically students who were provided support through the Alternative Program were enrolled in Alternative Program-specific sections of core academic courses, including English (I-IV), Algebra, Geometry, and Physics. Additionally, students were most often recommended for Skills for Success (Alternative Program section), which provided direct SEL and Executive Functioning instruction. Students in this course earned a PE credit and did not enroll in PE. It is important to note that school code currently does not allow for this course to be placed in lieu of PE; this practice will be discontinued. The Alternative Program sections of the academic courses (as well as Skills for Success) were only open to students in the program. Classes were capped at approximately 12-15 students and utilized the curriculum materials and maps for the corresponding College Prep course.

PROCESS:

Beginning in the 2023/24 school year, the Alternative ⁶⁵Team participated in discussions to determine the future structure of the Alternative Program/elements of the Alternative Program to be retained to

support students. It is important to note that these discussions and planning were emotionally difficult. The staff that dedicated many of their professional years and energy to providing students support via the Alternative Program have much pride (as they should) in the kindness, care, and academic instruction that they provided to a group of individuals who were often otherwise marginalized and othered in our system. The Alternative Program became a family and students felt a sense of belonging within those classrooms. These staff members advocated tirelessly for additional supports and for increased and expanded belonging for their students and they were essential building blocks to the significant increase to inclusive supports that are now available for all LT students. A sincere 'thank you' is owed especially to Antaash Safdar, Jennie Fanta, Jeremy Vrtis, Samantha Zavala, Brian Keller, Sean Sweeney, and Shannon Murray.

- [Alternative Program Plan 2024/25](#)

DATA ANALYSIS:

In December, 2023, As part of the program evaluation process, enrollment and outcome data for students that were considered part of the Alternative Program from 2017 - 2023 was prepared by Nan Greenlay. Those specific years were selected in order to obtain the most comparable data - many factors had changed since 2012 including how to determine whether students had been enrolled in the program and if so, to what extent, the standardized assessments administered by the state/district, LT grading policies, etc.

- [ALT Program Evaluation Update](#)

SYSTEM CHANGES:

As mentioned, significant changes have been implemented as a result of comprehensive program evaluation to align our curriculum/instruction and student supports to the Strategic Plan. Among these changes, those that have had a direct impact on elements of the Alternative Program include the following:

- One additional counselor per grade level for a total of 16
 - [2022 Student Services Staffing Proposal](#)
- Three additional social workers (and a shift of one SW) to have 8 grade-level social workers
 - [2023 Student Services Staffing Proposal](#)
 - [Student Services Staffing Shift Charts](#)
- Ombudsman was shifted from off-campus to the on-campus, LT-run Academy Program
- Freshman On-Track Study Hall
 - [Freshman On-Track SH Proposal](#)
- Four Tapestry Advocates were added to provide more intensive family services to both campuses
 - [Tapestry Program Information](#)

- A Bilingual Coordinator and 5 bilingual teachers were added to implement a full-time Bilingual Program for grades 9-12
 - [Bilingual Coordinator BOE Proposal](#)
 - [Multilingual Program Overview 2023/24](#)
- Approximately 15 Special Education teachers have been hired over the past 4 years to fully implement co-teaching in grades 9-12, covering all graduation requirements.
 - [Initial Co-Teaching BOE Proposal](#)
 - [Co-Teaching Implementation Chart](#)
- Two Intervention Specialists were hired to implement the Restorative Intervention Rooms (new to LT in 2024/25)
 - [Restorative Intervention Room BOE Proposal](#)
- For 2025/26, the BOE approved the shift that will allow LT to directly hire their own School Psychologist and has approved the hire of 4 School Psychologists, who will join Student Services and grade-level teams
 - [School Psych BOE Proposal](#)
- For 2025/26, the School Day Committee has developed plans for improving the lunch study hall time for students based on research and feedback from the committee and students via surveys, focus groups, and site visits.

IMPACT OF CURRENT PROPOSAL:

Students

As this proposal is being submitted at such time that many other supports have been added and enrollment has declined during that same time, there will be little to no impact on students and their schedules/supports.

SST's continue to analyze grade-level data, as well as individual student data, weekly to determine who needs support, whether or not support is effective, and to plan for Tier 2 & 3 interventions and necessary professional learning for staff. For students demonstrating difficulty across any metric (attendance, behavior, grades) or based on reports/referrals from staff and/or parents, guardians, or students themselves, Student Services personnel and SST's are able to individually problem solve and facilitate access to appropriate services.

Staff

Staff have been impacted by Alternative Programming sectioning each year due to fluctuations in enrollment as well as the requirements of Senate Bill 7 for assigning staff to FTE that is not directly tied to specific content. For the certified teachers who were previously assigned to Alternative Program sections of academic courses, those staff have all been provided full-time teaching assignments within their primary divisions and/or assignments that correspond to their PEL's. The IDW and Skills for Success sections have been assigned according to SB7 and that practice will continue per IL School Code for the consolidated Skills for Success course.

CONCLUSION:

As evidenced by the voluminous attachments above, the proposed shift in the Alternative Program was not the result of a single element nor was it created to solve a simple problem. Quite simply, the most arduous and important work of any school or district is how to effectively engage with and meet the needs of students who experience academic/social difficulties - difficulties that are also most often the result of extraordinarily complex social factors (e.g., systemic racism, ableism, and poverty). The above proposal reinforces that schools must continuously evaluate their programming and make adjustments that create and support a system that reduces opportunity gaps and is designed to meet the needs of all students even when that work is vulnerable and hard. The removal of the Alternative Program is only proposed at this time because we are confident that the avenues to support students experiencing difficulty have significantly expanded and have been designed to be implemented in a manner that prioritizes belonging and rigor.

LT Academy and Academy+ Proposal

Objective

Create LT Academy, an on-campus support program, to address a variety of student needs to replace the current off-campus Ombudsman program and provide credit recovery during the school day. The more intensive program, Academy+, will be a partnership between LT and West 40 Alternative Learning Opportunities Program (ALOP) while the Academy will be staffed by LT teachers. Both programs will have oversight by the grade level Student Support Teams.

Academy+ is envisioned as a support program for students in need of an alternative to traditional high school classroom instruction and daily schedule with the end-goal of improving student outcomes. This program will replace an off-campus program run by Ombudsman and will be housed on both LT campuses. Students will have the opportunity to recover credits as well as advance in their course of study. The program will be technology-based and self-paced under the supervision of the Student Support Team and a West 40 ISC Student Advocate in the Alternative learning Opportunities Program (ALOP).

The Academy will be focused on credit recovery using the Edgenuity learning platform. Students will be enrolled for one period a day and have the opportunity to retake previously failed/withdrawn courses. Once the coursework is complete, the student will return to study hall for the remainder of the semester.

Targeted Students

There are four categories of students for whom we will provide support:

1. Emotional/Mental Health Support

Students who experience severe mental health concerns often find it hard to leave their homes and come to school. Throughout the last several years, we have seen an increase in the number of students that are referred for psychiatric evaluation due to suicidal ideation and school anxiety/refusal. We have also seen an increase in the number of students placed in either full day or partial day mental health hospital programs. This is reflected in our ED (emotional disorder) eligibility in Special Education. Often, there has been a medical diagnosis of anxiety, depression, bi-polar, or OCD. As these illnesses progress, it becomes too overwhelming for these students to face the challenges that traditional high school presents. As students miss school, they become more overwhelmed with the amount of schoolwork that needs to be completed. This then leads to more absences. The cycle perpetuates, and the

students find themselves unable to recover from the situation. We anticipate that this issue of school refusal and increased mental health concerns will increase as students return to campus following the remote and hybrid instruction offered during the Covid-19 pandemic. The Academy will help students get caught up while still enrolled in classes, or, for those more behind, Academy+ will provide a more secluded space where they can make up incomplete and failed coursework and begin additional coursework for credit in a less stressful setting.

2. Physical/Chronic Health Support

At times there are students with significant physical health issues that may affect their attendance. These issues include, but are not limited to: cancer, surgeries that necessitate extended sick leaves and concussion patients who have ongoing issues while recovering their mental capacities, POTS, juvenile arthritis, mononucleosis. In order to provide ongoing education for these students, we believe that an online course option would help these students continue academically while still being able to concentrate on their health. In cases such as these, students may need to complete some of the online courses at home, depending on their ability to attend school. But their connection to the Academy will provide a direct link to the school and a path back on campus.

3. Behavioral Support

Periodically, students make choices which disrupt the educational environment or display behaviors that make it difficult for them to be successful academically in a traditional setting. Behavioral concerns, substance use, chronic truancy, and school refusal are examples of this type of behavior. These students can benefit from enrollment in a program that does not entail moving from classroom to classroom. The temptation to cut classes is minimized by the nature of online course programming. Offering a therapeutic element allows us to shift our focus from disciplinary support to reflection and skill-building for behavior management while continuing academic progress.

4. Academic (Credit Recovery) Support

Students who need academic support through credit recovery would be eligible for this program. Throughout their high school career, these students have failed classes and have not earned enough credits to graduate in four years. In these instances, other interventions have been attempted; however, the students still need some form of credit recovery. This also includes our fifth-year students who need a flexible schedule to complete graduation requirements. We currently run a credit-recovery program through our Adult Education Department, but unless a student is in the Alternative Program, there is no option for credit recovery during the school day. The Academy Edgenuity classes will allow for students to get caught up without having to attend an additional semester or night classes.

	Program	Population Served	Staffing	Space /Equipment Needs
C u r r e n t	Ombudsman	<ul style="list-style-type: none"> • 5th year students • Credit recovery • Students who begin the semester late and have not been attending • Shortened Schedules 	1 Director 1 Teacher 1 Assistant 0 SW/CNS/PSYCH	Currently Off Campus
	Credit Recovery	<ul style="list-style-type: none"> • Students return after school to complete courses required to graduate 	Hourly Teacher Rate	NC Discovery Center
P r o p o s e d A c a d e m y	Proposed LT Academy and Academy+	<ul style="list-style-type: none"> • 5th year students • Chronic truants • Alternative Students requiring Edgenuity Classes • Tier 2 SEL students • Return from hospitalization not utilizing the Re-Entry program, but are switching to on-line classes (physical and/or mental health) • School refusal • Students with unique educational needs requiring on-line education to avoid loss of credit which contributes to increased anxiety 	1.0 Teacher (NC/SC) for Academy 1.0 West 40 Student Advocate for Academy+ Program 2.0 Para Support (NC/SC)	NC 171V SC Discovery Center

Vision for Consolidation and Implementation

The LT Academy is meant to be a temporary placement for most students with progress monitoring. For students who will not be successful reintegrating into regular education or stabilized through our current Re-Entry program, this would advance to a one period credit course (Skills for Success) to monitor progress while teaching SEL and coping skills (if necessary), while maintaining as many regular education courses as indicated. This will be the primary Tier 2 intervention prior to referral to special education.

Decisions regarding Academy placement will be made at the SST-level with counselors placing students into the program who have failed one or more courses. Academy+ program will take referrals from the Tier 3 team after other academic supports have been exhausted. We will use attendance data, intervention data taken from the RtI tabs in Infinite Campus, medical diagnoses, credit counts, grades, and progress toward graduation to inform the decision-making process.

	Academy+	Academy
Schedule	<ul style="list-style-type: none"> ● 3 period AM block at SC, 3 period PM block at NC ● Students would only take Edgenuity classes online and would not attend other classes on campus (electives that are not available online could be taken in person with the approval of the SST) 	<ul style="list-style-type: none"> ● Available single periods 1-3 at NC and Periods 6-7 at SC ● 9th period option at NC only ● Students would attend traditional classes the remainder of the day
Location	SC Discovery Center/ NC 171V	SC Discovery Center/ NC 171V
Program placement	Tier 3	Guidance Counselor and/or SST
Credits	Advancement and recovery	Recovery only
Targeted Students-Entrance Criteria	<ul style="list-style-type: none"> ● 5th-year students ● Students that have failed more than 3 graduation requirements the previous semester (not including electives) ● Chronic truants ● Students who are hospitalized for extended periods of time and would have difficulty returning to a traditional classroom setting to complete make up work ● Students experiencing short-term emotional difficulties such as school refusal or extended IOP programs ● Transfer students that enroll with a gap of more than 15 days of educational services ● Unique educational needs requiring on-line education to avoid loss of credits which 	<ul style="list-style-type: none"> ● Students who failed 1-2 graduation requirements ● Current NC students who need to repeat a class only offered at SC ● Alternative students who need Edgenuity classes

	<p>contributes to increased anxiety</p> <ul style="list-style-type: none"> ● Students that require a shortened day due to significant external commitments (family, financial, etc.) ● Students who have not experienced success in the traditional classroom setting 	
Exit Criteria	<ul style="list-style-type: none"> ● Credits recovered and student is able to return to their grade level classes ● Graduation for 5th year students 	<ul style="list-style-type: none"> ● Evaluation at the end of the semester to see if student is on track to graduate
SEL Supports	<ul style="list-style-type: none"> ● Weekly contacts with family and counselor to assess progress ● Home visits, if student is not attending school 	<ul style="list-style-type: none"> ● Daily Mood Meter monitoring ● Weekly contacts with counselor to assess program
Transportation	One way for alternate times, the other portion would be provided through regular transportation	N/A

LYONS TOWNSHIP HIGH SCHOOL



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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott Eggerding

DATE: February 14, 2011

RE: Alternative Program

INFORMATION:

Following the second year of a restructuring of the Alternative Program, the attached analysis and set of additional recommendations are brought forward for the Board's review.

BACKGROUND:

In March of 2008, LTHS made a significant shift in the way it had been meeting the needs of Alternative School students by contracting with Ombudsman for a 4 student center in Indian Head Park.

In March of 2009, a recommendation was made to move the Alternative Program from the Corral and integrate it into the regular school buildings at both campuses. The recommendation, as approved by the Board included the following:

- Add 15 more slots at Ombudsman at \$5,300 per slot for those that need a setting away from the regular school building.
- Move the LT-staffed Alternative Program back into the main building to reflect the frequency of courses taken in the main building (primarily south campus) and the desire to move students away from the alternative program intervention.
- Give students access to courses not available in the Corral by creating sheltered sections of alternative students with regular education teachers rather than have courses taught by special education teachers who are not experts in the content areas where they teach. Staffing would be accomplished by shifting FTE away from the alternative program in places and into departments and divisions.
- Provide a safe place (single classroom) where students can still get social work services, individualized attention, and life skills training when needed.
- Create a place for online course credit recovery in the regular school building to meet the needs of students before 2 or 3 credit deficiencies become greater.
- Rather than hire a director of the alternative program, share those duties among existing staff.

ANALYSIS:

In the attached "Alternative Education Program Review," specific highlights are worthy of note:

- 2/3 of the 42 students attended school more frequently during First semester this year as opposed to last year with 1/3 missing more this year than last
- A little more than half of the students received fewer disciplinary referrals. About 40% received more referrals.
- The percentage of A's and B's earned was higher than in the previous year. The number of D's and F's earned was lower than in previous years.
- Almost 60% of students earned a higher grade in English this year when compared to last year.

OBSERVATIONS:

Academically, students are doing better with the arrangement of having Alternative in the regular school day and housed in the main campuses. One reason for the success is that teachers who are involved in the program are certified in the areas they teach and save one teacher (Antaash Umar) teach the majority of their classes outside of the Alternative Program. We have also included Class.com online courses in the summer for students to make up classes they have failed, and in some instances, night school for class.com too.

CHALLENGES:

While attendance has improved, it is still a concern. Furthermore, discipline referrals have marginally improved. In reviewing the recommendations in March of 2009, one area has been difficult to provide and another has clearly had an impact.

Safe Place:

While students are safe while at school, given the arrangement of teachers throughout the building, not all Alternative classes are able to be taught in the common or "safe" classroom. Given the need for Antaash Umar to be at both campuses and since Jennie Fanta, Social Worker, is only .5 FTE, often students at South Campus have not had a safe place to go when they arrive at school in crisis. Ebony Johnson has been able to help out when she is not already committed elsewhere as the Student Support Counselor. In areas of attendance and incident follow-up, Jennie, Antaash, Ebony, and the other teachers have a difficult time keeping up with issues and being able to respond in a timely fashion given their other duties or given their limited time. This leads to the other challenge.

Sharing of Duties:

Prior to 2009, the Alternative Program had an administrator/teacher who oversaw the program and had release time to make phone calls, attend meetings, schedule conferences, and the like. With the change to the program in the school, this position was eliminated. While grades have improved, the Social Emotional needs of students still needs attention and very well may need the additional time to follow up with individual student needs and coordinate programs and services. Providing someone with the time to perform these duties during 1st and 10th period would allow for a smoother start to the day and follow-up at the day's end.

RECOMMENDATION:

To address the challenges of attendance and behavior, consideration should be given to add .4 FTE to the Alternative Program to allow for administrative oversight to be conducted in the Safe Place room of the Alternative Program.

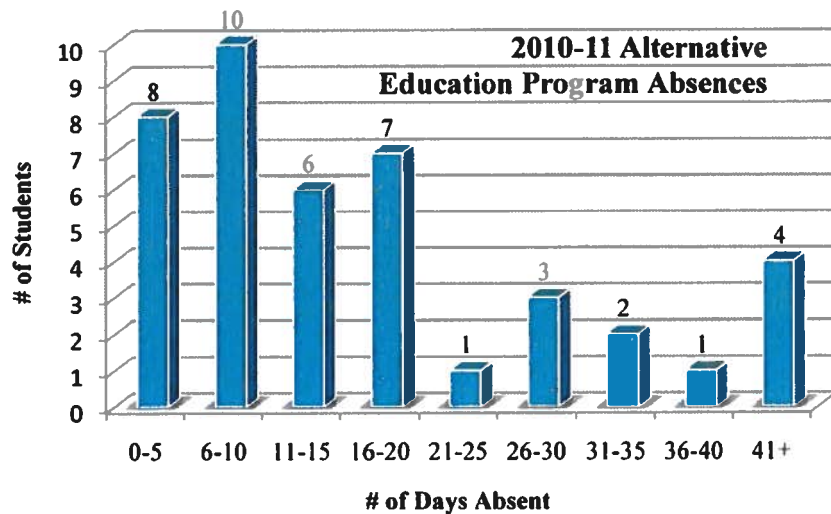
Alternative Program FTE since restructuring:

	2008-2009	2009-2010	2010-2011	2011-2012 (proposed)
Administrative	.4 FTE	0 FTE	0 FTE	.4 FTE
Instructional SC	2.4 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Instructional NC		.4 FTE	1.0 FTE	1.0 FTE
Social Work	.5 FTE	.5 FTE	.5 FTE	.5 FTE
Paraprofessionals	2	5 periods	5 periods	10 periods
Staff Total	3.3 FTE/2 paras	1.4 FTE/5 pds. paras	2.5 FTE, 10 pds. paras	2.9 FTE, 10 pds. paras
Students Served	40	25 + 10-20 in class.com	42	45
Ombudsman	45	60	60	60
Totals	85	95-115	102	105

ALTERNATIVE EDUCATION PROGRAM REVIEW

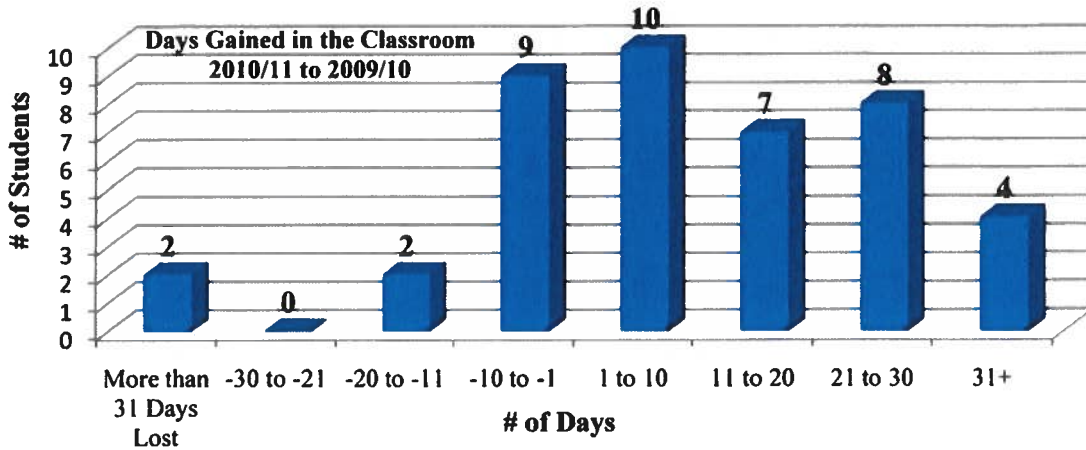
ATTENDANCE:

- There are currently 42 students in LT's Alternative Education Program. The table below indicates the number of days missed during the first semester of the 2010-11 school year by students in the Alternative Program. Some of these absences may be explained by suspension and some are excused absences, but regardless of the reason they are all days students were not in the classroom receiving instruction; therefore, unexcused absences, excused absences, and suspension related absences are all reflected in the table below.
- 57% of the students currently in the Alternative Education Program missed more than 10 days of school during the first semester of the 2010-11 school year.
- 26% of the students currently in the Alternative Education Program missed more than 20 days of school during the first semester of the 2010-11 school year.
- 17% of the students currently in the Alternative Education Program missed more than 30 days of school during the first semester of the 2010-11 school year.
- 9.5% of the students currently in the Alternative Education Program missed more than 40 days of school during the first semester of the 2010-11 school year.



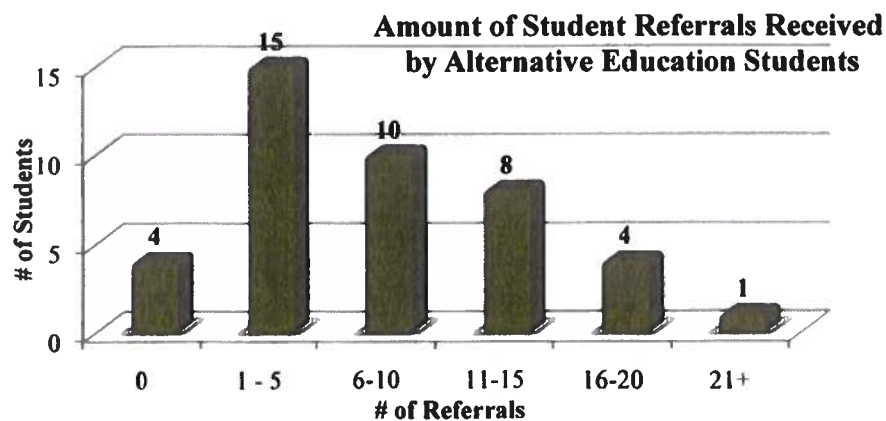
- Poor attendance is one of the elements that is considered when referring a student to this program. As a result, an increase in attendance would be considered an indicator of the program's success.
- After comparing the number of days absent in the first semester of the 2010/11 school year to the number of days absent in first semester of the 2009/10 school year for all 42 students, the students were grouped according to the number of days gained in the classroom. The table below depicts this information.

- 69% or 29 of the 42 students in the Alternative Program spent more days in the classroom in 2010/11 than in 2009/10. Adversely, 12 students spent fewer days in the classroom in 2010/11 than in 2009/10.

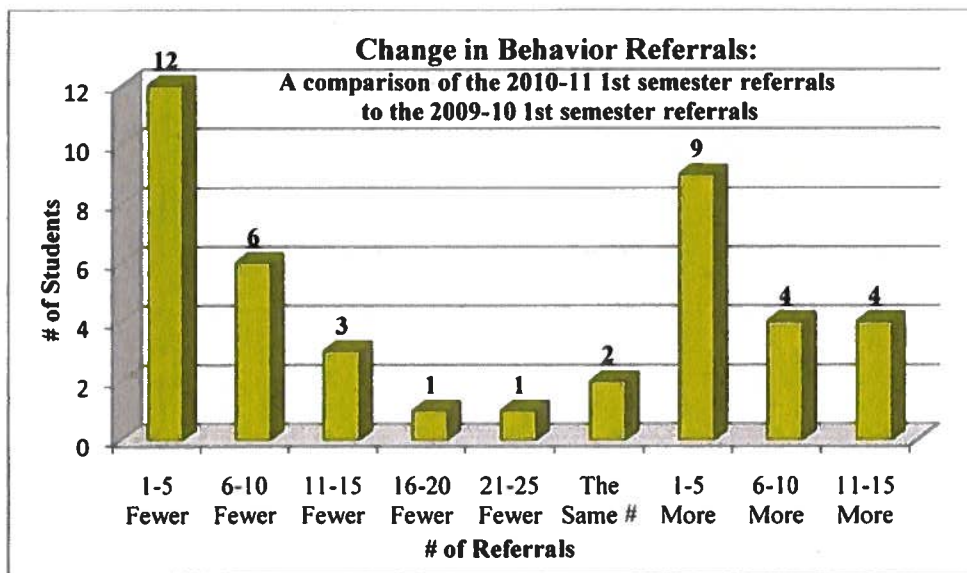


BEHAVIOR:

- The graph below indicates the number of referrals received by students in the Alternative Education Program during the first semester of the 2010-11 school year.
- 90% of the students in the Alternative Education Program received 1 or more behavior referrals during the first semester of the 2010-11 school year.
- Approximately 55% of the students in the Alternative Education Program received more than 5 behavior referrals during the first semester of the 2010-11 school year.
- Approximately 31% of the students in the Alternative Education Program received more than 10 behavior referrals during the first semester of the 2010-11 school year.
- Approximately 12% of the students in the Alternative Education Program received more than 15 behavior referrals during the first semester of the 2010-11 school year.



- Poor behavior is one of the elements that is considered when referring a student to this program. Therefore, a decrease in the number of behavior referrals would be considered an indicator of the program's success.
- After comparing the number of referrals earned in the first semester of the 2010/11 school year to the number of referrals earned in the first semester of the 2009/10 school year for all 42 students, the students were grouped according to the difference in their number of referrals. The graph below depicts this information.
- Approximately 55% (23 students) of the students received fewer referrals in the first semester of the 2010/11 school year than they earned in the first semester of the 2009/10 school year. Approximately 5% of the students earned the same number of referrals in the first semester of both school years. Approximately 40% of the students received more referrals in the first semester of this school year than they received during the first semester of last school year.



GRADES:

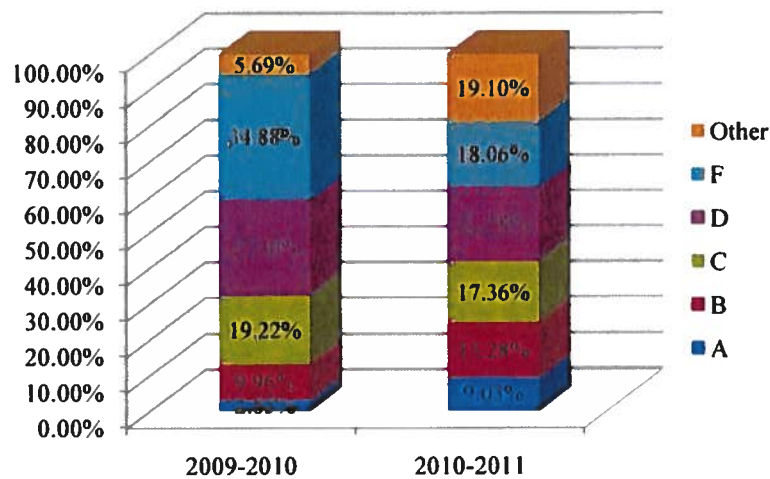
Evaluating the academic value of the Alternative Education Program is a difficult task considering this program is comprised of students from all four grade levels who are taking different classes from one another and different classes from those they took the previous year (both in title and instructor). The varying elements call the validity of any comparison into question.

Yet, in an effort to draw some conclusions concerning the progress of the students in the Alternative Education Course, the grades earned by the 42 students during the first semester of the 2009-2010 school year were compared to the grades earned by the 42 students during the first semester of the 2010-11 school year. In 2009-2010, these 42 students earned 281 grades and in 2010-2011 the students earned 288 grades. Since the total number of grades earned is not equal,

the percentage of As, Bs, Cs, D, Fs, and other grades were compared from one year to the next. The graph below reflects this comparison.

- The percentage of **As** earned in the first semester of the 2010-2011 school year was 6.18 percentage points higher than those earned in the first semester of 2009-2010.
- The percentage of **Bs** earned in the first semester of the 2010-2011 school year was 5.32 percentage points higher than those earned in the first semester of 2009-2010.
- The percentage of **Ds** earned in the first semester of the 2010-2011 school year was 6.22 percentage points lower than those earned in the first semester of 2009-2010.
- The percentage of **Fs** earned in the first semester of the 2010-2011 school year was 16.82 percentage points lower than those earned in the first semester of 2009-2010.
- The percentage of **“Other Grades”** earned in the first semester of the 2010-2011 school year was 13.41 percentage points higher than those earned in the first semester of the 2009-2010 school year. This category includes: W, WF, I, CP, CR.
- Most of the “other grades” have negative connotations. This suggests that the decrease in failures by 16.82 percentage points is offset by an increase of 13.41 percentage points of “other”

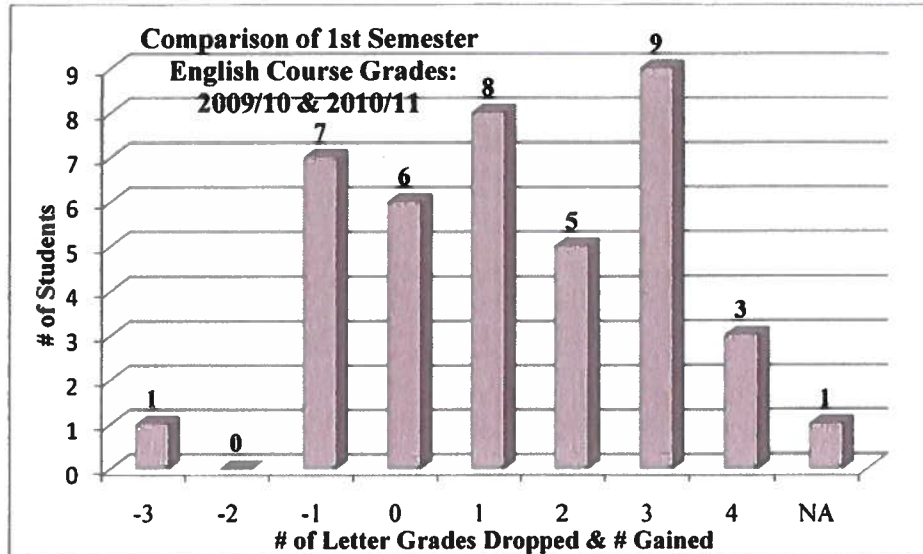
Grades Earned by the Alternative School Students:



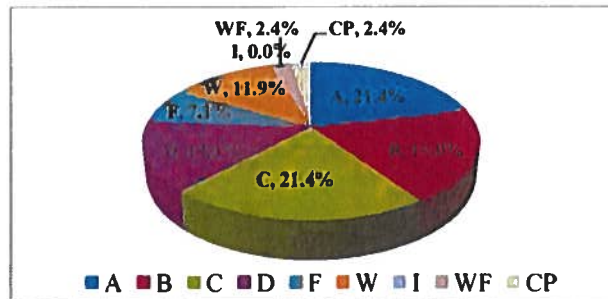
	A	B	C	D	F	OTHER
2009-2010	2.85%	9.96%	19.22%	27.40%	34.88%	5.69%
2010-2011	9.03%	15.28%	17.36%	21.18%	18.06%	19.10%

- Since courses and teachers change from one school year to the next for each student, it is difficult to draw valid conclusions from a comparison of letter grades across school years. However, in an attempt to evaluate the change in academic performance of the students in the Alternative Education Program, grades in English classes were compared from 2009-2010 to 2010-2011. The graph below reflects the number of students in the Alternative Education Program that dropped or improved their English course grade.

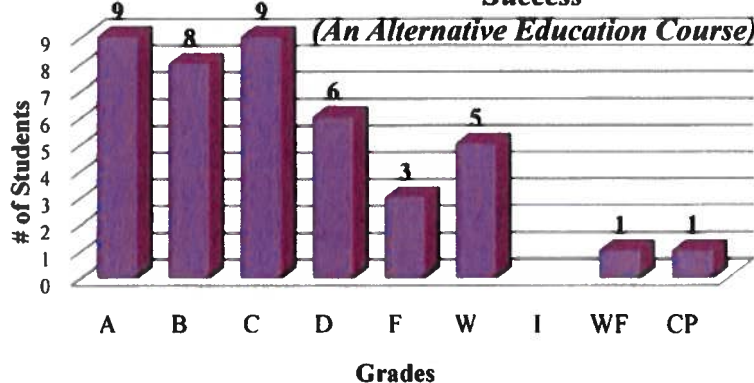
- 59% of the students in the Alternative Education Program improved their first semester English course grade (English I, II, III, or IV Prep) when comparing this school year to the previous school year.



- All students in the Alternative Program have one course in common, *Skills for Success*. The grade distribution in this course is depicted by the graph and pie chart below. 76% of the 42 students in the Alternative Program passed the *Skills for Success* course with a minimum grade of D. 40.4% of the students in this program earned either an A or B in the *Skills for Success* course.



2010-11 Grade Distribution for *Skills for Success*



LYONS TOWNSHIP HIGH SCHOOL

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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Dennis Kelly
Board of Education

FROM: Scott Eggerding

CC: David Franson
Therese Nelson

DATE: March 5, 2009

RE: Alternative Program Restructuring Recommendation

BACKGROUND:

LTHS has operated an Alternative Program for a number of years. The attached report reviews the success of the program, the challenges the current structure poses, and offers recommendations for restructuring.

Contents and Documents attached include the following:

Page 2	Research
Page 2	Program Review
Page 3	Program Needs
Page 4	Proposed Structure
Page 4	Costs
Page 5	Recommendations

Appendices:

Page 6	Alternative Interventions: Purpose and Admission Criteria
Page 7	Semester 1 2009 Course Enrollment by Area
Page 8	Semester 1 2009 Grade Frequency Analysis
Page 9	Semester 1 2009 Grade Distribution
Page 10	Semester 1 2009 Data Analysis
Page 12	Semester 1 2009 Ombudsman Performance Results
Page 13	North Campus Alternative Program survey

RESEARCH:

The January 2006 publication *An Overview of Alternative Education* printed by the U.S. Department of Labor lays out the many reasons for an Alternative Program to exist. By their research, there are three types of programs:

TYPE I -- Offer full-time, multi-year education options for students of all kinds, including those needing more individualization, those seeking an innovative or challenging curriculum, or dropouts wishing to earn their diplomas. Attendance is voluntary.

TYPE II – Programs whose distinguishing characteristic is discipline, which aims to segregate, contain and reform disruptive students. Attendance is mandatory.

TYPE III – Programs that provide short-term but therapeutic settings for students with social and emotional problems that create academic and behavioral barriers to learning. Students may choose not to participate.

Alternative programs are also implemented to meet distinct academic needs. These needs fall into the following broad categories:

- A. Students who have recently fallen off track academically and need to return to grade level as soon as possible.
- B. Students who have prematurely transitioned into adulthood (birth of child, need to work, etc.)
- C. Students who have fallen significantly off track academically and need credit to be able to enroll in a community college.
- D. Students who are significantly behind their peers, have a significant deficit in credits earned, and demonstrate significant cognitive deficits in reading and/or math.

PROGRAM REVIEW:

In reviewing our current program, the addition of Ombudsman and Class.com, the harnessing of data to track and analyze student performance, and three years of relative stability in the leadership have provided a stable basis for program review.

On its surface, the current structure of the Alternative program is problematic since it is either redundant or incapable of meeting the needs of all three types of programs and all four categories of students.

The most effective structure for an in-house alternative program is Category A with an argument on a case-by-case basis for Category B students. We have used our brick and mortar alternative program rather successfully for short-term academic recovery and premature transition to adulthood.

Our alternative program can only offer a finite number of courses with the limited staff we currently provide. Given the small number of students (40) and the wide variety of needs (9-12 grade, credit recovery, social/emotional needs) other options have been explored to address the neediest of the students (category C and D in the alternative program).

One solution has been Ombudsman, where we now have 45 students enrolled. Ombudsman allows students with significant credit deficiencies the opportunity to earn credits rapidly and earn either an LT diploma or an Ombudsman diploma. For students with significant cognitive delays, skill diagnostic software tailors content to meet a student at the individual learning threshold. With either path, students who were facing 2 or 3 years of school beyond 12th grade have been able to garner enough credits in one year or less and graduate. In the winter of 2008-2009, 7 students graduated from Ombudsman with either and LT diploma or an Ombudsman diploma. Other Ombudsman information is attached to this report for review.

Despite the space in the Corral building vacated by those who began to attend Ombudsman, 40 students were still identified as needing an alternative environment more akin to Category A and B, which require a less intensive credit recovery focus. As proof, at the beginning of the 2008-2009 school year, Alternative Program students took more classes in the regular school building than in the Corral. Many of these students required significant social work services and individualized encouragement and planning strategies but not a significant off-site intervention. As the year progressed, more classes were taken in the alternative setting (60%) but these include the use of Class.com in the computer lab in the Corral.

To better meet the needs of those still enrolled in the alternative program, online credit recovery through the online course provider Class.com was implemented. Class.com allows students to make up credit in those courses where they had previously failed even if no other students in the class need to make up that same course. In this way, students are able to make up credits without needing to meet a minimum requirement of requests to run. This helps move students who are in a transition phase back to the main building. A growing need in offering Class.com for students prior to a more radical intervention, such as an Alternative Program placement could be used in the main building.

Some students who have significant behavior management issues or other more therapeutic needs that could not be met in the Alternative program have either been out-placed or will participate in the Ombudsman PLUS program beginning in the fall of 2009. Traditionally, these students have not been in the Alternative Program.

Over the last three years, the focus for the Alternative Program has gone from meeting the needs of any and all students to a more targeted approach to fit an intervention to the needs of the individual student. As we have done this, the structure of the program and the staffing of the program has not changed to reflect this shift. Furthermore, successes in Ombudsman and a greater emphasis on Response to Intervention in the regular building compounded by the considerably high percentage of courses still taken in the main building rather than in the Corral where the Alternative Program is housed, all point to a need to make a significant shift in the delivery of the program for students who need to transition from the alternative setting back into the regular school day.

PROGRAM NEEDS:

LTHS does have a need for a program for students who have fallen off track academically, need a place to make up credit, and deal with transitioning from premature transitions to adulthood. Many of these issues benefit considerably from social work services and a small student to teacher ratio.

The current Alternative Program structure continues to try to meet more needs of students than it is equipped to handle. Each year, requests are made to increase staff, increase release time for

administrative staff, increase course offerings, and increase the space in the facility. As we have added other layers and other components to meet specific needs, the need for an Alternative Program that addresses many competing needs is diminished. To increase the course offerings even slightly would require more than one full FTE and would result in class sizes of 6 or 8. For students who are significantly behind in credits, Ombudsman is better tailored to meet unique academic needs. For students who are demonstrating significant behavior challenges, the PSD program or Ombudsman PLUS would be a better fit. For students who are Juniors and Seniors, a program that meets their needs at North Campus would better meet academic needs while allowing for a safe haven for a portion of the day that does not involve commuting to the Corral. For Freshmen and Sophomores to get back on track to transition to North Campus, electives and lab courses need to be accessible, and would need to be a part of the everyday schedule.

PROPOSED STRUCTURE:

The current Alternative Program should be re-engineered to better fit the needs of students. This could be accomplished by moving the majority of the program into the main building of South Campus, targeting students who are not as needy as we might have previously served, target the interventions needed for credit recovery, emphasize transition out of the program, and provide social work and academic support. As a transition piece at North Campus, Life Skills or other core requirements could also be offered to give students the supports needed to be successful and make a transition to the regular program. (in terms of Response to Intervention, the purpose of the Alternative Program is a level II response designed to meet short-term needs, and to be transitioned away from at the earliest opportunity).

In the area of Social Work Services, while the current program has earmarked .5 FTE, the new program would have a similar need, but students will not necessarily be centralized. The recommendation would be to continue to employ the current FTE, but broaden the scope to allow for a better coordination of services between and among the many programs and placements. Cost savings in the alternative program would pay for the increases in Ombudsman for students requiring more intensive interventions and would continue to allow for the supervision of Class.com courses.

COSTS:

	2008-2009		2009-2010 (A)		2009-2010 (B)	
Administrative	0.4 FTE	\$29,112	0 FTE	\$0	0 FTE	\$0
Instructional SC	2.4 FTE	\$148,744	1.0 FTE	\$74,218	1.0 FTE	\$74,218
Instructional NC		\$0	0.4 FTE	\$30,000	0 FTE	\$0
Social Work	0.5 FTE	\$38,752	0.5 FTE	\$42,000	0.5 FTE	\$42,000
Paraprofessionals	2	\$25,365	5 periods	\$12,500	5 periods	\$12,500
Staff Total	3.3 FTE/2 para	\$241,973	1.4 FTE/5 pds	\$158,718	1.0 FTE/5 pds	\$158,718
Students Served	40		25 + 10-20 in class.com		25	
Ombudsman	45 @ \$5459/slot	\$245,655	60 @ \$5300/slot	\$318,000	60 @ \$5300/slot	\$318,000
Totals	85	\$487,628	95-115	\$476,718	85	\$446,718
			Net Reduction:	\$10,910	Net Reduction:	\$40,910

RECOMMENDATION:

Option A

- Add 15 more slots at Ombudsman at \$5,300 per slot for those that need a setting away from the regular school building.
- Move the LT-staffed Alternative Program back into the main building to reflect the frequency of courses taken in the main building (primarily south campus) and the desire to move students away from the alternative program intervention.
- Give students access to courses not available in the Corral by creating sheltered sections of alternative students with regular education teachers rather than have courses taught by special education teachers who are not experts in the content areas where they teach. Staffing would be accomplished by shifting FTE away from the alternative program in places and into departments and divisions.
- Provide a safe place (single classroom) where students can still get social work services, individualized attention, and life skills training when needed.
- Create a place for online course credit recovery in the regular school building to meet the needs of students before 2 or 3 credit deficiencies become greater.
- Rather than hire a director of the alternative program, share those duties among existing staff.

Option B:

- Keep all Alternative Program Services confined to South Campus
- Move all Class.com time to night school and summer programs.
- Remove .4 FTE (\$30,000)

ALTERNATIVE INTERVENTIONS: PURPOSE AND ADMISSION CRITERIA

Class.com

- Allowed only for courses that students have failed (WF courses will be evaluated on an individual basis)
- Formal limitation on the number of credits allowed to be earned through Class.com.
- Make the administration of class.com consistent with administration in night school.
- Grant oversight of class.com courses to Division Chair or designee (Assistant Chair) who also coordinates the evaluation of all work not machine score-able.
- Training provided to all teachers, administrators and paraprofessionals in the use of class.com.
- Student Services Chair approves final placement in class.com.
- Grade earned in class.com replaces the F that had been previously earned with a CR

Ombudsman

- Ideal for students with significant credit deficiencies
- Can be used as an alternative to expulsion if student agrees to terms of Ombudsman.
- Is not a therapeutic day program
- Can be used for lower-level behavior concerns in conjunction with demonstrated academic deficiency, but without formal behavior modification strategies.

Alternative Program

- Designed for low to moderate credit recovery, re-entry, short term transition services, level III response to intervention without an IEP, access for online credit recovery, and some life skills/sheltered courses.
- Not designed for PSD students.
- Not designed for chronic truants
- Not designed for students more than one year behind age-equivalent peers.

Alternative Program Plan 2024/25 and Beyond

Goal(s): To provide programming and supports that best meet students' needs academically, socially/emotionally, and with regard to post-secondary outcomes. To align staffing in a manner that provides continuity and adequate planning time/scheduling so that staff can successfully execute their duties in the best interest of students.

Relevant Information/Considerations:

- District creation of [Strategic Plan](#) (2021/22).
 - Goals developed for increased student achievement and supports utilizing an equity lens
- Reviewed previous [program planning and design](#) (November 2023)
- [Comprehensive discussion/SWOT](#) with current Alternative Team (November 2023)
- [Data analysis](#) completed by N. Greeley
- Introduction of additional student supports
 - Increased number of school counselors and social workers
 - Tapestry
 - Academy
 - Freshman Success Study Hall
 - Co-Taught Special Education Courses
 - Multilingual Co-Taught Courses
 - Increased Tier 2 Intervention Groups in Student Services
- Current student enrollment + enrollment for 2024/25
- Staffing/FTE and challenge of open (Alt) certification and assignment rights

Conclusions Based on Above Information:

1. There has been an increase in the supports that are offered to all students at LT
2. There has been a decrease in programs that 'isolate' students in order to receive support
3. The District/Strategic Plan emphasizes inclusion/belonging, academic rigor/performance, SEL skill development, and strong post-secondary outcomes for all students

Alternative Program Plan 2024/25 and Beyond

4. Enrollment within Alternative Classes/Programming has decreased as students receive support from other sources
5. Students of color (particularly Hispanic students) are overrepresented within the Alternative Program
6. Students enrolled in Alternative Classes/Programming demonstrate poorer performance on standardized (SAT) assessments, attendance, and behavioral outcomes than non-participants of the Alternative Program
7. Students enrolled in Alternative Classes/Programming demonstrated stable GPA's over the course of their enrollment at LT

Team Aspirations (Based on 11/2023 Meeting):

1. Alt Program Students have an individual Academic Support Plan
2. Integration of Alt Program and other District Programs/Resources (e.g. Tapestry)
3. Increased consistency of staff (certified and paraeducators)
4. Increased collaborative planning time for staff assigned to Alt Program
5. Improve connections with post-secondary planning and options
6. Resource/Skills Class that includes SEL, Executive Functioning, and comprehensive academic support (all subjects)
7. Enhanced communication/support (district level) so that all staff understand the needs of the students and the supports provided through Alt

The Way Forward:

The educational philosophy and commitments of the district have changed significantly since the last program review and are based in a more inclusive approach than previously applied. That said, we know that there are students who continue to demonstrate difficulties academically, socially/emotionally, and behaviorally that fall outside of the scope of entitlement programs such as Special Education, Section 504, or Multilingual Education. In order to best meet the needs of these students, information was gathered from a variety of sources and compared against the services that now exist within the district to meet student needs. Additionally, the current Alt Team's aspirations were taken into consideration. The following changes have been recommended/implemented:

Alternative Program Plan 2024/25 and Beyond

- Projected total enrollment at South Campus for the 2024/25 School Year is 1 student (sophomore). Given this attrition, which is at least partially attributable to the increase in other supports, it is recommended that South Campus Alternative Content Courses be left vacant and unstaffed for the next school year. A section of Skills for Success will be offered and staffed for students who are identified (via SST or other avenues) throughout the course of the 2024-25 school year.
 - The student enrolled currently also receives support through Tapestry and the team will identify if any additional supports/services outside of Alternative Classes are warranted.
 - Student Services Division and District Administration will continue to work with the Alternative Program personnel to monitor student needs/challenges/successes and overall program evaluation.
 - Student Services Division and District Administration will work with the CSDT for any proposed 'permanent' changes/drops/adds to Alternative Course Offerings.
- Projected total enrollment at North Campus for the 2024/25 School Year is approximately 15 students (juniors and seniors). It is recommended that a full complement of Alternative courses (Skills for Success and necessary Content Courses) be provided for continuity for these students.
- Student Services Division, District Administration, and Alternative Staff will continue to work collaboratively to develop communication structures, Skills for Success/resource support, individual learning plans, and additional important elements of support for students.
 - This collaborative planning will occur through PLC time and other meetings to be scheduled throughout the first semester of the 2024-25 school year.

Impact:

We acknowledge and understand that with change comes impact on multiple aspects of the current Alternative Program. The known impact for next year are:

- Reduction in total FTE allotted to the Alternative Program. By removing Content Courses at South Campus and a reduced number of Content Course sections at NC, total FTE allotted specifically to the Alternative Program decreased from 3.6 to 3.2.
 - Due to Senate Bill 7 and the regulations governing educator reduction in force and dismissal, LT has limited capacity to maintain consistency of personnel within the Alternative Program. Therefore, there will be a change to 2 staff members for next year.
- Given that each grade level now has two assigned Social Workers, social work supports will continue to shift toward a grade-level delivery model (students work with the grade level social worker assigned to their alpha slice) rather than a single social worker assigned to all students receiving Alternative Programming.

ALT Program Evaluation Update

N Greenlay 12-11-2023

Key Observations

- In all, 176 participants in the ALT program were included in this study
 - Students participating in the ALT program are defined as those taking one or more semesters of Skills for Success (not 'A')
- Of these 176, 43 took a skills course in 9th grade. 94 took the course in their senior year.
- A typical student in the ALT program is either Hispanic and attended Gurrie Junior High or is White and has a section 504 plan.
- *******small sample size lends uncertainty to any observed trend*******
- Performance on Standardized Tests
 - 36% of Program participants scored at grade-level in MATH (PSAT89) during their freshman year as compared to 78% of the non-participants
 - 59% of these students maintained grade-level performance through their 11th grade year (SAT) as compared with 87% of the non-participants
- GPAs
 - GPAs are surprisingly stable over the course of student enrollment. The participant group saw an average absolute gain of 0.23 points while non-participant group saw average gains of 0.12 points.
- Attendance Rates
 - 27 (15%) of the program participants were chronically absent during their freshman year as compared with less than 3% of the non-participants
 - Of these 27 students, 19 (70%) were chronically absent during senior year. Of the 124 non-participants who were chronically absent as freshmen, 69 (56%) continued this pattern in senior year.
- Behavior Referrals
 - 20% of the participants had more than 1 behavior referral in their freshman year as compared with 4% of the non-participants
 - Of these students, 31% continued this pattern with more than one referral in the senior year as compared with 18% of the non-participants

Background and Protocol

- Since program inception in 2012, 538 students have been enrolled in ALT coursework.
 - The program has served approximately 50-100 students per year
- With the goal of identifying useful and consistent metrics with which to compare outcomes among groups, the data set was limited to student enrollments since 2017.
 - In 2017, IL State switched from ACT to SAT as assessment metric. Limiting the data to post 2017 enrollments allows a consistent basis for comparison
 - In 2017, changes in database structure simplified retrieval of attendance data. Prior year attendance data is more difficult to aggregate.
- Students enrolled for at least one semester in a Skills for Success Course (AL09%) were identified as Program Participants
 - The “alt” flag indicator was not found to be consistently applied and was not used in the selection process.
- Student cohorts were identified according to ISBE business rules; a cohort consists of those students who did not transfer out of the district prior to their 12th grade year.
- Using these criteria, 176 program participants were identified.

Some Notes

- A lack of clearly defined eligibility requirements, program content and desired outcomes makes identification of appropriate comparison populations and outcome measures difficult.
 - A failure to identify academic gains should not be taken as an indicator of program efficacy. It is not knowable how well or poorly these students would have performed in the absence of the program supports.
 - A better evaluation protocol might include explicit outcome measures, baseline metrics and a defined control group. Obviously, we do not perform experiments on students. A defined control group might be identified as a cohort of academic and demographic peers who either declined participation in the program or who were offered an additional similarly beneficial program; i.e. tutoring in addition to skills course
- Limited data set available for analysis
 - Changes in state assessments limited the cohorts included in the study
 - Pandemic disruptions in data reporting further limit the number of students included

Outcomes Evaluation

- In this study, both academic and non-academic measures of student performance were considered
 - State Assessments:
 - Performance on the PSAT89 state exam provides a baseline measure.
 - Maintenance or achievement of grade level performance on the 11 grade SAT exam is performance outcome
 - Term GPA
 - First year GPA provides a baseline metric
 - Maintenance or improvement in Final year cumulative GPA is performance outcome
 - Attendance Rate
 - Freshman Year attendance rate is the baseline metric
 - Maintenance or improvement in final year attendance rate is performance outcome
 - Behavior referrals
 - Freshman counts as baseline metric
 - Maintenance or reduction in counts in final year

Student Characteristics

- Students with section 504 plans are over-represented in this population
- Hispanics are over represented
- Students from Gurrie Middle and Washington Elementary schools are over-represented
- Males are over-represented
- The typical student in the ALT program is Hispanic and / or has a section 504 plan.

Student Characteristics: The Typical Student

Ever_FRL	Ever_IEP	Ever_504	Ever_EL	N Rows	N(Black or African American)	N(Hispanic or Latino)	N(Two or More Races)	N(White)
N	N	N	N	97	5	72	2	18
N	N	Y	N	54	1	16	0	37
Y	N	N	N	13	3	7	2	1
N	N	N	Y	5	0	5	0	0
N	Y	N	N	4	1	3	0	0
N	Y	N	Y	1	0	1	0	0
Y	N	Y	N	1	0	0	1	0
Y	N	Y	Y	1	0	1	0	0

Student Characteristics: demographics

- Students in the ALT program are more likely to be non-white and male
 - Hispanics are over-represented in the Program Participant group. The LT Hispanic population is 20% of the overall population but represents 59% of the participant population.
 - Participants tend to be male. Males represent 59% of Program participants

		RaceDescription							
Count	American	Asian	Black or	Hispanic or	Native	Two or More	White	Total	
Total %	Indian or		African	Latino	Hawaiian or	Races			
Col %	Alaska		American		Other Pacific				
Row %	Native				Islander				
Participant	N	1	97	105	831	1	99	3153	4287
		0.02	2.17	2.35	18.62	0.02	2.22	70.65	96.06
		100.00	100.00	91.30	88.78	100.00	95.19	98.25	
		0.02	2.26	2.45	19.38	0.02	2.31	73.55	
Y	0	0	10	105	0	5	56	176	
		0.00	0.00	0.22	2.35	0.00	0.11	1.25	3.94
		0.00	0.00	8.70	11.22	0.00	4.81	1.75	
		0.00	0.00	5.68	59.66	0.00	2.84	31.82	
Total	1	97	115	936	1	104	3209	4463	
	0.02	2.17	2.58	20.97	0.02	2.33	71.90		

		Gender			
Count	F	M	N	Total	
Total %					
Col %					
Row %					
Participant	N	2086	2199	2	4287
		46.74	49.27	0.04	96.06
		96.66	95.48	100.00	
		48.66	51.29	0.05	
Y	72	104	0	176	
		1.61	2.33	0.00	3.94
		3.34	4.52	0.00	
	99	40.91	59.09	0.00	
Total	2158	2303	2	4463	
	48.35	51.60	0.04		

Student Characteristics: IEP/_504/EL

- While only 18% of the student population have had section 504 plans, 32% of program participants have had these plans.
- Rates of participation among students with IEP plans or English Learners are consistent with the general population

Ever_504					
		Count	N	Y	Total
Participant	Total %				
	Col %				
	Row %				
	N	3534	753	4287	
		79.18	16.87	96.06	
		96.72	93.08		
		82.44	17.56		
	Y	120	56	176	
		2.69	1.25	3.94	
		3.28	6.92		
		68.18	31.82		
	Total	3654	809	4463	
		81.87	18.13		

Ever_IEP					
		Count	N	Y	Total
Participant	Total %				
	Col %				
	Row %				
	N	3877	410	4287	
		86.87	9.19	96.06	
		95.78	98.80		
		90.44	9.56		
	Y	171	5	176	
		3.83	0.11	3.94	
		4.22	1.20		
		97.16	2.84		
	Total	4048	415	4463	
		90.70	9.30		

Ever_FRL					
		Count	N	Y	Total
Participant	Total %				
	Col %				
	Row %				
	N	4173	114	4287	
		93.50	2.55	96.06	
		96.29	88.37		
		97.34	2.66		
	Y	161	15	176	
		3.61	0.34	3.94	
		3.71	11.63		
		91.48	8.52		
	Total	4334	129	4463	
		97.11	2.89		

Ever_EL					
		Count	N	Y	Total
Participant	Total %				
	Col %				
	Row %				
	N	4195	92	4287	
		94.00	2.06	96.06	
		96.13	92.93		
		97.85	2.15		
	Y	169	7	176	
		3.79	0.16	3.94	
		3.87	7.07		
		96.02	3.98		
	Total	4364	99	4463	
		97.78	2.22		

Student Characteristics: Feeder Schools

- Students from Gurrie Junior High School and Washington Elementary are over-represented in the ALT program.
 - Gurrie students make up 15% of the overall population and 38% of the program participants.
 - Washington contributes 4% of the population and 14% of the participants
- Park students make up another 29% of the program participants. This is consistent with their contribution to the overall student population.

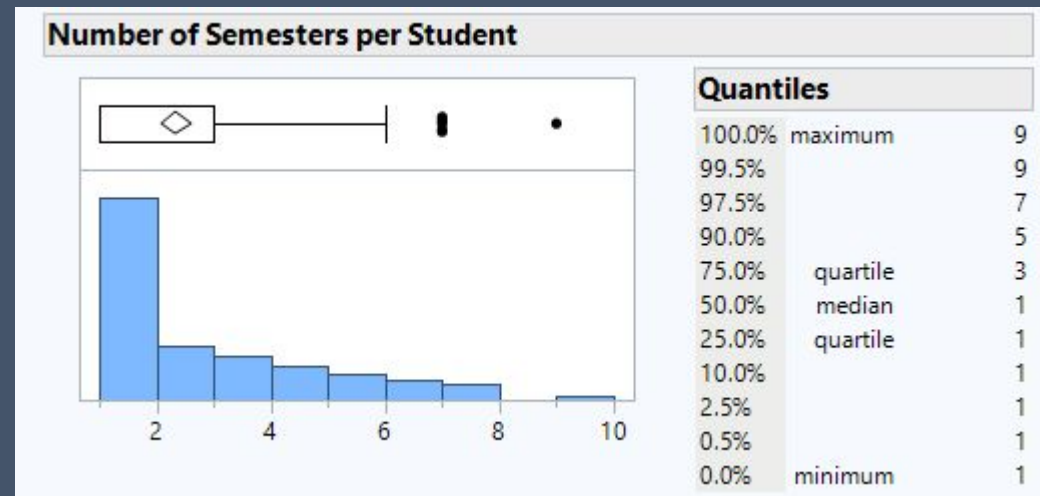
		FeederSchool																
Count		Avery	Gurrie JR	Highland	Home	Mc Clure	Other/	Park JR	Pleasant	St Cletus	St Francis	St John	St John	St Louise	St Paul	Trinity	Washingt	Total
Total %		Coonley	HS	s Jr HS	Schooled	JR HS	Unknow	HS	dale	ELem	Elem	Lutheran	of the		Lutheran	Lutheran	on Elem	
Col %							n						Cross					
Row %																		
Participant	N	3	579	431	9	673	189	1449	405	124	130	24	69	5	7	2	176	4275
		0.07	13.01	9.69	0.20	15.12	4.25	32.56	9.10	2.79	2.92	0.54	1.55	0.11	0.16	0.04	3.96	96.07
		100.00	89.77	98.18	100.00	99.12	94.03	96.60	98.30	100.00	100.00	100.00	100.00	83.33	100.00	100.00	88.00	
		0.07	13.54	10.08	0.21	15.74	4.42	33.89	9.47	2.90	3.04	0.56	1.61	0.12	0.16	0.05	4.12	
Y		0	66	8	0	6	12	51	7	0	0	0	0	1	0	0	24	175
		0.00	1.48	0.18	0.00	0.13	0.27	1.15	0.16	0.00	0.00	0.00	0.00	0.02	0.00	0.00	0.54	3.93
		0.00	10.23	1.82	0.00	0.88	5.97	3.40	1.70	0.00	0.00	0.00	0.00	16.67	0.00	0.00	12.00	
		0.00	37.71	4.57	0.00	3.43	6.86	29.14	4.00	0.00	0.00	0.00	0.00	0.57	0.00	0.00	13.71	
Total		3	645	439	9	679	201	1500	412	124	130	24	69	6	7	2	200	4450
		0.07	14.49	9.87	0.20	15.26	4.52	33.71	9.26	2.79	2.92	0.54	1.55	0.13	0.16	0.04	4.49	

Program Participation

- Program has offered support 60-80 students per year since 2017.
- Approximately 25% of the students take two semesters of AL09 during their freshman year.
- Another 53% take one semester in their senior year.
- 10% of these students participate for 5 or more semesters.

School Year	2017	2018	2019	2020	2021	2022	2023
Num Students Enrolled	70	84	60	61	73	72	85

FirstGradeParticipation	N Rows
9	43
10	23
11	16
12	94



Outcome Metrics

- Metrics were identified for comparison between participant and non-participant groups
 - Progress or Maintenance on State Exams:
 - Identified cohorts span pandemic years during which SAT and PSAT score were not reported.
 - There are 3 cohorts with complete sets PSAT89/PSAT10 and SAT exams; 2020, 2021, 2024
 - Increase or maintenance of GPA
 - First Year Term GPA vs Final year cumulative GPA
 - Increase or maintenance of Attendance Rate
 - Freshman vs Senior Year attendance rate
 - Decrease or maintenance of Behavior referrals
 - Freshman vs Senior Year referrals

CohortYear	N Rows	Mean(composite PSAT89)	Mean(composite PSAT10)	Mean(composite SAT)
2020	878	1021	1063	1144
2021	919	1018	1037	1152
2022	944	1014	.	1101
2023	879	.	.	1092
2024	844	740	1005	1116

Outcomes: PSAT89/SAT Math

- Grade level performance standards on PSAT89 and SAT exams published by the College Board were used to gauge progress.
 - <https://satsuite.collegeboard.org/media/pdf/educator-benchmark-brief.pdf>
- Pandemic disruptions limits the number of cohorts with complete data sets for comparison. Small sample size in the participant group adds uncertainty to any observed pattern or trend
- MATH:
 - Of the 108 participants included in this analysis, 39(36%) performed at grade level on the PSAT89. By comparison, 78% of non-participant students performed at grade-level in freshmen year.
 - Of these 39 students, 23 (59%) maintained grade-level performance through 11th grade, an additional 3 students achieved grade-level performance by 11th grade. In all 24% of the participant group achieved or maintained grade-level performance by 11th grade. By comparison, 72% of non-participants achieved or maintained grade-level performance through 11th grade.

Contingency Analysis of SAT Range Math By PSAT89 Range Math Participant=N

Contingency Table

		SAT Range Math			
		Green	RED	Yellow	Total
PSAT89 Range Math	Count				
	Total %				
	Col %				
	Row %				
	Green	1649	101	148	1898
		67.89	4.16	6.09	78.14
		94.12	23.54	59.68	
		86.88	5.32	7.80	
	RED	40	265	48	353
		1.65	10.91	1.98	14.53
	2.28	61.77	19.35		
	11.33	75.07	13.60		
Yellow	63	63	52	178	
	2.59	2.59	2.14	7.33	
	3.60	14.69	20.97		
	35.39	35.39	29.21		
Total	1752	429	248	2429	
	72.13	17.66	10.21		

Contingency Analysis of SAT Range Math By PSAT89 Range Math Participant=Y

Contingency Table

		SAT Range Math			
		Green	RED	Yellow	Total
PSAT89 Range Math	Count				
	Total %				
	Col %				
	Row %				
	Green	23	6	10	39
		21.30	5.56	9.26	36.11
		88.46	9.23	58.82	
		58.97	15.38	25.64	
	RED	0	47	4	51
		0.00	43.52	3.70	47.22
	0.00	72.31	23.53		
	0.00	92.16	7.84		
Yellow	3	12	3	18	
	2.78	11.11	2.78	16.67	
	11.54	18.46	17.65		
	16.67	66.67	16.67		
Total	26	65	17	108	
	24.07	60.19	15.74		

Outcomes: PSAT89/SAT Reading Writing

- Grade level performance standards on PSAT89 and SAT exams published by the College Board were used to gauge progress.
 - <https://satsuite.collegeboard.org/media/pdf/educator-benchmark-brief.pdf>
- Pandemic disruptions limits the number of cohorts with complete data sets for comparison. Small sample size in the participant group adds uncertainty to any observed pattern or trend
- Reading / Writing:
 - Of the 108 participants, 55 (51%) scored at grade level during freshman year. By contrast, 86% of non-participants achieved grade-level performance in freshman year.
 - Of these students, 55 (74%) maintained grade-level performance through 11th grade, an additional 12 students achieved grade level performance for an overall rate of 43%. By comparison, 86% of non participants achieved or maintained grade level performance by 11th grade

Contingency Analysis of SAT Range EBRW By PSAT89 Range EBRW Participant=N

Contingency Table

		SAT Range EBRW			
		Green	RED	Yellow	Total
PSAT89 Range EBRW	Count				
	Total %				
	Col %				
	Row %				
	Green	1973	38	80	2091
		81.23	1.56	3.29	86.08
		94.67	19.79	52.29	
		94.36	1.82	3.83	
	RED	38	114	40	192
		1.56	4.69	1.65	7.90
		1.82	59.38	26.14	
		19.79	59.38	20.83	
	Yellow	73	40	33	146
	3.01	1.65	1.36	6.01	
	3.50	20.83	21.57		
	50.00	27.40	22.60		
Total	2084	192	153	2429	
	85.80	7.90	6.30		

Contingency Analysis of SAT Range EBRW By PSAT89 Range EBRW Participant=Y

Contingency Table

		SAT Range EBRW			
		Green	RED	Yellow	Total
PSAT89 Range EBRW	Count				
	Total %				
	Col %				
	Row %				
	Green	35	10	10	55
		32.41	9.26	9.26	50.93
		74.47	25.00	47.62	
		63.64	18.18	18.18	
	RED	6	24	8	38
		5.56	22.22	7.41	35.19
		12.77	60.00	38.10	
		15.79	63.16	21.05	
	Yellow	6	6	3	15
	5.56	5.56	2.78	13.89	
	12.77	15.00	14.29		
	40.00	40.00	20.00		
Total	47	40	21	108	
	43.52	37.04	19.44		

Outcomes: Behavior Referrals

- Students were classified into Y/N groupings based on having 1 or more behavior referrals in freshman or senior year
- For the participant group, 35(20%) had one or more referral in freshman year. Of these, 12 (31%) had one or more referrals in senior year as well.
- By comparison, 183(4%) of non-participants, had one or more referrals in freshman year. Of these, 34 (19%) continued the pattern into senior year.

Contingency Analysis of More than 1 Behavior Referrals Senior Year By More than 1 Behavior Referrals Freshman Year Participant=N

Contingency Table

		More than 1 Behavior Referrals Senior Year		
		N	Y	Total
More than 1 Behavior Referrals Freshman Year	Count			
	Total %			
	Col %			
	Row %			
	N	4009	95	4104
		93.52	2.22	95.73
		96.42	73.64	
		97.69	2.31	
	Y	149	34	183
		3.48	0.79	4.27
	3.58	26.36		
	81.42	18.58		
Total	4158	129	4287	
	96.99	3.01		

Contingency Analysis of More than 1 Behavior Referrals Senior Year By More than 1 Behavior Referrals Freshman Year Participant=Y

Contingency Table

		More than 1 Behavior Referrals Senior Year		
		N	Y	Total
More than 1 Behavior Referrals Freshman Year	Count			
	Total %			
	Col %			
	Row %			
	N	134	7	141
		76.14	3.98	80.11
		84.81	38.89	
		95.04	4.96	
	Y	24	11	35
		13.64	6.25	19.89
	15.19	61.11		
	68.57	31.43		
Total	106	158	176	
	89.77	10.23		

Outcomes: Attendance

- Rates of chronic absenteeism in freshman and senior years were compared
 - Chronic Absence is defined as less than 90% attendance for any reason.
- Participant Group:
 - 27 (15%) of the 176 participants were chronically absent during freshmen year. By contrast, less than 3% of non-participants were chronically absent in freshmen year.
 - By senior year, 19 (70%) of the chronically absent freshmen participants continued to be chronically absent. By comparison, among the 124 non-participants who were chronically absent in freshman year, 69 (56%) continued this pattern into senior year.

Contingency Analysis of Chronically Absent Senior Year By Chronically Absent Freshman Year Participant=N

Contingency Table

		Chronically Absent Senior Year		
		N	Y	Total
Chronically Absent Freshman Year	Count			
	Total %			
	Col %			
	Row %			
	N	3349	811	4160
	78.17	18.93	97.11	
	98.38	92.16		
	80.50	19.50		
Y	55	69	124	
	1.28	1.61	2.89	
	1.62	7.84		
	44.35	55.65		
Total	3404	880	4284	
	79.46	20.54		

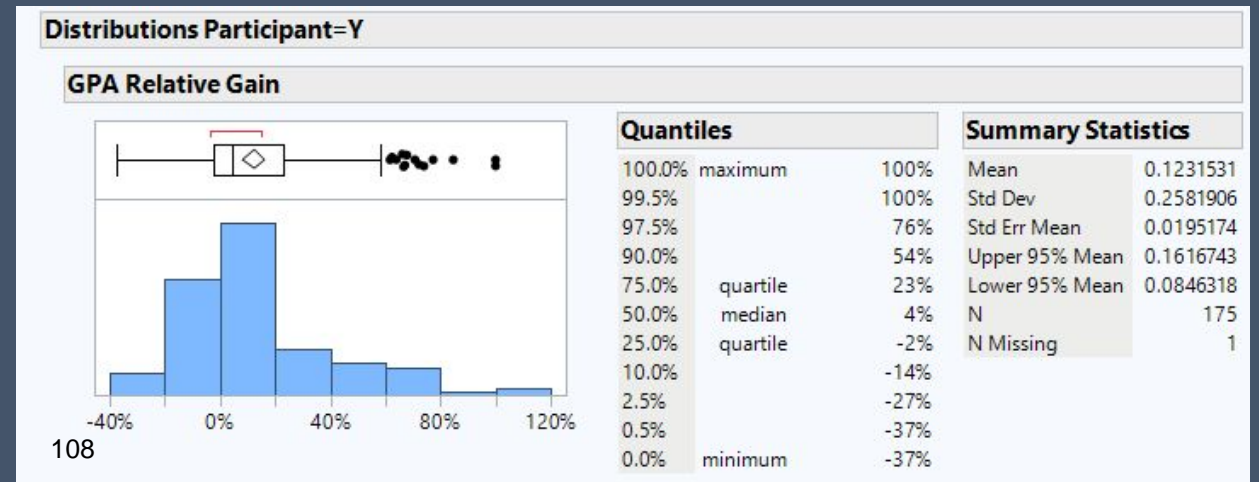
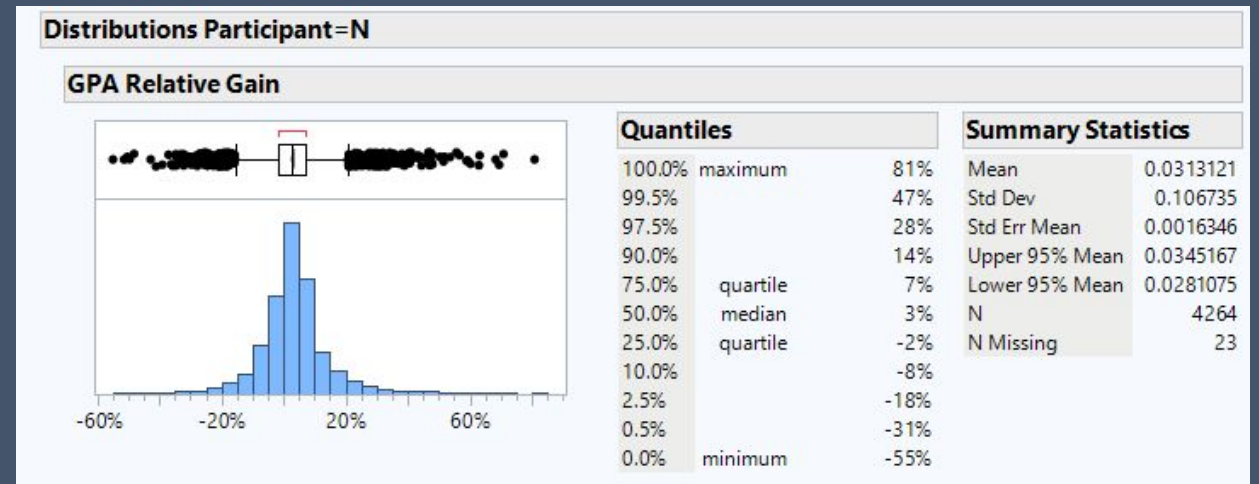
Contingency Analysis of Chronically Absent Senior Year By Chronically Absent Freshman Year Participant=Y

Contingency Table

		Chronically Absent Senior Year		
		N	Y	Total
Chronically Absent Freshman Year	Count			
	Total %			
	Col %			
	Row %			
	N	92	57	149
	52.27	32.39	84.66	
	92.00	75.00		
	61.74	38.26		
Y	8	19	27	
	4.55	10.80	15.34	
	8.00	25.00		
	29.63	70.37		
Total	100	76	176	
	56.82	43.18		

Outcomes: Gains in GPA

- GPAs are surprisingly stable for individual students across freshmen and senior years.
 - Mean absolute difference in freshman and cumulative GPAs for the participant group is 0.23 points as compared with non-participant group, 0.03 points.
 - In relative terms, the participant group median gain in GPA was 4% as compared to median relative gain of 3% for the non-participant group.



Memorandum

To: Board of Education
Dr. Brian Waterman, Superintendent

From: Leslie C. Owens, Director of Student Services

Date: 3/9/22

Re: Student Services Delivery Model & Staffing

The following proposal represents the progression of the Student Services delivery model and staffing plan resulting from an analysis of the previous model to determine where student needs and service delivery/staffing match and where gaps may exist. The driver for the proposal for the multi-phase shifts and changes remains understanding student needs across the academic counseling, post-secondary planning, social/emotional wellness and mental health domains and ensuring that the educators serving in these roles can meet these essential needs as determined. The following goals provide the overarching responsibilities of the Student Services department to the district and school community and provide direction for the service delivery and staffing plan.

- 1) Ensure legal compliance with regard to Section 504 Plans and Child Find
- 2) Expand Student Services personnel in order to properly staff current and future needs of students with respect to academic, college, and career planning, as well as to appropriately address the mental health needs of students
- 3) Shift to a prevention-centered service delivery plan that allows for the implementation of MTSS with particular focus on the services and education to be provided for *all* students prior to more intensive and/or individualized supports
- 4) Align professional:student ratios with the recommendations from national, professional organizations and evidence-based practices

While the pandemic certainly created unique challenges and demanded unforeseen adjustments, this proposal is based on both a longer historical and future-focused perspective. Prior to the pandemic significant increases in student mental health needs as measured by office visits, need for acute intervention, increasing complexity of the needs presented, declining attendance, and increased psychiatric hospitalizations signaled the need for change. Important to the process of change is the use of data, reflection, and adjustment to ensure that the changes made are manifesting the desired outcomes.

The charts below depict the model previous to SY2021-22, the current model, and the proposal for next year. General staff:student ratios are included and roles are shown by the campus to which they are anchored. During second semester of last school year, our part-time social worker

was moved to full-time, to help support the increased social work from our general education students and at the start of SY2021-22, the Student Support Counselors were shifted from those roles onto grade level teams, which alleviated a portion of the significant caseloads of the grade level school counselors and reconciled some of the inequities in workload among the grade level and student support counselors. While these shifts have been positive changes to move the division closer to desired outcomes, there are still critical gaps to be filled, including an additional counselor to bring the current senior team to 4 grade level counselors (in line with all other teams), additional social work support to continue to provide acute intervention, meet the service minutes of students with IEP's and 504's, and engage in systems of prevention, as well as a dedicated Section 504 Coordinator/Assistant Division Chair to provide facilitation of the individuals plans and the resulting legal compliance.

The proposal for the 2022-23 School Year is depicted in Chart 3.

Chart 1:

STUDENT SERVICES DIVISION Service Delivery Model PREVIOUS to SY 2021-22			
SOUTH CAMPUS Approx. 2,000 Students; 1:333 Counselors:Students 1:1,000 Social Workers:Students		NORTH CAMPUS Approx. 2,000 Students; 1:333 Counselors:Students 1:1,000 Social Workers:Students	
9th Grade	10th Grade	11th Grade	12th Grade
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
Social Worker	Social Worker	Social Worker	Social Worker
Student Support Counselor		College & Career Coordinator	
Student Support Counselor		Student Support Counselor	
Part-Time Social Worker			

Chart 2:

STUDENT SERVICES DIVISION Service Delivery Model for SY 2021-22			
SOUTH CAMPUS Approx. 2,000 Students; 1:250 Counselors:Students 1:665 Social Workers:Students		NORTH CAMPUS Approx. 2,000 Students; 1:285 Counselors:Students 1:1,000 Social Workers:Students	
9th Grade	10th Grade	11th Grade	12th Grade
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	
Social Worker	Social Worker	Social Worker	Social Worker
Full-Time Social Worker			
		College & Career Counselor	

Chart 3:

STUDENT SERVICES DIVISION Service Delivery Model for SY 2022-23			
SOUTH CAMPUS Approx. 2,000 Students; 1:250 Counselors:Students 1:665 Social Workers:Students		NORTH CAMPUS Approx. 2,000 Students; 1:250 Counselors:Students 1:665 Social Workers:Students	
9th Grade	10th Grade	11th Grade	12th Grade
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
Social Worker	Social Worker	Social Worker	Social Worker
Social Worker		Social Worker	
College & Career Counselor			
504 Coordinator/Assistant Division Chair			

RECOMMENDATION:

It is recommended that District 204 add the following positions to the Student Services Division:

- **1.0 School Counselor**
- **1.0 Social Worker**
- **1.0 504 Coordinator/Assistant Division Chair**

Memorandum

To: Board of Education
Dr. Brian Waterman, Superintendent

From: Dr. Leslie C. Owens, Director of Student Services

Date: 3/6/23

Re: Student Services Delivery Model and Staffing

The following proposal represents the progression of the Student Services delivery model and staffing plan resulting from an analysis of the previous model to determine where student needs and service delivery/staffing match and where gaps may exist. The driver for the proposal for the multi-phase shifts and changes remains understanding student needs across the academic counseling, post-secondary planning, social/emotional wellness and mental health domains and ensuring that the educators serving in these roles can meet these essential needs as determined.

The following goals have provided the overarching responsibilities of the Student Services department to the district and school community and have provided direction for the service delivery and staffing plan.

- 1) Ensure legal compliance with regard to Section 504 Plans and Child Find.
- 2) Expand Student Services personnel in order to properly staff current and future needs of students with respect to academic, college, and career planning, as well as to appropriately address the mental health needs of students.
- 3) Align mental health professional:student ratios with the recommendations from national, professional organizations and evidence-based practices.
- 4) Shift to a prevention-centered service delivery plan that allows for the implementation of MTSS with particular focus on the services and education to be provided for *all* students prior to more intensive and/or individualized supports.

In order to arrive at the current staffing pattern (2022/2023) and the proposal for the 2023/2024 SY, the district has both reallocated resources and requested additional FTE to maximize efficiency by responsible use of resources and increased clarity in roles and responsibilities. The following charts depict the progression from pre-2020/2021 to date.

STUDENT SERVICES DIVISION Service Delivery Model (Prior to 21/22)			
SOUTH CAMPUS Approx. 2,000 Students; 1:333 Counselors: Students 1:950 Social Workers: Students		NORTH CAMPUS Approx. 2,000 Students; 1:333 Counselors: Students 1:950 Social Workers: Students	
9th Grade	10th Grade	11th Grade	12th Grade
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
Student Support Counselor (no caseload)	Student Support Counselor (1:50 caseload)	Student Support Counselor (1:50 caseload)	
Social Worker	Social Worker	Social Worker	Social Worker
Part-Time (0.5) Social Worker 1:50 Caseload			
College & Career Coordinator			

STUDENT SERVICES DIVISION Service Delivery Model (2021-2022 SY)			
SOUTH CAMPUS Approx. 2,000 Students; 1:250 Counselors: Students 1:800 Social Workers: Students		NORTH CAMPUS Approx. 2,000 Students; 1:285 Counselors: Students 1:800 Social Workers: Students	
9th Grade	10th Grade	11th Grade	12th Grade
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	
School Counselor	School Counselor	School Counselor	
Social Worker	Social Worker	Social Worker	Social Worker
Full-Time Social Worker			
College & Career Counselor			

STUDENT SERVICES DIVISION Service Delivery Model (2022-2023 SY)			
SOUTH CAMPUS Approx. 2,000 Students; 1:250 Counselors: Students 1:665 Social Workers: Students		NORTH CAMPUS Approx. 2,000 Students; 1:250 Counselors: Students 1:665 Social Workers: Students	
9th Grade	10th Grade	11th Grade	12th Grade
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
Social Worker	Social Worker	Social Worker	Social Worker
Social Worker		Social Worker	
College & Career Counselor			
Assistant Division Chair/Section 504 Coordinator			

STUDENT SERVICES DIVISION Service Delivery Model Goal (2023-2024 SY)			
SOUTH CAMPUS Approx. 2,000 Students; 1:250 Counselors: Students 1:500 Social Workers: Students		NORTH CAMPUS Approx. 2,000 Students; 1:250 Counselors: Students 1:500 Social Workers: Students	
9th Grade	10th Grade	11th Grade	12th Grade
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
Social Worker	Social Worker	Social Worker	Social Worker
Social Worker	Social Worker	Social Worker	Social Worker
College & Career Counselor			
Assistant Division Chair/Section 504 Coordinator			

The goal model for the 2023-24 School Year includes one social worker (highlighted in blue) who will shift from a current assignment within the Special Education Division to an assignment within the Student Services Division. It also includes the request for an additional 1.0 FTE social worker (highlighted in green) to be assigned within the Student Services Division. This proposal brings a significant increase at each grade level of support for students and provides a staffing pattern that increases prevention and data-driven practice capacity.

While one social worker will be moved from the Special Education Division to the Student Services Division, we anticipate the following benefits with no reduction to the services provided to the Special Education students affected:

- Consolidation of the district social workers within the same division provides increased opportunities for professional learning and collaboration through daily work as well as PLC's and other professional development and mentoring opportunities.
- Reduction of overall caseloads for all social workers to increase capacity for prevention, intervention, and direct support for students.
- Greater alignment with district vision and goals for increasing belonging and inclusion of all students

RECOMMENDATION:

It is recommended that District 204 create a 1.0 FTE position for School Social Worker.

**STUDENT SERVICES DIVISION
Service Delivery Model (Prior to 21/22)**

SOUTH CAMPUS Approx. 2,000 Students; 1:333 Counselors: Students 1:950 Social Workers: Students		NORTH CAMPUS Approx. 2,000 Students; 1:333 Counselors: Students 1:950 Social Workers: Students	
9th Grade	10th Grade	11th Grade	12th Grade
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
Student Support Counselor (no caseload)	Student Support Counselor (1.50 caseload)	Student Support Counselor (1.50 caseload)	
Social Worker	Social Worker	Social Worker	Social Worker
Part-Time (0.5) Social Worker 1.50 Caseload			
College & Career Coordinator			



**STUDENT SERVICES DIVISION
Service Delivery Model (2021-2022 SY)**

SOUTH CAMPUS Approx. 2,000 Students; 1:250 Counselors: Students 1:800 Social Workers: Students		NORTH CAMPUS Approx. 2,000 Students; 1:285 Counselors: Students 1:800 Social Workers: Students	
9th Grade	10th Grade	11th Grade	12th Grade
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	
Social Worker	Social Worker	Social Worker	Social Worker
Full-Time Social Worker			
College & Career Counselor			



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STUDENT SERVICES DIVISION Service Delivery Model (2021-2022 SY)			
SOUTH CAMPUS Approx. 2,000 Students; 1:250 Counselors: Students 1:800 Social Workers: Students		NORTH CAMPUS Approx. 2,000 Students; 1:285 Counselors: Students 1:800 Social Workers: Students	
9th Grade	10th Grade	11th Grade	12th Grade
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	
Social Worker	Social Worker	Social Worker	Social Worker
Full-Time Social Worker			
College & Career Counselor			



STUDENT SERVICES DIVISION Service Delivery Model (2022-2023 SY)			
SOUTH CAMPUS Approx. 2,000 Students; 1:250 Counselors: Students 1:500 Social Workers: Students		NORTH CAMPUS Approx. 2,000 Students; 1:250 Counselors: Students 1:500 Social Workers: Students	
9th Grade	10th Grade	11th Grade	12th Grade
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
Social Worker	Social Worker	Social Worker	Social Worker
Social Worker		Social Worker	
College & Career Counselor			
Assistant Division Chair/Section 504 Coordinator			



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STUDENT SERVICES DIVISION Service Delivery Model (2022-2023 SY)			
SOUTH CAMPUS Approx. 2,000 Students; 1:250 Counselors: Students 1:500 Social Workers: Students		NORTH CAMPUS Approx. 2,000 Students; 1:250 Counselors: Students 1:500 Social Workers: Students	
9th Grade	10th Grade	11th Grade	12th Grade
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
Social Worker	Social Worker	Social Worker	Social Worker
Social Worker		Social Worker	
College & Career Counselor			
Assistant Division Chair/Section 504 Coordinator			



STUDENT SERVICES DIVISION Service Delivery Model Goal (2023-2024 SY)			
SOUTH CAMPUS Approx. 2,000 Students; 1:250 Counselors: Students 1:500 Social Workers: Students		NORTH CAMPUS Approx. 2,000 Students; 1:250 Counselors: Students 1:500 Social Workers: Students	
9th Grade	10th Grade	11th Grade	12th Grade
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
Social Worker	Social Worker	Social Worker	Social Worker
Social Worker	Social Worker	Social Worker	Social Worker
College & Career Counselor			
Assistant Division Chair/Section 504 Coordinator			



#WeAreLT

Tapestry Program

The Tapestry Program is a partnership with West 40, Regional Office of Education, that is designed to increase graduation rates for students who are exhibiting “at-risk” behaviors by removing barriers and increasing the support for the student and their family.

At LTHS we have a Tapestry Advocate assigned to each grade-level and they are a member of our grade-level SST meetings. These advocates move with the students of their assigned grade-level to reflect the same support model of our Student Services team members. Below are the names and grade-levels for our Tapestry staff.

Class of 2028 - Lisa Munoz (lmunoz@lths.net)

Class of 2027 - Aidah Abdallah (aabdallah@lths.net)

Class of 2026 - Tracey Nateras (tnateras@lths.net)

Class of 2025 - Julissa Jaurez (jjaurez@lths.net)

Students in the Tapestry Program are identified through the grade-level problem-solving teams and are exhibiting attendance, academic or behavioral concerns at the time they were made eligible. Each student has a goal that is co-created with their Tapestry Advocate, focusing on either academic, attendance or behavior. Goals are monitored and tracked through West 40’s data tracking system.

What does Tapestry support include?

Advocates have a goal to meet with each student once per week to monitor their progress with their goals. Support includes problem-solving attendance patterns, homework support, social-emotional support, connecting families with resources and home visits (when needed). Each advocate has a maximum caseload of 32 students, allowing a high-level of communication and partnering with the full family system. Tapestry is NOT a space where students should take assessments.

When do students receive Tapestry support?

Students receive passes from the Tapestry team in the same manner that counselors and social workers “call for students”. Every effort is made to request meetings with students outside of instructional time, particularly during lunch/study and or full period study halls - this is a particular point of emphasis for our team this year.

Where are Tapestry Advocates located?

At South Campus, Tapestry is located in Room B104 and at North Campus, Tapestry is located in Room 243. Advocates share this space to meet with students throughout the day.

How would I know whether a student receives Tapestry support?

All students have a flag next to their name on their Infinite Campus homepage (as seen below).

 Tap-Munoz

If a student asks to go to see their Tapestry Advocate, can a teacher tell a student “no”?

Yes. Advocates have full schedules with other students on their caseload, home visits, meetings, and other family support. Unless students report they are in an emergency situation, teachers can use their professional judgement whether to allow the student to leave their classroom. If they do ask the student to stay, an email to the Tapestry Advocate is recommended so they can prioritize the student for a check-in in the near future.

Teachers are also able to write passes to the Tapestry Room, if the student requests and it is at an appropriate time (determined by the teacher.)

Memorandum

To: Board of Education
Dr. Brian Waterman, Superintendent

From: Leslie C. Owens, Director of Student Services

Date: 3/9/22

Re: Bilingual Coordinator

For school year 2022-23, Lyons Township High School has a current English Learner enrollment of 147 students. The range of English Learner enrollments is 110 students, with 37 enrollments in 2009 to 147 students in the current year. This information was gathered through ISBE's electronic record system, which has records beginning in 2008. While there have been enrollment variations (both increases and decreases) since 2008, overall, there has been an overall 65% increase in the number of English Learners since 2008.

Of our 147 students, 108 students speak Spanish and the other 39 students speak a variety of 17 different languages. Approximately 70% of our EL students are considered long-term EL students because they have received services for longer than 6 years (i.e., prior to enrollment at LTHS). Our current school year program is approved as a part-time Transitional Bilingual Education program; however, given the number of students we have sharing the same home language of Spanish, our program should shift to a full-time Transitional Bilingual Education Program. A full-time TBE has certain required elements such as:

- Content area instruction delivered in both English and native language for ALL core academic subjects
 - Includes all graduation requirements within high school
- Instruction in the history and culture of the country, territory, or a geographic area which is the native land of the students or of their parents AND in the history and culture of the US
- English as a Second Language (ESL)

Upon completion of the ISBE District Self-Assessment Monitoring Report, which includes the key components and success criteria for Bilingual/EL Programming, we identified the following gaps between District 204 and the state benchmarks:

- Implementation of a full-time TBE program
- Infusion of Language Proficiency Standards in all courses

- Infusion of the newly adopted Spanish Language Arts Standards into the curriculum
- Bilingual Specialists
- Broader training for all staff
- Greater BPAC participation and community outreach

These gaps, as well as the ISBE Selection Criteria for District Focused Monitoring which include EL Progress to Proficiency, Disproportionality of Dually Identified Students (EL + Special Education), as well as Documentation Submitted to the State (Bilingual Service Plan, Grants, Parent Complaints, etc.), provide information on the overall health of our program and delineate the opportunities for improvement.

RECOMMENDATION:

It is recommended that District 204 create a 1.0 FTE position for a Bilingual Coordinator. The creation of this position will allow for dedicated oversight and support of:

- ‘Push-in’ bilingual instructional services within classrooms to address content area instruction needs
- Legal compliance with Bilingual Specialist attendance at IEP meetings for dually identified students, as well as oversight, support, and collaboration with Special Education and Student Services to reduce over-identification
- Improvement of outreach and connections for families with regard to enrollment, educational and post-secondary planning, and district events, committees, & offerings via the coordinator role and BPAC leadership
- Expansion of infusion of Language Proficiency Standards, Spanish Language Arts Standard, SIOP training, and recruiting/retention efforts for ESL endorsed and Bilingual certified staff

Multilingual Department

Lyons Township High School





Olivia Burr-Reynaud

Olivia is a freshman at LT. She moved to the U.S. from Haiti in the summer of 2023. Prior to leaving Haiti, Olivia's artwork was in a number of art exhibits.

Olivia is multilingual- she is a native Creole and French speaker, and an emerging English and Spanish speaker. Her current GPA is 4.0.

NEW LT MULTILINGUAL LOGO

by Olivia Burr-Reynaud

The globe represents where everyone is from

The translation bubbles represent the many languages we speak

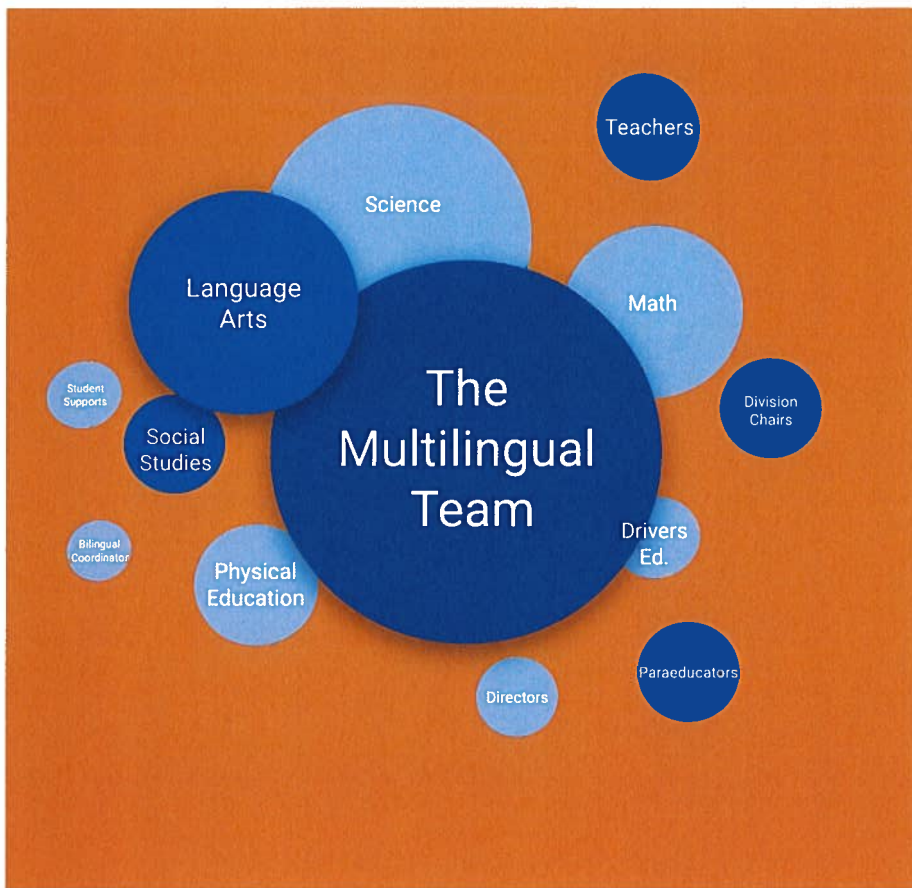
The lion represents the school mascot

The figures represent our multilingual community at LT

The monuments are there to represent different countries and their spoken languages

The suitcase is there as a reminder that we traveled to get to where we are today





Paraeducators:

Dainora Baliutaviciene, Sonia Blanco, Maria Hernandez, Elisa Jaramillo

Multilingual Specialist Teachers:

Kirsten Bacon, Patrice Cocco, Megan Dawson, Francisco Gamboa, Zuley Gonzalez, Nicole Lombardi, Deana Mancini, Jaime Morote, Jose Oleaga, Sarah Pouls

Speciality Area Teachers:

Jaime Bronuskas, Amanda Buchanan, Julia Gowran, Allison Laskowski, Jessica Lee, Britt Ligmanowski, Annette Orrico, Sydney Slager, Bianca Spalla, Tom Swiontek, Dyana VanWyngaarden, Michael Weist

Director of Students Supports:

Leslie Owens

Language Arts Division Chair:

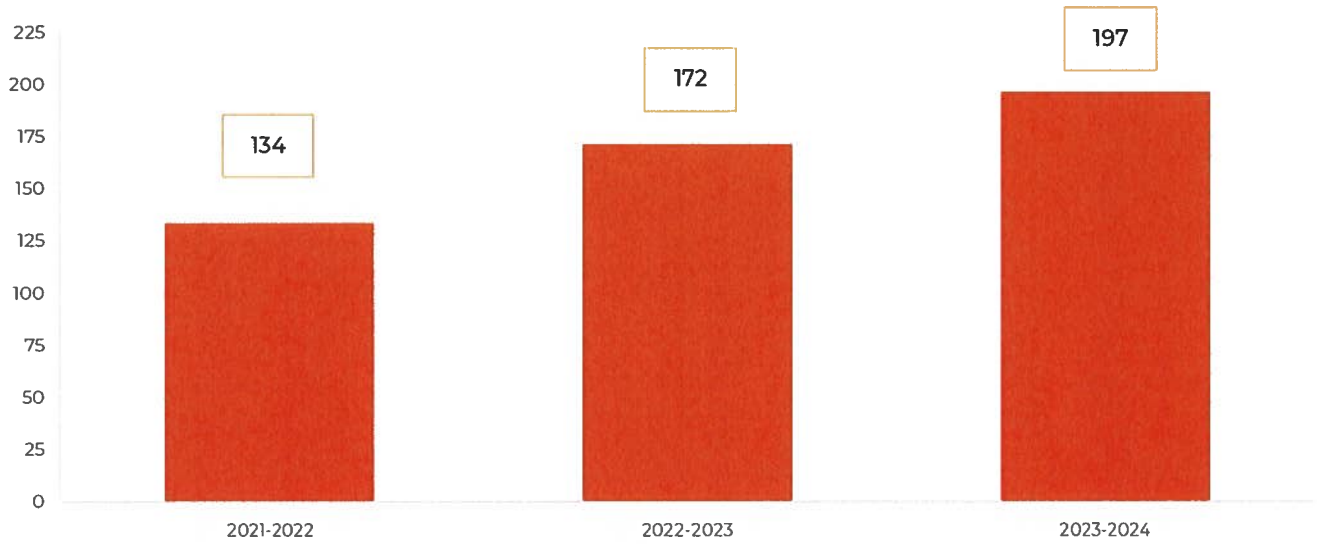
Karen Raino

Bilingual Coordinator:

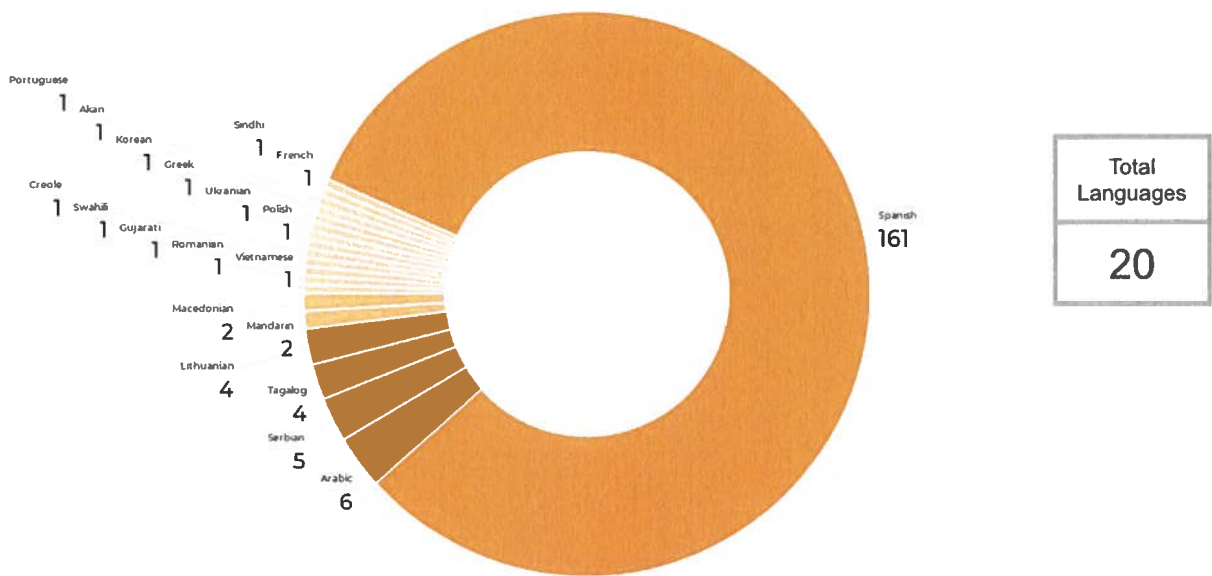
Julie Jacobo

Multilingual Student Population

Growth Over Three Academic Years



Languages Spoken in the Multilingual Program 2023-2024



Course Offerings

2021-2022

- English as a Second Language (ESL)
 - Beginner
 - Intermediate
 - Advanced
- Math
 - Algebra (Sheltered Section)
- Science
 - Biology (Sheltered Section)
- Social Studies
 - World History EL
 - U.S. History EL
- Elective
 - Reading EL
- Support
 - Tutorial

2022-2023

- English as a Second Language (ESL)
 - Beginner
 - Intermediate
 - Advanced
- Math
 - Geometry Prep EL
 - Algebra Prep EL
 - Algebra II Prep EL
- Science
 - Chemistry EL
 - Biology EL
 - Physics EL
- Social Studies
 - Civics EL
 - World History EL
 - U.S. History EL
- Physical Education
 - Health EL
 - Driver's Ed. EL
- Elective
 - Reading EL
- Support
 - Tutorial

2023-2024

- English as a Second Language (ESL)
 - Beginner
 - Intermediate
 - Advanced
- Math
 - Geometry Prep ML
 - Algebra Prep ML
 - Algebra II Prep ML
 - Geometry Accel ML
 - Algebra II Accel ML
 - Financial Algebra ML
 - College Algebra ML
- Science
 - Chemistry ML
 - Biology ML
 - Physics ML
 - Forensics ML
- Social Studies
 - Civics ML
 - World History ML
 - U.S. History ML
 - Consumer Economics ML
- Physical Education
 - Health ML
 - Driver's Ed. ML
- Elective
 - Reading EL
- Support
 - Tutorial

ISBE Program Requirements

Transitional Bilingual Education (TBE)

TBE Programming is required for students when:

- There are 20 or more EL students with a common native language enrolled in the same school.
- A certified teacher fluent in the targeted language provides native language support.
- These teachers have bilingual language endorsements.
- The language of instruction is English and the home language in all core academic subjects.

Transitional Program of Instruction (TPI)

TPI Programming is required for students when:

- There are fewer than 20 students in a school with a common native language.
- Students are placed in the regular education classrooms where the language of instruction is English.
- Students receive English as a Second Language support from a certified teacher who has an ESL endorsement and native language support as needed.

Multilingual Program Instructional Design

Sheltered Instruction

Sheltered Instruction is an approach that makes content comprehensible through techniques and scaffolds such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, predictions, adapted texts, cooperative learning, peer tutoring, multicultural content, and native language support.

Co-Teaching

Two teachers, a speciality area and a multilingual specialist, share planning, instruction, and evaluation in order to meet the needs of multilingual learners.

- Co-Teaching Models (most common)
 - Parallel Teaching
 - One Teach, One Assist
 - Station Teaching

Multilingual Program Principles

High Academic Achievement

- Rigor
- Engagement

Bilingualism/Biliteracy

- Cross-linguistic transfer
- Home language development/maintenance

Sociocultural Competence

- Linguistic and cultural equity
- Understanding of individual identity



Belonging

Clubs:

- **Latine Dance Club**
- **Spanish Club**

Interventions:

- **Newcomer Support Group**
- **Poderosas Latina Empowerment Group**

Families and Community:

- **Bilingual Parent Advisory Committee**
 - **Associate School Partnerships**
 - **Spanish Interpretation Services**
-

ACCESS Test

Preparation

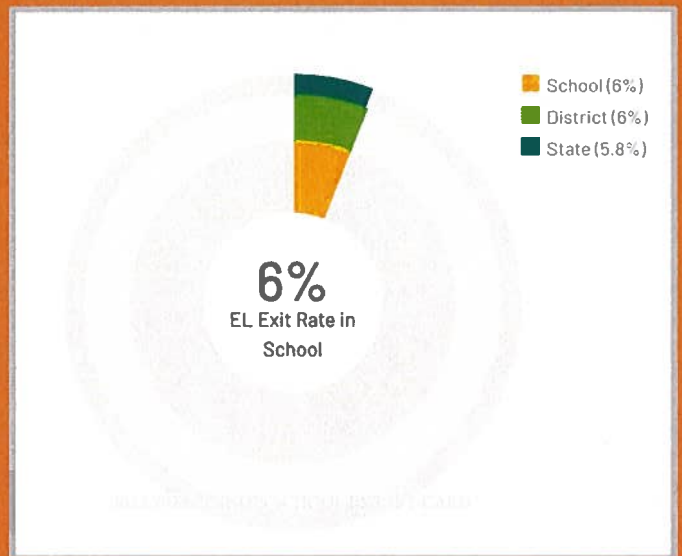
- Student Goal Setting
- ELD Standards Framework
- ACCESS Test Prep

Testing Dates

- January 17 - March 5

Results

- August 2024



Our Growth



Higher attendance rate

Students are more engaged and motivated to attend classes because they are empowered to use their entire linguistic repertoire.



Higher GPA

Students focus on learning language through concepts, resulting in better academic performance.



Improved participation in academics

Students participate in class discussions and activities because they are comfortable expressing themselves using multiple modalities of language.



Increased involvement

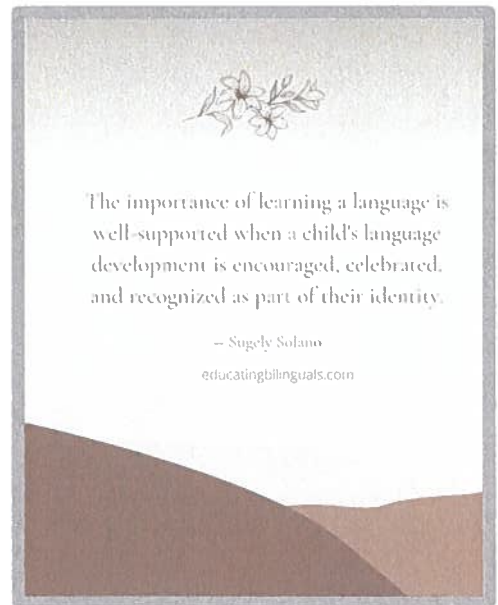
Students sense of belonging increased. Students feel included in the school community and are participating in clubs, sports, and events.

The Research



Benefits of Multilingualism

COGNITIVE	ECONOMIC	EDUCATIONAL	SOCIOCULTURAL
<ul style="list-style-type: none"> • Attentional control • Task switching (mental flexibility) • May delay the onset of age-related cognitive decline and the onset of illnesses such as Alzheimer's disease • Increased intellectual flexibility 	<ul style="list-style-type: none"> • Greater job opportunities in multiple public and private sectors • Greater business opportunities • Raises occupational status and earning potential • Language skills are in high demand for employment with the Federal government 	<ul style="list-style-type: none"> • Comparable or higher academic achievement of students in dual language programs as compared to students in English-only programs • Improved learning outcomes in various subjects • Increased high school graduation rates among children of immigrants • Leads to increased levels of creativity • Promotes higher levels of abstract thought and reasoning • Engenders enhanced metalinguistic awareness to support the learning of languages in the future 	<ul style="list-style-type: none"> • Understanding of other cultures • Increased empathy development • Enhanced connections to heritage cultures • Promotes global awareness, reduced discrimination, improved self-esteem, and stronger cross-group relationships





LYONS TOWNSHIP HIGH SCHOOL

DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101
Tel: (708) 579-6429 | Email: lowens@lths.net | Website: www.lths.net



Leslie C. Owens
Director of Student Services

Memorandum

To: Dr. Brian Waterman, Board of Education
From: Leslie C. Owens
Date: 2/9/22
Re: Co-Teaching Pilot for SY2022-23

District 204 will implement co-teaching in the 2022-23 school year at the Freshman Level within English I and World History classes to provide a necessary service delivery component and take a significant step toward actualizing our district's equity statement and desire for an inclusive school environment in which students feel an authentic sense of belonging while achieving at the highest levels.

Co-teaching is an essential service delivery option in an inclusive school district which is provided, in combination with other service delivery options, in order to give students with disabilities the specially designed instruction to which they are entitled while ensuring that they can access the general curriculum in the least restrictive environment. Grounded in federal special education law, as well as educational evidenced-based practices, the general belief and expectation that all students will have the opportunity and resources to meet rigorous curriculum standards compels schools to provide high quality instruction in myriad formats to ensure access for all. Co-teaching capitalizes on the benefit of heterogenous student groupings for general education and special education students and the amplification of learning that occurs when diverse skills and perspectives are included.

Initial preparation for this pilot has included research and planning with educators at LT as well as articulation with our Associate School Districts to estimate enrollments and determine final course placement. Course placement for special education students happens via Individualized Education Plan meetings (scheduled between January 31, 2022 and February 18, 2022). These meetings include a member of our Special Education Leadership Team, an LT School Counselor, and the student's current IEP team. Recommendations for course placement will continue to be made by the IEP team based on individual student skills and instructional needs, as demonstrated by standardized assessments, academic achievement, and social/emotional/functional needs. It is important to note that all of our Associate School Districts utilize a co-teaching model.

Current estimates of enrollment of special education students in English I (Co-Taught) and World History (Co-Taught):

- Approximately 125 total incoming 8th grade, special education students for SY 2022-23
 - Nearly 35% of incoming students are currently enrolled (in 8th grade) in co-taught English and/or social studies courses, which is approximately 44 students
- Co-taught courses are general education courses and will follow our traditional class-size maximums of 26 students.
 - In a co-taught classroom, typically 70% of the students are general education students and 30% are special education students.
- Typically, special education students’ English I course placement aligns with their World History placement, which informed our estimates and co-taught offerings.

	Special Education Students	General Education Students	Total Number of Sections
English I Co-Taught	6 students/section	20 students/section	8 sections
World History Co-Taught	6 students/section	20 students/section	8 sections

Additional preparation for co-teaching includes, but is not limited to, the following elements that have been demonstrated to significantly impact the success of co-teaching implementation:

- **System of support within the district**
 - Common planning periods for co-teaching pairs
 - Weekly planning and reflection expectations for co-teaching pairs
 - PLC groupings/attendance
 - Professional appraisal
- **Professional learning and ongoing support for co-teachers**
 - Initial training for setting up co-teaching approach (June 2022)
 - Identifying and defining roles
 - Ongoing problem-solving and support
 - Continued professional learning and coaching (throughout 2022-23)
- **Logistical considerations**
 - Finalized enrollment and section numbers
 - Sectioning, FTE, and master scheduling
 - Impact on IEP documentation and meeting schedules
 - Expansion of co-taught course offerings
 - For 10th grade students in SY2023-24
 - Add math, science, and other graduation requirements

For many educators, students, and families within our district, the inclusion of co-teaching within in our continuum of service delivery has been long overdue and the advocacy and efforts of many have allowed the district to move from idea to action. Additional updates and related action will be presented to the Board of Education at the appropriate time.

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

LYONS TOWNSHIP HIGH SCHOOL

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• Tel: (708) 579-6456 • Fax: (708) 579-6454 • Email: epiotrowski@lths.net • Website: www.lths.net



EDWARD M. PIOTROWSKI
Director of Human Resources

To: Board of Education

From: Ed Piotrowski, Director of Human Resources
Dr. Leslie Owens, Director of Student Services
Dr. Jennifer Rowe, Director of Equity and Belonging
Dr. Jennifer Tyrrell, Principal

Date: March 4, 2024

Re: 2024-25 Staffing Request (Restorative Intervention Room)

Introduction

Throughout the last two years, the Building Leadership Team has pursued learning around restorative practices and Intervention Room programming, as a component of the Discipline Improvement Plan approved by the Board of Education in June 2022. This learning was predicated on our team's continued analysis of LT's disciplinary data and the disproportionality that exists among groups of students being suspended, also as a component of the LTHS Discipline Improvement Plan. As a result of this work, we are recommending the implementation of a Restorative Intervention Room at Lyons Township High School beginning in the 2024-25 school year. Ultimately, we believe that we can help students understand the impact their behavior has on themselves and those around them. We believe that this programming will enable us to successfully teach our students to accept responsibility for their actions and will connect them more closely with our school community.

Recommendation

A primary goal of this intervention would be to reduce both exclusionary discipline and the number of students who reoffend. Instead of assigning consequences that remove students from the school environment, a Restorative Intervention Room would provide opportunities for students to take responsibility for their actions and work to repair the harm that has occurred, while also receiving academic support. This type of programming would support the acquisition of skills that reduce risk factors linked with attendance difficulties, inappropriate behaviors, and/or other SEL concerns. It will help students manage behaviors that put them at risk for academic failure. We will leverage this resource to empower our students, better connect them to the LT community, and help them to navigate future conflict - all while keeping them in school.

Program Proposal Details

- Restorative Intervention Room Program Setup
 - A program that is used as an alternative to exclusionary discipline and is restorative in nature

- Prepares and leading students, staff members, and of members through community building and restorative circles
 - Works collaboratively with grade-level SST members related to the needs and progress of students
 - Manages the ongoing academic and behavioral needs of students through data-driven progress monitoring to determine additional student needs of students on their caseload
 - Coordinates and managing referrals to outside providers, as well as coordinating outside practitioner services within the school (i.e., substance abuse)
 - Prepares students to return to the general population with a focus on restoring relationships and resetting expectations
 - Contacts students proactively in order to prevent escalation of behaviors that have traditionally been assigned exclusionary discipline.
 - Guides small student groups, as identified through data, in improving essential social skills and educational outcomes
 - Assists with building a culture of Restorative Practices, including Restorative Practices training with staff.
 - Facilitates circles (community building and restorative) as well as Restorative Conferences
 - Performs other duties as assigned by the principal, or other administrative staff
- **RIR Paraeducator Responsibilities**
 - Assists the coordinator with program needs
 - Monitors of Restorative Intervention Room and students
 - Develops rapport with students in the program
 - Informs teachers of participation and work collection/distribution
- **RIR Schedule**
 - The RIR schedule would be highly structured and would follow the bell schedule of the 8-period school day.
 - The daily schedule would include:
 - **Intake Meeting**
 - RIR facilitator meets with students and parents/guardians prior to 1st period to overview the goals of the program and expectations
 - Review of the daily schedule and completion of any additional paperwork (e.g., Student Success Plan, etc.)
 - Discussion of parent and student intake form
 - **Academic Support**
 - Review of grade reports and missing assignments
 - Goal setting for academic support time each day
 - Student communication with teachers on missing work, progress in class

- Teachers are encouraged to stop in and see their student as they're able
 - Facilitator signs off of student generated assignment list after verifying completion of work
 - Determine individual student academic plan based on schedule, performance in classes, and student needs
- Group Activities
 - Time for building rapport with facilitator and among students
 - Discussion regarding their SST team and the supports/resources offered
 - Opportunity for connection with deans, counselors, social workers, etc
 - Restorative circles, as appropriate
- Individual Student Counseling
 - Restorative conversation/reflections - Students working towards owning their role in the incident, considering how to repair harm that has been done, consideration of what they need to move forward
 - Students working on how they'll contribute/lead the reentry meeting
- Reentry Meeting
 - These meetings would be held on the third day for three day placements. The focus would be on accountability, reparation of harm, and goals moving forward.
 - Student-led - Student leads discussion with their support team as to how they'll move forward
- Additional Possibilities within the Daily Schedule
 - Physical Education, In-School Community/School Service Projects, Restorative Circles, Post Secondary Goal Setting and Career Exploration, Peer Conflict Resolution
- Ongoing Support and Followup
 - Once a student has completed programming, the RIR coordinator will continue to track their progress
 - The Restorative Intervention Facilitator will schedule two follow-ups within the two weeks following the completion of their assignment
 - Quarterly check-ins from either the RIR facilitator and/or paraeducator will be initiated and scheduled
 - At the conclusion of a student's RIR Room assignment the grade-level SST will discuss what on-going support is appropriate
 - The RIR facilitator will offer on-going groups based on the needs of students being referred. These might include anger management/impulse control or any other needs.

To: Board of Education, LTHS District 204
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 an 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.



D. New Course Proposals

Division: Special Education
Post-Secondary Exploration

Division: Fine Arts

Fiber Arts

Beginning Piano/Keyboarding

- Beginning Piano
- Intermediate Piano

Division: Science

AP Physics C - Mechanics

AP Physics C - E&M

Ethics in Health Care

Zoology

- Zoology
- ML Zoology

Applied Phys for I & I

- **Linked Document: [Physics Pathway Documents](#)**

2026-2027 Curriculum Change Proposal Form

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

Date of Application: 2/25/25 Division: Special Education

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

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

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Post-Secondary Exploration	0.5	Director or designee and IEP team approval	11, 12	III		

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Post-Secondary Exploration

Provide a brief description of the proposal/change:

The proposal is to add a semester course within the Special Education Division that is designed to provide direct instruction to support students' post-secondary transition goals in the areas of post-secondary education, training, career/employment, and independent living skills. Grading will be Credit/No Credit

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

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

The state of Illinois requires that "beginning no later than the first individualized education plan (IEP) in effect when the student turns 14½, (or younger if determined appropriate by the IEP Team) and updated annually thereafter, the IEP must include (i) measurable post-secondary goals based upon age-appropriate transition assessments and other information available regarding the student that are related to training, education, employment, and independent living skills and (ii) the transition services needed to assist the student in reaching those goals, including courses of study. This course would be an opportunity to provide direct instruction and support for students to make progress toward post-secondary goals in the required areas and to define their path and next steps following graduation.

This course also aligns with the Illinois Postsecondary and Career Expectations (PaCE) framework and research to support the need for specific coursework focused on post-secondary planning (National College Attainment Network).

Current 11th and 12th grade special education case managers estimate that up to 75% of students eligible for special education services may be recommended for this course.

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

District 203 (New Trier) offers a class called Transition Seminar.

Transition Seminar is available to students with IEPs who may benefit from direct instruction related to the four key components of the transition plan: education, training, employment, and independent living. Students will gain a better sense of themselves as students and future employees, receiving guidance and support while exploring and planning for life after high school based on their interests, needs, aptitudes, and skills. Students will explore post-high school options, including working, taking college courses, attending college, and volunteering.

District 214 offers a class called Post-Secondary Pathway Exploration & Practicum.

Students will identify college and career interests and develop plans to pursue the skills and training necessary to be successful in their chosen field. Students will develop an understanding of career pathways and course options that lead to post-secondary success. Students will work on important social skills necessary to be successful in college or the workplace. Students taking this course will be prepared to apply and participate in work-based learning experiences. Students will be trained to obtain internships or apprenticeships or jobs. This course may be repeated.

District 113 (Deerfield/Highland Park) offers a class called Individual & Career Development.

District 225 (Glenbrook North/South) offers a class called Transition for Life.

This course is for students exploring post-secondary options, including education, vocational skills, and independent living. It involves community based instruction, job shadowing, and field trips to provide hands-on experience and skill generalization. Activities are designed based on individual goals. Emphasis is

on career exploration, job readiness, and life skills for workforce success and well-being.

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

- 1) Student progress toward post-secondary goals during participation in the course.
- 2) Student readiness upon graduation to pursue a defined post-secondary path.

How does the change address Board Goals or school initiatives?

The proposal addresses the following components of the District Strategic Plan:

- Vision: All students graduate prepared for life, career, and college success.
- Goal 1: Provide engaging and equitable instructional learning experiences for all students aligned to the district's vision.
- Goal 2: Build confidence, self-sufficiency, and wellness in students by improving intervention systems and other supports for academic and social and emotional learning.
- Goal 4: Partner with the community to offer learning opportunities and expose students to potential career pathways and community services.

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

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
SchoolLinks	N/A
Curricular resources available without charge via several organizations, examples include: <u>Zarrow Center</u> <u>Transition Tennessee</u> <u>I'm Determined</u>	\$0
(insert additional rows if necessary)	




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

Post-Secondary Exploration provides an in-depth exploration of post-secondary options related to the four key components of the transition plan: education, training, employment, and independent living. Students will have an opportunity to research and explore post-secondary plans based on their interests and aptitudes. Students will identify college and/or career interests, create a portfolio of information and resources to support their post-secondary goals, and develop plans to pursue the skills and training necessary to find success after high school. Students may repeat the course in order to further refine and work toward their plans so that they are prepared to take identified next steps upon graduation from high school.

Who was involved in developing this course proposal?

Jocelyn Alcantara, Emma Dominelli, Allison Doyle, Morgan Gallagher, Susan McCallan, Melissa Moore, Erin Sharkey, Ben Skibbe, Jill Vaupell, Allyson Voss, Gabby Williams

Signatures:

Curriculum Coordinator/Lead Teacher 	Date 9-25-25
Assistant Division Chair 	Date 9-22-25
Division Chair 	Date 9/23/25

2026-2027 Curriculum Change Proposal Form

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

Date of Application:

Division:

Current Course Information:

(skip if this is a new course proposal)

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

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Fiber Arts	.5	none	9-12	III		

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Fiber Arts

Provide a brief description of the proposal/change:

To provide an additional NEW hands on class in the art department.

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

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

-There is a need for another hands-on class within the art department. (an additional choice to ceramics which is not attractive to some students due to the complexities and textures surrounding clay use)
-Students using these techniques in more advanced classes could benefit from an introductory level course to correctly learn the basics

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

- Chicago High School for the Arts – 3rd year option
- Lane Tech
- Many suburban schools house fiber arts in 3D Design classes

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

1. Project Complexity: Track the complexity of projects completed over time. Are students able to tackle more advanced techniques or create more intricate pieces by the end of the course?
2. Attendance and Participation: Track how many sections run after the class is running.
3. Creativity and Initiative: Measure how often students create original work or push their boundaries with new techniques and designs beyond the required projects.
4. Final Project Evaluation: Assess the quality of a final project (or multiple projects) that demonstrates the skills learned throughout the course.
5. Surveys and Feedback Forms: Collect anonymous feedback from students on their learning experience—what they enjoyed, what they found challenging, and how they felt about the course overall.

How does the change address Board Goals or school initiatives?

Fiber arts (such as knitting, weaving, crocheting, embroidery, and sewing) encourage students to engage in creative problem-solving and self-expression. These crafts allow students to create tangible, functional, and artistic pieces, giving them a sense of accomplishment. The creative process fosters imagination and originality, which are transferable skills in any field.

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

Estimated Cost

For each student, the materials could cost around \$20 - \$50, depending on the project size and number of colors used.

Classroom Supplies: around \$300 - \$500 for a class of 20 students, depending on how much material is purchased in bulk.

(insert additional rows if necessary)

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

Explore the creative world of textiles in this hands-on Fiber Arts class! Students will learn a variety of techniques, including felting, crochet, weaving, embroidery, and other fabric arts. This course emphasizes creativity, self-expression, and craftsmanship, allowing students to create beautiful, functional pieces while learning about the history and cultural significance of fiber arts. Perfect for students who love working with their hands and want to try something new!

Who was involved in developing this course proposal?

Jamie Rey

Signatures:

Curriculum Coordinator/Lead Teacher <i>Jamie Rey</i>	Date 2/12/25
Assistant Division Chair <i>Mark Dahl</i>	Date 02/27/2025
Division Chair <i>Gerry James</i>	Date 02/27/2025

2026-2027 Curriculum Change Proposal Form

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

Date of Application:

Division:

Current Course Information:

(skip if this is a new course proposal)

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

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Beginning Piano	0.5	None	9-12	3		
Intermediate Piano	0.5	Beginning Piano	9-12	3		

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Piano class proposal

Provide a brief description of the proposal/change:

Add piano class to our music department offerings

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

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

1. An independent audit of the music department course offerings indicated a need for an entry level music course which could be open to all students regardless of experience and resources. This course would be one of hopefully several levels of class piano allowing students to develop keyboarding skills from a beginning level.
2. Music staff are continually asked at Future Freshman Night if we have a class for piano students, or those students looking to begin piano.
3. There are many students outside the current music offerings who would like to build their skills that would ultimately allow them to take AP Music Theory. There are several students currently in AP Theory who have indicated an interest in class piano and indicated they would have felt more prepared to take AP Theory with this background. Currently, there is no track for these students outside the normal band, choir and orchestra sequence.

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

Glenbard High Schools offer a Piano 1 course for beginners, and a Piano 2 course as a continuation of Piano 1. Both are semester-long classes.

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

Student enrollment. With successful student enrollment, not only should this class run but we should be able to create multiple levels to serve students as they grow their keyboarding skills.

How does the change address Board Goals or school initiatives?

This proposal supports Goal 1 of the strategic plan to "provide a comprehensive, innovative education for every student" and to "provide engaging and equitable instructional learning experiences for all students."

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

Estimated Cost

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
Piano Books	\$30 per textbook
Class set of keyboards (25 for SC, 25 for NC {updates existing keyboards})	\$25,000
Class set of keyboard stands (25 for SC, 25 for NC)	\$4,000
25 sets of headphones for SC, 25 for NC	\$5,000

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

This course is designed to develop beginning piano techniques, regardless of prior music experience. Students will learn basic piano skills, including playing technique, music literacy, music theory, and concepts of melody and harmony. Students will explore a variety of genres from different cultures, while learning about influential musicians and developing self-discipline and good practice habits.

Who was involved in developing this course proposal?

Mark Dahl, David Hartley, Gerry James, Jan Matthews, Paul Meiste, John Musick

Signatures:

Curriculum Coordinator/Lead Teacher <i>Mark Dahl</i>	Date 02/27/2025
Assistant Division Chair <i>Mark Dahl</i>	Date 02/27/2025
Division Chair <i>Gerry James</i>	Date 02/27/2025

2026-2027 Curriculum Change Proposal Form

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

Date of Application: Division:

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

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

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
AP Physics C - Mechanics	1	Pre Calculus	10-12	V		

Concurrent Enrollment Info:

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

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


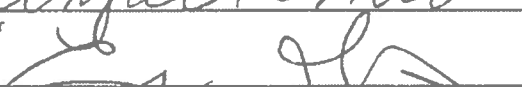
*Dual Credit University Partner:

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

Who was involved in developing this course proposal?

Physics Team

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair 	Date 9/22/25
Division Chair 	Date 9/22/25

2026-2027 Curriculum Change Proposal Form

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

Date of Application:

1/31/25

Division:

Science

Current Course Information:

(skip if this is a new course proposal)

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

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
AP Physics C – Electricity and Magnetism	1	1 year of physics and Calculus concurrent	11,12	V		

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

AP C – E&M

Provide a brief description of the proposal/change:

This is part of the revamped pathway for physics students. Offering various levels of physics for our students allows them to engage with physics principles in a variety of ways as well as hone in on what type of physics might be relevant to them and their future career. This course will be the second in the AP Physics C series and feature Electricity and Magnetism topics for a full year as opposed to being taught in just a semester.

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

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

Our curriculum review team mapped out this pathway as an avenue to garner increased interest and provide a variety of engaging options for all LT students.

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

Lake Forest has a pathway similar to what we would like to offer (attached).
Lake Park is also getting rid of AP 1 and breaking AP C into two years.

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

Enrollment data – are more students taking physics? Are they enjoying the new curriculum and opportunities provided with these changes?

How does the change address Board Goals or school initiatives?

Offering AP Physics C – Electricity and Magnetism as a year-long course allows students to focus on topics in this area, increase lab opportunity and exposure, and participate in an AP test that colleges accept widely when passed.

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

Estimated Cost

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


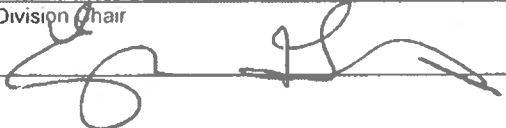
Provide an updated Course Description that will be included in the Academic Program Guide:

AP Physics C: Electricity and Magnetism is a year long, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts such as electrostatics, electric circuits, magnetism, and electromagnetism. Students should have completed or be concurrently enrolled in Calculus AB or BC.

Who was involved in developing this course proposal?

Physics Team

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair 	Date 9/22/25
Division Chair 	Date 9/22/25

2026-2027 Curriculum Change Proposal Form

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

Date of Application: 2/26/25

Division: Science

Current Course Information:

(skip if this is a new course proposal)

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

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Ethical Issues in Healthcare	.5		9,10			

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner: College of Dupage – Tanious, Beemer, and Wildman already approved

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

Healthcare Ethics

Provide a brief description of the proposal/change:

This would serve as the second course in the healthcare pathway we are developing at LT.

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

Due to robust enrollment in our current healthcare courses, this course was added to address inequities in our current healthcare system and allow students to explore emerging needs in healthcare in this country.

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

Many surrounding schools have healthcare pathways - 88, 211, 214 but ours is unique in the specific courses we offer. District 88 offers PLTW, and 211 and 214 offer pathways that lead to CNA certification, which we can facilitate via TCD.

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

Enrollment data

How does the change address Board Goals or school initiatives?

This course incorporates Dr Gholdy Muhammad's Equity Framework and provides exposure to our students on issues in healthcare that perpetuate inequities. This would serve as the introductory course to a growing healthcare pathway at LT.

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

Downloadable ebook used at COD	0
(insert additional rows if necessary)	

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

Students will be introduced to ethical behavior and professional practice expected in healthcare. Topics will include communication, teamwork, conflict resolution, all-hazard preparation, needs of the patient, death, and dying, as well as existing inequities in our current healthcare system and the need for healthcare workers to be culturally competent.

Who was involved in developing this course proposal?

Erin Groth and healthcare teachers

Signatures:

Curriculum Coordinator/Lead Teacher	Date
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Assistant Division Chair <i>Arnold Orino</i>	Date 9/18/25
Division Chair <i>[Signature]</i>	Date 9/18/25

2026-2027 Curriculum Change Proposal Form

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

Date of Application: 11/4/24

Division: Science

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

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

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Zoology	1	Biology	11-12	IV		
ML Zoology	1	Biology	11-12	IV		

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner: Moraine Valley CC

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

Zoology

Provide a brief description of the proposal/change:

Offering Zoology would allow for further engagement in life sciences. We have a teacher with a Master's Degree in Zoology that could allow for an additional Dual Credit opportunity. Zoology is an opportunity for students to further their scientific knowledge, gain skills in husbandry, and learn about the cyclical relationships between the animal kingdom and our planet.

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

Enrollment data shows we have gaps in student enrollment in 3rd and 4th year students.

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

District 88 added this course to increase enrollment for students interested in animals/animal careers but not ready for AP Biology. Enrollment was robust.

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

Enrollment, engagement, willingness to continue taking science courses.

How does the change address Board Goals or school initiatives?

The addition of this course provides dual credit opportunities for an increased group of students. It allows for hands-on learning and the SEL component of interactions and care for animals. We would like to offer this course in a variety of levels from ML – Accelerated.

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

Resources	Estimated Cost
Animals (several already exist in Room 33 at North - potentially add bearded dragon, shrimp, gecko, frogs), animal housing, and care supplies.	3,000
(insert additional rows if necessary)	

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

Study of the natural history, morphology and physiology of invertebrate animals. Emphasizes midwestern forms, including distribution, feeding habits, reproduction, economic importance, and classification. Fee is required.

Who was involved in developing this course proposal?

Erin Groth

Signatures:

Curriculum Coordinator/Lead Teacher	Date
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Assistant Division Chair 	Date 9/18/25
Division Chair 	Date 9/18/25

2026-2027 Curriculum Change Proposal Form

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

Date of Application:

Division:

Current Course Information:

(skip if this is a new course proposal)

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

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Applied Physics	1	Biology	10, 11,12	III		

Concurrent Enrollment Info:

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

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

*Dual Credit University Partner:

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

Physics Prep

Provide a brief description of the proposal/change:

We aim to expand course offerings at South Campus to better support students of all math abilities. As part of this effort, we are proposing a redesigned physics pathway, with this course serving as the prep option. Providing multiple levels of physics allows students to engage with key principles in diverse ways while exploring how physics may relate to their interests and future careers.

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

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

Our curriculum review team mapped out this pathway as an avenue to garner increased interest and provide a variety of engaging options for all LT students.

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

Lake Forest has a pathway similar to what we would like to offer (attached).
Hinsdale offers conceptual physics at the freshman level and AP C Mechanics for a full year.
Addison Trail is considering a physics and autos combo.
Homewood Flossmoor offers this course currently.

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

Enrollment data – are more students taking physics? Are they enjoying the new curriculum and opportunities provided with these changes?

How does the change address Board Goals or school initiatives?

The introduction of a preparatory-level physics course expands choices for sophomores, offering a practical and accessible approach to physics. This course emphasizes real-world applications and focuses on conceptual understanding rather than intensive computational problem-solving.

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

Estimated Cost

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
No text needed, lab materials are similar to what physics already uses.	
(insert additional rows if necessary)	

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

This course introduces students to the fundamental concepts of physics through a practical, real-world lens, emphasizing applications relevant to hands-on careers and industries. Through engaging experiments, problem-solving activities, and real-world case studies, students will connect theoretical concepts to practical applications. Topics may include understanding forces in construction, energy efficiency in systems, material properties in manufacturing, and the principles of power generation and transmission. By the end of the course, students will gain a deeper appreciation of how physics drives innovation and solves practical problems in diverse industries.

Who was involved in developing this course proposal?

Physics Team

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair <i>Anne M. Orino</i>	Date 9/18/25
Division Chair <i>[Signature]</i>	Date 9/18/25

LT Physics

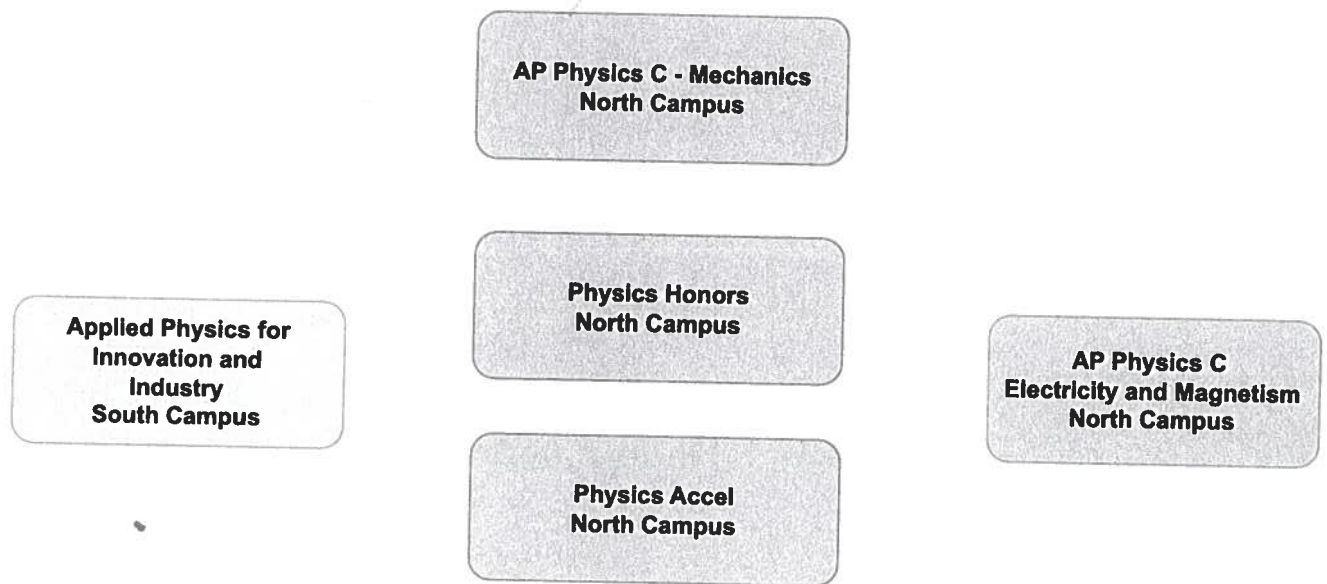
Overview

The Physics restructure is designed to expand learning opportunities for LT students by offering a more varied, engaging, and relevant curriculum that better reflects their interests and academic needs.

Summary

Course	Rationale
Applied Physics	<p>Why?</p> <p>To provide a Prep level, survey Physics option for students at South Campus.</p> <p>Who?</p> <p>Sophomores interested in conceptual Physics as it relates to industry and with little interest in Chemistry.</p>
Physics Accel	<p>Why?</p> <p>To continue offering a rigorous, survey Physics course.</p> <p>Who?</p> <p>Students not interested in a collegiate STEM field.</p>
Physics Honors	<p>Why?</p> <p>To offer a rigorous survey-level replacement for AP Physics 1, this course provides a different pace and increased emphasis on mathematical computation as compared to Physics Accel.</p> <p>Who?</p> <p>Students interested in a STEM career and/or looking for a 5.0 option like AP 1</p>
AP C - Mechanics	<p>Why?</p> <p>Breaking up AP Physics C allows students a more appropriate pace and access to a more in-depth experience with the content.</p> <p>Who?</p> <p>Students interested in a STEM career such as engineering or computer science</p>
AP C - Electricity and Magnetism	<p>Why?</p> <p>As year 2 of the AP C course, students can delve deeper into the topics.</p> <p>Who?</p> <p>Students interested in a STEM career such as engineering or computer science</p>

Lyons Township High School Physics Offerings





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: Lyons Township High School District 204 Board of Education

FROM: Dr. Brian Waterman, Superintendent

RE: Preparation for Discussion Re: Next Steps for Willow Springs Property

DATE: October 1, 2025

Over the past nine months, the District 204 Board of Education has engaged in a series of public discussions regarding the future of the Willow Springs Property. This work has included the formation of an administrative committee, which led to the Board extending an offer to Pleasantdale School District 107 to purchase a portion of the land and, separately, inviting Pleasantdale Park District to consider a potential land swap. While conversations with District 107 are still ongoing, it is important for the Board to continue its discussions if the ultimate goal is to pursue a property sale during the 2025–26 school year.

In its June 2, 2025 summary, the Willow Springs Property Administrative Committee identified January through April 2026 as the optimal timeframe to complete the formal steps of a property sale. To meet this target, the Board will need to engage in continued public discussions (and closed session discussions, where appropriate) to address the necessary actions. A proposed sequence of steps and timeline is outlined below.

October 6, 2025 – Committee of the Whole Meeting

Board Discussion Topics:

- Does the Board wish to proceed with exploring a property sale?
 - If not, no further discussion is required.
- If yes, the Board will ultimately need to establish a minimum price, approve terms and conditions, and adopt a resolution.
- In order to prepare for those actions, the Board’s consensus will be needed to move forward. This will require certain administrative efforts and related costs in the coming months, including:
 - Updating/completing a survey
 - Ordering an updated title commitment
- Additional items for Board consideration:





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

- Engagement with Village of Willow Springs officials regarding potential terms and conditions
 - Determination of an appropriate due diligence period
- Public communication needs

October 7 – December 19, 2025

- Update/complete survey
- Obtain updated title commitment
- Conduct conversations with Village officials (if directed by the Board)
- Carry out communication steps identified by the Board
- Establish minimum price

January 20, 2026 – Regular Action Meeting

- Adopt resolution
- Approve terms and conditions

January 21–23, 2026

- Distribute buyer packets to potential buyers

January 26–30, 2026

- Conduct pre-bid meeting for potential buyers

March 4, 2026

- Conduct bid opening

March 16, 2026 – Regular Action Meeting

- Board considers awarding contract

This item will be placed on the agenda for the October 6 Committee of the Whole Meeting for further discussion. Please feel free to reach out to me or Tim with any questions or requests for clarification.



LYONS TOWNSHIP HIGH SCHOOL

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



Brian Stachacz
Director of Business Services

Memorandum

To: Dr. Brian Waterman, Board of Education

From: Brian Stachacz

Date: 10/1/2025

Re: 2025 Tax Year Levy

Information: Attached you will find materials for the Tax Year 2025 Tax Levy. The chart titled “Proposed 2025 Tax Levy” provides comprehensive information regarding the proposed 2025 Tax Levy as well as a comparison of the 2024 Tax Levy draft extensions.

Unfortunately, the process of preparing a tax levy involves estimating two important factors. The EAV (Equalized Assessed Valuation) of the district and the amount of “New Property” (value of property being added to the tax rolls for that tax year) are unknown at the time the levy is prepared. In order to complete this process, we have to make reasonable assumptions for these two numbers. Estimating “New Property” correctly is crucial to the district because under current legislation, it is difficult to capture “New Property” in future years if it is not captured in the first year that it is added to the tax rolls. For purposes of the 2025 Tax Levy, we have estimated \$60,000,000 of New Property value. This is most likely an overly optimistic amount however, estimating higher will allow us to collect all New Property added to the tax rolls for Tax Year 2025 and we will only collect property taxes on the true final amount provided by the county.

The charts on the next page provide a summary of the estimated and aggregate numbers for the 2025 Tax Year Tax Levy:

Calculation of 2025 Extension (Operating Funds)

Prior 2024 Tax Year Aggregate Extension	December 2024 CPI (Consumer Price Index)	Prior Year Extension Times CPI Creates New Aggregate Extension Base For 2025 Tax Levy
\$85,391,434	2.9%	\$87,867,786

Projected EAV With and Without New Property

Projected 2025 EAV	Projected New Property	EAV Plus New Property
\$4,475,889,632	\$60,000,000	\$4,535,889,632

Calculation of Limiting Rate (Tax Rate)

2025 Extension Base		2025 Estimated EAV Minus New Property			2025 Limiting Rate
\$87,867,786	Divided By	\$4,475,889,632	Equals	Limiting Rate	1.9631

Calculation of Maximum Aggregate 2025 Tax Year Levy

2025 Limiting Rate		Projected 2025 Aggregate EAV		Maximum Aggregate 2025 Tax Levy
1.9631	Times	\$4,535,889,632	Equals	\$89,045,667

The above maximum aggregate levy of \$89,045,667,163 for the 2025 Tax Levy represents a **4.28%** increase (for the capped funds) over the prior year actual extension of \$85,391,434.

The total aggregate levy, including all funds of \$91,967,620 for the 2025 Tax Levy represents a **4.10%** increase over the prior year actual extension, for all funds, of \$88,344,622.

Since the increase to the 2025 Tax Levy is less than 5% over the prior year, we are not required to publish a notice in the local newspaper and hold a public hearing prior to adoption of the final levy in December. It has been the practice of the Board of Education, in the spirit of transparency, to publish this information in the newspaper and hold a public hearing regardless of the percentage increase in prior years.

Based upon the CPI increase of 2.9% over the 2024 Tax Levy, District 204 can expect \$2,476,352 of additional property taxes from existing properties on the tax rolls. Additionally, if the New Property value of \$60,000,000 was added to the tax rolls, LTHS could expect to receive an additional \$1,177,881 from those properties considered to be New Property. However, since we do not currently know what the value of New Property will be, we do not actually know the amount of taxes attributable to that value. For example, if the New Property value is \$30,000,000 instead of \$60,000,000 we would expect to receive about \$588,940 from the New Property values added to the tax rolls.

The process of adopting a tax levy includes approval of an estimated levy by the Board of Education at the November meeting and then final approval at the December meeting. As stated earlier, the meeting in December will also involve a public hearing. According to Illinois School Code, adoption and submission of the final tax levy is required on or before the last Tuesday in December.

There will also be an additional amount added to the 2025 tax levy. In addition to the amount levied by the district, Public Act 102-0519, signed by the Governor in to law in August of 2021, provides that some property tax refunds paid by the District from November 1st through October 31st of the prior year will be added back to the levy in the next tax year and those funds are not subject to the Property Tax Extension Limitation Law. The sources of these refunds are decisions in the Circuit Court, the Property Tax Appeal Board and Certificates of Error. That amount added for the 2024 Tax Levy Year is not known as of yet but should be available for a future meeting. It is important to note that while this will be an additional revenue source, it will also be paid by all of the property owners in the district as part of their tax bills in 2025.

Recommendation: For Information.

Proposed 2025 Tax Levy

	A	B	C	D	E	F	G	H	I	J	K	L
1	2024 EAV			\$4,459,967,716								
2	2025 EAV Est.			\$4,475,889,632								
3	% of Existing EAV Change			0.36%								
4	New Property Est.			\$60,000,000		Taxes for new property are not limited by the tax cap.						
5	Total 2025 EAV Est.			\$ 4,535,889,632								
6	Total EAV % Change			1.70%								
7												
8	FUND	2025 PROJECTED	2024 LEVY	AMOUNT PROJECTED	AMOUNT PROJECTED	TOTAL LEVY						
9		RATE	EXTENSION	FOR 2025 LEVY	FROM NEW PROPERTY	PROJECTION						
10		(A)	(B)	(C)	(D)	(C+D)						
11												
12	EDUCATION	1.5654	\$ 71,289,058	\$ 70,067,786	\$ 939,270	\$ 71,007,056						
13	O & M	0.2324	\$ 9,821,298	\$ 10,400,000	\$ 139,414	\$ 10,539,414						
14	TRANSPORTATION	0.0815	\$ 1,007,314	\$ 3,650,000	\$ 48,929	\$ 3,698,929						
15	IMRF	0.0357	\$ 1,460,603	\$ 1,600,000	\$ 21,448	\$ 1,621,448						
16	SOC SEC/MEDICARE	0.0391	\$ 1,410,237	\$ 1,750,000	\$ 23,459	\$ 1,773,459						
17	WORKING CASH	0.0000	\$ -	\$ -	\$ -	\$ -						
18	RENT	0.0000	\$ -	\$ -	\$ -	\$ -						
19	LIFE SAFETY	0.0000	\$ -	\$ -	\$ -	\$ -						
20	TORT IMMUNITY	0.0000	\$ -	\$ -	\$ -	\$ -						
21	SPECIAL EDUCATION	0.0089	\$ 402,924	\$ 400,000	\$ 5,362	\$ 405,362						
22												
23	TOTALS CAPPED FUNDS	1.9631	\$ 85,391,434	\$ 87,867,786	\$ 1,177,881	\$ 89,045,667						
24												
25	Projected dollar increase without Bond & Interest over the 2024 Levy								\$ 2,476,352			
26	Projected percentage increase without Bond & Interest over the 2024 Levy								2.90%	\$ 3,654,233		
27												
28	BOND AND INTEREST	0.0670	\$ 2,953,188	\$2,921,953								
29												
30	2025 Proposed Levy											
31	TOTAL ALL FUNDS	2.0301	\$ 88,344,622	\$ 91,967,620				\$ 91,967,620				
32												
33	Projected dollar increase with Bond & Interest over the 2024 Levy								\$ 3,622,998	\$ 3,622,998		
34	Projected percentage increase with Bond & Interest over the 2024 Levy								4.10%	4.10%		
35												
36												
37												
38												

Lyons Township

6 - Year Tax Levy History Plus Current Proposed

	A	B	C	D	E	F	G	H
1		Tax Year 2019	Tax Year 2020	Tax Year 2021	Tax Year 2022	Tax Year 2023	Tax Year 2024 (Est.)	Tax Year 2025 (Est.)
2								
3	EAV	3,308,510,775	3,804,964,139	3,514,376,604	3,453,621,178	4,479,514,478	4,459,967,716	4,535,889,632
4	% Change	-	15.01%	-7.64%	-1.73%	29.70%	-0.44%	1.70%
5								
6	New Property	35,996,952	41,802,552	7,773,528	20,553,539	39,552,822	31,409,616	60,000,000
7	% Change	-	16.13%	-81.40%	164.40%	92.44%	-20.59%	91.02%
8								
9	Total Tax Rate	2.181	1.962	2.159	2.321	1.897	1.980	2.030
10	% Change	-	-10.04%	10.04%	7.50%	-18.27%	4.38%	2.53%
11								
12	CPI	1.90	2.30	1.40	5.00	5.00	3.40	2.90
13	% Change	-	21.05%	-39.13%	257.14%	0.00%	-32.00%	-14.71%
14								
15	Advertised % Change (Capped Funds)	3.25%	3.59%	3.08%	6.47%	6.32%	4.89%	4.28%
16								
17	Advertised % Change (All Funds)	3.06%	3.40%	2.88%	6.28%	6.13%	4.70%	4.10%
18								
19	(Proposed) Capped Extension	69,721,651	72,064,394	74,192,648	77,919,647	82,251,776	85,993,338	89,045,667
20								
21	(Actual) Capped Extension	69,568,053	71,978,504	73,183,375	77,361,111	81,984,071	85,391,434	89,045,667
22	% Change	-	3.46%	1.67%	5.71%	5.98%	4.16%	4.28%
23								
24	(Proposed) Total Extension	72,204,587	74,604,438	76,768,253	80,624,032	85,091,380	88,903,838	91,967,620
25	(Actual) Total Extension	72,150,307	74,620,150	75,862,004	80,173,671	84,936,322	88,344,622	91,967,620
26	% Change	-	3.42%	1.66%	5.68%	5.94%	4.01%	4.10%

	A	B	C	D	E	F	G	H	I	J	K
1	Residential Property Taxes Paid to District 204										
2	Estimated 2024 to Estimated 2025										
3											
4	Property #1			Property #2			Property #3			Property #4	
5	2024 Actual			2024 Actual			2024 Actual			2024 Actual	
6	2024 Market Value	1,167,530		2024 Market Value	776,225		2024 Market Value	470,700		2024 Market Value	182,360
7	Assessed Value (10% of Market Value)	116,753		Assessed Value (10% of Market Value)	77,623		Assessed Value (10% of Market Value)	47,070		Assessed Value (10% of Market Value)	18,236
8	Multiplier	3.0355		Multiplier	3.0355		Multiplier	3.0355		Multiplier	3.0355
9	2024 EAV	354,404		2024 EAV	235,623		2024 EAV	142,881		2024 EAV	55,355
10											
11	2024 Total District 204 Tax Rate	0.01981		2024 Total District 204 Tax Rate	0.01981		2024 Total District 204 Tax Rate	0.01981		2024 Total District 204 Tax Rate	0.01981
12											
13	2024 Tax Before Exemptions	7,020		2024 Tax Before Exemptions	4,667		2024 Tax Before Exemptions	2,830		2024 Tax Before Exemptions	1,096
14											
15	Total Amount of Exemptions	198		Total Amount of Exemptions	198		Total Amount of Exemptions	198		Total Amount of Exemptions	198
16											
17	2024 Final Tax Amount Paid to District 204	6,822		2024 Final Tax Amount Paid to District 204	4,469		2024 Final Tax Amount Paid to District 204	2,632		2024 Final Tax Amount Paid to District 204	898
18											
19	2025 Estimated			2025 Estimated			2025 Estimated			2025 Estimated	
20	Est. 2025 Market Value	1,171,733		Est. 2025 Market Value	779,019		Est. 2025 Market Value	472,395		Est. 2025 Market Value	183,016
21	Assessed Value (10% of Market Value)	117,173		Assessed Value (10% of Market Value)	77,902		Assessed Value (10% of Market Value)	47,239		Assessed Value (10% of Market Value)	18,302
22	Est. Multiplier	3.0355		Est. Multiplier	3.0355		Est. Multiplier	3.0355		Est. Multiplier	3.0355
23	Est. 2025 EAV	355,680		Est. 2025 EAV	236,471		Est. 2025 EAV	143,395		Est. 2025 EAV	55,555
24											
25	Est. 2025 Total District 204 Tax Rate	0.02030		Est. 2025 Total District 204 Tax Rate	0.02030		Est. 2025 Total District 204 Tax Rate	0.02030		Est. 2025 Total District 204 Tax Rate	0.02030
26											
27	Est. 2025 Tax Before Exemptions	7,221		Est. 2025 Tax Before Exemptions	4,801		Est. 2025 Tax Before Exemptions	2,911		Est. 2025 Tax Before Exemptions	1,128
28											
29	Est. Total Amount of Exemptions	203		Est. Total Amount of Exemptions	203		Est. Total Amount of Exemptions	203		Est. Total Amount of Exemptions	203
30											
31	Est. 2025 Final Tax Amount Paid to District 204	7,018		Est. 2025 Final Tax Amount Paid to District 204	4,598		Est. 2025 Final Tax Amount Paid to District 204	2,708		Est. 2025 Final Tax Amount Paid to District 204	925
32											
33	Difference-Tax Year 2024 to Tax Year 2025	196		Difference-Tax Year 2024 to Tax Year 2025	128		Difference-Tax Year 2024 to Tax Year 2025	76		Difference-Tax Year 2024 to Tax Year 2025	26

Thursday, September 4, 2025

OFFICE OF THE COOK COUNTY CLERK
*****DRAFT*** AGENCY TAX RATE REPORT ***DRAFT*****
LYONS TOWNSHIP HIGH SCHOOL 204

TAX YEAR 2024 04-2060-000

Home Rule (Y/N) N

PTELL LIMITING RATE CALCULATION	
CPI (%)	3.4
Extension Base + CPI	84,790,060
Current EAV - New Property	4,428,558,100
Limiting Rate (not used for Home Rule)	1.914620

EAV FOR RATE CEILING CALCULATIONS	
Prior Year (2023) EAV	4,479,514,478
Current Year (2024) New Property	31,409,616
2024 EAV in Other Counties	0
Total	4,510,924,094

2024 EAV FOR FINAL RATE CALCULATION	
Cook County EAV	4,459,967,716
Other County EAV	0
Total EAV	4,459,967,716
% Burden	

FUND	FUND DESCRIPTION	LEVY AMOUNT LOSS AMOUNT	LOSS %	TOTAL LEVY	RATE CEILING	MAXIMUM LEVY	PRELIMINARY RATE	PTELL REDUCED LEVY	ADJUSTMENTS (PTRG / R+B)	FINAL LEVY	FINAL RATE	EXTENSION
008-000	I.M.R.F.	1,470,899 44,127	3	1,515,026	0.000000	1,515,026	0.033969	1,460,603		1,460,603	0.032749	\$1,460,594.83
016-000	SOCIAL SECURITY	1,420,178 42,605	3	1,462,783	0.000000	1,462,783	0.032798	1,410,237		1,410,237	0.031620	\$1,410,241.79
051-000	TRANSPORTATION	1,014,413 30,432	3	1,044,845	0.000000	1,044,845	0.023427	1,007,314		1,007,314	0.022586	\$1,007,328.31
052-000	EDUCATION	71,791,556 2,153,747	3	73,945,303	0.000000	73,945,303	1.657978	71,289,058		71,289,058	1.598421	\$71,289,060.57
053-000	BUILDING	9,890,526 296,716	3	10,187,242	0.550000	10,187,242	0.228415	9,821,298		9,821,298	0.220210	\$9,821,294.91
058-000	SPECIAL EDUCATION	405,765 12,173	3	417,938	0.400000	417,938	0.009371	402,924		402,924	0.009034	\$402,913.48
DRAFT CAPPED FUNDS TOTALS				88,573,137		88,573,137	1.985958	85,391,434		85,391,434	1.914620	\$85,391,433.89
408-000	LEVY ADJUSTMENT PA 102-0519	700,004 0	0	700,004	0.000000	700,004	0.015695	700,004		700,004	0.015695	\$699,991.93
400-003	Bond Series 2023	2,330,750 93,230	4	2,423,980		2,423,980	0.054350	2,423,980		2,423,980	0.054350	\$2,423,992.45
400-004	Bond Series 2024	508,854 20,354	4	529,208		529,208	0.011866	529,208		529,208	0.011866	\$529,219.77
DRAFT NON-CAPPED FUNDS TOTALS				3,653,192		3,653,192	0.081911	3,653,192		3,653,192	0.081911	\$3,653,204.15
DRAFT AGENCY GRAND TOTALS				92,226,329		92,226,329	2.067869	85,391,434		89,044,626	1.996531	\$89,044,638.04



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: Lyons Township High School District 204 Board of Education

FROM: Dr. Brian Waterman, Superintendent

RE: Board Discussion Re: Community Engagement

DATE: October 6, 2025

At the Committee of the Whole meeting on September 2, 2025, the Board engaged in a comprehensive discussion about enhancing strategies to foster engagement with our school community. Building on existing initiatives such as the Community Advisory Council and Board Community Chats, the Board emphasized the importance of reaching families and community members who may feel less connected to the District, while ensuring all participants feel welcome, supported, and heard.

Board members expressed enthusiasm for hosting future events in the newly renovated South Campus cafeteria as a way to both showcase the space and bring the community together. They underscored the value of events that are inviting, clearly focused, and structured to encourage listening and dialogue. Personalized outreach and intentional invitations were also identified as critical to encouraging broad and meaningful participation.

In alignment with this discussion, the following proposal is offered for further Board discussion and consideration:

Proposed Details (Quarter 2 Community Chat)

- **Date:** Tuesday, October 28, 2025
- **Time:** 6:30–8:00 PM
- **Location:** South Campus Library (cafeteria will not yet be available; alternative spaces, such as the new SC music spaces, can also be considered)
- **Format:** Consolidated listening session with guided discussion questions and prompts to facilitate focused dialogue





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

Targeted Invitations

To maximize representation, a targeted invitation list is suggested, including:

- Bilingual Parents Advisory Council
- Ministerium
- LT Community Advisory Committee
- Sankofa Community Connection Group
- Booster Club
- Parent/Teacher Council

In addition, Board members would be encouraged to extend personal invitations to neighbors and community acquaintances. RSVPs would be requested to support planning and accommodations.

Event Structure

- Formal welcome and presentation by the Board President (or designee) highlighting Board priorities, connections to the Strategic Plan, and the mission of the District
- Guided listening session with discussion prompts
- Q&A opportunity for community members
- Printed materials available for attendees

Additional Considerations

- Tote bag giveaway
- Light refreshments and beverages
- Student leaders present to welcome and direct attendees

This structured approach is designed to foster open communication, strengthen community relationships, and gather valuable input to inform future Board priorities. I recommend that the Board review and discuss this proposal at the October 6 Committee of the Whole meeting to refine the format and provide further direction for planning.



2025 Resolutions Committee Report

For the 2025 Delegate Assembly
on Saturday, November 22, 2025

SEPTEMBER 2025



September 2025

IASB School Board Members and Administrators,

This 2025 Resolutions Committee Report outlines proposals to be acted upon at the annual meeting of the IASB Delegate Assembly on Saturday, November 22, 2025, in Chicago. Through the Resolutions Process and Delegate Assembly, IASB member districts provide critical direction for IASB to represent member interests before state and national policymakers.

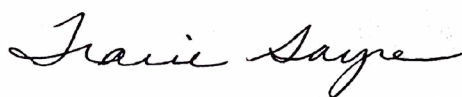
Every member school district is entitled to one voting delegate at the Delegate Assembly. Your board should nominate a primary delegate to represent your school board and an alternate delegate, in the event the primary delegate becomes unable to attend. Once your board chooses a primary delegate, your district's roster manager should register him/her online with IASB in advance of the Delegate Assembly. The alternate delegate does not need to be registered unless the primary delegate becomes unavailable. If the primary delegate becomes unable to attend on-site at the Joint Annual Conference, the alternate delegate can be registered at the Info Center during Conference hours on Friday or in front of the Delegate Assembly location on Saturday.

This year delegates will vote on IASB Constitutional Amendments, the election of IASB officers, and whether to adopt a proposed resolution to become an IASB Position Statement.

I want to highlight that 10 IASB Constitutional Amendments are being proposed this year. The Constitution Review Committee, made up of 14 Illinois school board members and IASB leaders, proposed these amendments. All 10 Constitutional Amendments received a "Do Adopt" recommendation from the IASB Board of Directors on June 7, 2025. I want to recognize and extend IASB's appreciation to the Constitution Review Committee for their time and effort on this work over the past year.

Please discuss with your board the topics that will come before the Delegate Assembly for action to prepare your district's delegate to vote on behalf of your board. To guide these efforts, three documents are included in this report: Guidance for Discussing IASB Constitutional Amendments, Guidance for Discussing IASB Resolutions, and Local School Board Delegate Direction. I hope these pages serve as a valuable resource for your school board in preparing for this discussion.

We look forward to our work together in November.



Tracie Sayre, IASB Resolutions Chair and Vice President

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Delegate Assembly Registration and Credentials for Attending Delegates:

Districts are encouraged to pre-register their delegate through IASB's online registration process. Credentials are required for delegates to be seated. Alternate delegates only need to be registered if the delegate becomes unable to attend the Delegate Assembly.

Delegate Packet Pickup, Registrant Changes, and Onsite Registrations:

<p>Friday, November 21</p> <p>IASB Member Hub, Grand Hall L/M</p> <p>Hyatt Regency East Tower</p> <p>7:30 a.m. - 5 p.m.</p>	<p>Saturday, November 22</p> <p>Outside of Regency A/B/C</p> <p>Hyatt Regency West Tower</p> <p>7:30 a.m. - 10:30 a.m.</p>
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DELEGATE ASSEMBLY AGENDA

1. Call to Order
2. Delegate Assembly Welcome
3. Approval of Report of the Credentials Committee
4. Approval of Delegate Assembly Business Rules
5. Approval of the Delegate Assembly Agenda
6. President's Report, Mark Harms
7. Executive Director's Report, Kimberly A. Small, J.D.
8. Financial Report, Marc Tepper, IASB Treasurer
9. Constitutional Amendment Report, Tracie Sayre, Vice President
 - a. Consent Agenda – Constitutional Amendments
 - Item 1 - Article II, Membership –REWRITTEN
 - Item 2 - Article III, Delegate Assembly and Annual Conference: Section 2, Delegate Assembly
 - Item 3 - Article IV, Elections: Section 1, Nominations
 - Item 4 - Article IV, Elections: Section 2, Terms of Office
 - Item 5 - Article V, Board of Directors: Section 2, Composition
 - Item 6 - Article VII, Committees: Section 3, Nominating Committee
 - Item 7 - Article VIII, Divisions: Section 4, Officers
 - Item 8 - Article IX, Resolutions – REWRITTEN
 - Item 9 - Article XI, Miscellaneous: Section 7, Declared Emergencies
 - Item 10 - Article XII, Amendments: Section 2, Proposals
10. Nominating Committee Report, Simon Kampwerth, Nominating Committee Chair
 - a. Election of Officers
 - i. IASB President
 - ii. IASB Vice President
11. Resolutions Committee Report, Tracie Sayre, Resolutions Committee Chair
 - a. Consent Agenda – Resolutions
 - i. School Bus Safety Funding
 - b. New Resolutions
12. Adjournment

Constitutional Amendments at the 2025 Delegate Assembly



Constitutional amendments are presented by the IASB Board of Directors and must receive a two-thirds vote of all delegates present at the Delegate Assembly.

This year the IASB Board reviewed and approved recommendations from a Constitution Review Committee, via recommendations by the Policy Review Committee and Executive Committee.

2025 Constitution Review Committee

Service of the following school board members is acknowledged with sincere appreciation



Tracie Sayre
IASB Vice President
Triopia CUSD 27



Mark Harms
IASB President
Flanagan-Cornell Unit
District 74



Simon Kampwerth Jr.
Past IASB President
Peru ESD 124



Chris Buikema
Board of Directors
East Coloma-Nelson
SD 20



Allison Fosdick
School Board Member
at Large
Indian Prairie
CUSD 204



Veronica Franklin
School Board Member
at Large
Elem SD 159



Jeff Hewitt
Resolutions Committee
Triad CUSD 2



Jeff Johnson
Board of Directors
Kewanee CUSD 229



Kimberly Keniley-Ashbrook
Board of Directors
Heritage CUSD 8



Shawn Killackey
School Board Member
at Large
Fremont SD 79



Evelyn Meeks
Resolutions Committee
Harlem SD 122



Amy Reynolds
Resolutions Committee
Rochester CUSD 3A



José Rivera
School Board Member
at Large
Kildeer-Countryside
CCSD 96



Chris Trzeciak
Resolutions Committee
Homer CCSD 33C



Scott Vogler
Resolutions Committee
West Prairie CUSD 103

CONSENT AGENDA CONSTITUTIONAL AMENDMENTS

For all of the below Constitutional Amendments, numbered 1 through 10, the Board of Directors Recommends **DO ADOPT**.

1. Article II, Membership - REWRITTEN
2. Article III, Delegate Assembly and Annual Conference: Section 2, Delegate Assembly
3. Article IV, Elections: Section 1, Nominations
4. Article IV, Elections: Section 2, Terms of Office
5. Article V, Board of Directors: Section 2, Composition
6. Article VII, Committees: Section 3, Nominating Committee
7. Article VIII, Divisions: Section 4, Officers
8. Article IX, Resolutions - REWRITTEN
9. Article XI, Miscellaneous: Section 7, Declared Emergencies
10. Article XII, Amendments: Section 2, Proposals

In January 2025, the President of the IASB Board of Directors appointed 14 members from across Illinois to serve on the Constitution Review Committee. The Constitution Review Committee includes members of the Board of Directors, the Resolutions Committee, and Members-at-Large. The Constitution Review Committee recommended 19 proposed changes to the IASB Constitution, which have been compressed into 10 items. These 10 items will be presented as a consent agenda at the Delegate Assembly. Two of those consent agenda items, Article II and Article IX, are presented collectively as “REWRITTEN” Articles. The remaining eight consent agenda items are presented as individual amendments to various Sections of the IASB Constitution Articles. All 10 proposed constitutional amendments received a “Do Adopt” recommendation from the IASB Board of Directors on June 7, 2025.

When the constitutional amendments are presented to the Delegate Assembly, they will be put forth on a consent agenda. Delegates will have the opportunity to remove individual constitutional amendments from the consent agenda for discussion on the floor about that constitutional amendment. All constitutional amendments not removed from the consent agenda will be voted on as the consent agenda. All constitutional amendments removed from the consent agenda will be voted on individually. The crossed-out portion of the proposed constitutional amendment is the proposed deletion to the IASB Constitution, and the underlined portion is the proposed amendment to the IASB Constitution.

Item 1

ARTICLE II. MEMBERSHIP

Section 1. Classes of Membership

Membership in the Association shall be of five classes: Active, Affiliate, Associate, Honorary, and Service Associate. All classes of membership, unless otherwise stated herein, shall be eligible for membership upon written application to the Executive Director of the Association and payment of annual dues. For all classes of membership, unless otherwise stated herein, the Board of Directors shall determine the amount of dues and membership privileges entitled to each class of membership, except that no class of membership other than Active Members shall be entitled to hold elective office or be entitled to membership in the Delegate Assembly.

Section 2. Active Member

The board of education of any legally organized school district in Illinois shall be eligible to be an Active Member. ~~A board of education may become an Active Member upon written application to the Executive Director of the Association and the payment of annual dues.~~

Section 3. Affiliate Member

The governing board of any educational service agency authorized by the School Code or Vocational Educational Act of Illinois, or an educational service agency whose members include multiple local school districts, other than a board of education of a legally organized school district, shall be eligible to become an Affiliate Member ~~upon written~~

~~application to the Executive Director and the payment of annual dues. The Board of Directors shall determine the amount of dues and the membership privileges of Affiliate Members, except that the Board of Directors may not grant the privilege of holding elective office or membership in the Delegate Assembly.~~

Section 4. Associate Member

Any former member of an Illinois board of education shall be eligible to be an Associate Member ~~upon written application to the Executive Director and the payment of annual dues. The Board of Directors shall determine the membership privileges of Associate Members, except that the Board of Directors may not grant the privilege of holding elective office.~~

Section 5. Honorary Member

Any individual who has rendered distinguished service to public education in Illinois or to the Association shall be eligible for election by the Board of Directors as an Honorary Member without payment of dues. ~~The Honorary Members shall be entitled to such privileges as the Board of Directors may determine, except that they may not grant the privilege of holding elective office.~~

Section 6. Service Associate Member


Any person, firm, or corporation which provides services or products to school districts may be eligible to be a Service Associate Member; ~~provided, however, upon written application to the Executive Director, approval by the Board of Directors shall approve Service Associate Members, and the payment of annual dues. Service Associate Members shall be entitled to such privileges, except holding elective office, as the Board may determine. These~~ Service Associate Members may name one member as a Special Director to the Board, who shall be without vote.

Constitution Review Committee's Rationale for REWRITTEN - Article II: Membership

1. The rewrite removes redundant language from Sections 2-6 and consolidates that language into Section 1 without substantially changing the meaning. By doing so, it clarifies what language applies uniformly to each class of membership and highlights the differences between classes of membership specified in Sections 2-6.
2. The rewrite specifies that only Active Members shall be allowed to participate in Delegate Assembly, which aligns with current practice.
3. An additional change was proposed to Section 3 to clarify that Career and Technical Education (CTE) programs can be Affiliate Members. CTE programs are similar to special education cooperatives which are authorized by the School Code and are eligible to become Affiliate Members, so adding programs authorized under the Vocational Education Act is

in line with current practice. Additionally, these programs support our member districts' students. In addition, Regional Offices of Education and Intermediate Service Centers, for example, are organized under the School Code and have been and remain eligible to become Affiliate Members under the IASB Constituion.

4. An additional change was proposed to Section 6 to clarify that the Board of Directors shall approve Service Associate members, which is in line with current practice.

 **The Board of Directors recommends DO ADOPT.**

Item 2

ARTICLE III. DELEGATE ASSEMBLY AND ANNUAL CONFERENCE


Section 2. Delegate Assembly

At least once each year, at a time and place determined by the Board of Directors, there shall be a meeting of the Delegate Assembly. One meeting shall be designated as the Annual Meeting of the Association. Each Active Member shall be entitled to one voting delegate at any meeting of the Delegate Assembly or any adjourned meeting thereof. Each Active Member shall select its delegate and alternate from its own membership. Voting shall be done in person by the respective delegate ~~or alternate, or by any means recommended by the Resolutions Committee and approved by the Board of Directors.~~

Constitution Review Committee's Rationale for Article III: Delegate Assembly and Annual Conference - Section 2, Delegate Assembly

1. Before making a substantial change to the IASB Constitution that would allow for email voting, as was originally proposed, more information about voting processes must be collected and more information about alternate voting methods must be collected and studied. Concerns to be addressed with email voting included:
 - The importance and power of IASB membership gathering once a year in person to discuss educational issues; and
 - The negative impact email voting could have on Delegate Assembly attendance.
2. To collect that information, IASB staff will:
 - Investigate hybrid voting platforms and their implementation feasibility;
 - Survey the more than 200 IASB board member districts identified as attending the 2024 Joint Annual Conference, but not attending the 2024 Delegate Assembly;

- Survey those districts that did not attend the 2024 Delegate Assembly or the 2024 Joint Annual Conference;
 - Add seating so that more school board members can observe and become involved in the Delegate Assembly process; and
 - Outreach to IASB scholarship recipients to increase awareness of and involvement in the Delegate Assembly.
3. The proposed changes, however, would allow for an alternative method of voting if these steps prove insufficient. To provide flexibility and not require another constitutional change, the Resolutions Committee, which has a deep understanding of the Delegate Assembly, could recommend an alternative method for voting, if determined necessary and beneficial to members. That recommendation would then go to the Board of Directors to make the final decision, as its members are elected by their Divisions and the Board is composed of Active Members across Illinois and therefore is equipped to ensure a fair voting process amongst all IASB members.

 **The Board of Directors recommends DO ADOPT.**

Item 3

ARTICLE IV. ELECTIONS


Section 1. Nominations

Nominations for elective offices shall be made by the Nominating Committee and distributed to all Active Members at least 45 days preceding the Annual Meeting of the Delegate Assembly. If after the 45-day requirement expires, an individual nominated by the Committee is ineligible or unavailable to stand for the office, the Nominating Committee may at the call of its Chair, meet to nominate a new candidate for the office. Any change in nominees shall be distributed to all Active Members immediately. Additional nominations, ~~each with prior written consent of the nominee,~~ may be made from the floor of the Delegate Assembly provided the nomination is consistent with any Illinois Association of School Board of Directors Governance Policies.

Constitution Review Committee’s Rationale for Article IV: Elections - Section 1, Nominations

1. The proposed change reflects current practice and aligns with the parliamentarian’s recommendation and counsel’s interpretation of current language. Thus, this change is recommended to provide clarity to members about this process. As it relates to nominations made from the floor, it is important to balance the right for members to run from the floor with IASB’s need to be notified in order to prepare for Delegate Assembly. Currently, IASB Board of Directors Governance Policy

requires that certain paperwork be filed, including a verification that the individual’s local school board is aware of and supportive of the individual running for an IASB officer position. This is important given the time commitment involved in serving as an IASB officer. Since there is a thorough process in place with the IASB Board of Directors for developing, amending, voting on, and approving IASB Board of Directors Governance Policies, it makes sense that the details of those required filing documents and deadlines be established in those policies.

 **The Board of Directors recommends DO ADOPT.**

Item 4


ARTICLE IV. ELECTIONS

Section 2. Terms of Office

All elective officers shall be elected at the Annual Meeting of the Delegate Assembly. The term of office of officers shall be ~~one-two years or until their successors are elected and qualified, and offices shall be assumed at the close of the Annual Meeting of the Delegate Assembly.~~ Each officer may serve no more than ~~one two-year consecutive one-year terms or until their successors are elected and qualified, and offices shall be assumed at the close of the Annual Meeting of the Delegate Assembly.~~

Constitution Review Committee’s Rationale for Article IV: Elections - Section 2, Terms of Office

1. The proposed language aligns with the length of time that IASB officers traditionally serve in their roles. The 2-year term also reflects how long many local school board members serve in an officer capacity in their districts. Additionally, the proposed 2-year term provides consistency in leadership for the organization. From a leadership perspective, a two-year term is beneficial for the Association as it allows the President and Vice-President the necessary time to become familiar with their roles, but also the time to make an impact on the organization. Finally, the nominating process is very time-consuming for all involved: officers who must submit a lengthy application 2 years in a row, the Nominating Committee members who review and interview the same applicants two years in a row, and IASB staff that must prepare for and help run the nomination and election process. This change would address this concern and create efficiencies for the organization and its members.

 **The Board of Directors recommends DO ADOPT.**

Item 5


ARTICLE V. BOARD OF DIRECTORS

Section 2. Composition

The Board of Directors of the Association shall consist of the elective officers of the Association and those interim officers selected as provided in Article VI, Section 3; the Immediate Past President of the Association; one member of an Active Member from each Division or a designated alternate from that Division; and the President of the Chicago Board of Education or his/her designee when the Chicago Board of Education is an Active Member; ~~and any member of an Active Member who is an officer or member of the Board of Directors of the National School Boards Association.~~

Constitution Review Committee's Rationale for Article V: Board of Directors - Section 2, Composition:

1. IASB left the National School Boards Association (NSBA) in 2021 and joined the Consortium of State School Boards Associations (COSSBA). Additionally, this clause has not aligned with IASB Board of Directors (BOD) practice for at least two decades and no seat has been provided to an Active Member who is an officer or member of the Board of Directors of COSSBA, NSBA or any other national school board-serving organization.

 The Board of Directors recommends DO ADOPT.

Item 6

ARTICLE VII. COMMITTEES


Section 3. Nominating Committee

A Nominating Committee consisting of a chair who shall be the Immediate Past President and four additional persons who are members of Active Members and serve on the Board of Directors shall be appointed by the President with the approval of the Board of Directors at least 90 days prior to the Annual Meeting of the Delegate Assembly.

Constitution Review Committee's Rationale for Article VII: Committees - Section 3, Nominating Committee

1. Immediate Past President language – the current practice is for the Immediate Past President to serve as the chair of the Nominating Committee which is reflected in IASB Board of Directors Governance policies. This change provides consistency and ensures that an individual serving as chair has the requisite knowledge of the nominating process.
2. Board of Directors language – the current practice is for the four members selected to serve on the

Nominating Committee to be members of the IASB Board of Directors. It is important that the Nominating Committee represents the State's geographic diversity. Limiting the selection of Committee members to the Board of Directors better ensures that this occurs. Additionally, each Board of Director has already been elected by their own Division. Thus, this change ensures that members of the Nominating Committee have been vetted by a larger group of IASB members.

 The Board of Directors recommends DO ADOPT.

Item 7


ARTICLE VIII. DIVISIONS

Section 4. Officers

The members of the Governing Committee or Governing Board of a Division shall elect a Director to serve on the Association's Board of Directors and such other officers as they may determine. Any officer of the Division may serve as a Director of the Association. The members of the Governing Committee or Governing Board of a Division may set a limit on the number of terms a director or officer can serve. The members of the Governing Committee or Governing Board shall be required to take training, within 60 days after being elected, provided by the Association on their authority, roles, and responsibilities. All members of the Governing Committee or Governing Board shall comply with the requirements of their Division's bylaws.

Constitution Review Committee's Rationale for Article VIII: Divisions - Section 4, Officers

1. Division Governing Committee or Governing Board training is an effective way to ensure that those who fill these important roles clearly understand the Association and their responsibilities to their IASB Divisions. Additionally, the training is provided by IASB at no cost to those members, offered virtually, and less than 30 minutes to complete. While this training does require some extra time and effort from our volunteer members, the importance of the training justifies the minimal time commitment.

 The Board of Directors recommends DO ADOPT.

Item 8

ARTICLE IX. RESOLUTIONS

Section 1. Types of Resolutions

Resolutions should be in the form of a Position Statement. Position Statements address issues affecting or concerning local boards of education; they direct the Association's advocacy efforts.

Section 2. Proposals

Resolutions for proposed Position Statements may be proposed by any Active Member, Association Division, the Association's Board of Directors, or the Resolutions Committee upon a majority vote of the Active Member's school board, the Active Members that make up an Association Division, the Association's Board of Directors, or the Resolutions Committee. The vote must be submitted along with the resolution. Resolutions to be published and distributed to the Active Members must be submitted to the Resolutions Committee at least 150 days prior to the Annual Meeting of the Delegate Assembly. Any resolution which is not submitted in the manner described herein shall not be considered by the Delegate Assembly.

Section 3. Presentation of Resolutions

The Resolutions Committee shall review all proposed resolutions, distribute a final draft of proposed resolutions to the membership not less than 45 days prior to the Annual Meeting of the Delegate Assembly, and may recommend the approval or disapproval of any resolution to the Delegate Assembly. The Resolutions Committee has the prerogative to determine which proposals are to be presented to the Delegate Assembly; and whether they are presented as Position Statements. However, all resolutions submitted timely to the Resolutions Committee according to Section above must be distributed to Active Members not less than 45 days prior to the Annual Meeting of the Delegate Assembly. All proposals require a two-thirds affirmative vote by the Delegate Assembly for passage.

Section 4. Annual Review

The Resolutions Committee shall annually review, in accordance with the rules established by the Resolutions Committee, currently in force Position Statements to determine whether they shall remain Position Statements, be amended or be rescinded, are consistent with the current positions of Association members. The Resolutions Committee shall amend or rescind any position statement that is not consistent with the current positions of Association members. All amendments or deletions to existing Position Statements shall be distributed to Active Members not less than 45 days prior to the Annual Meeting of the Delegate Assembly, subject to approval by the Board of Directors. All current Position Statements currently in force will be published annually and

distributed to Active Members within 120 days following 45 days prior to the Annual Meeting of the Delegate Assembly.

Section 5. Appeals

Any Active Member, Association Division, or the Association Board of Directors, that has submitted a resolution proposal that has received a "Do Not Adopt" negative recommendation from the Resolutions Committee, shall have the right to appeal the decision(s) of the Resolutions Committee at the Annual Meeting of the Delegate Assembly. Notice of appeal must be submitted in writing to the Resolutions Committee. An appeal must be filed in accordance with the rules established by the Resolutions Committee and approved by the Board of Directors. All appeals require a two-thirds affirmative vote by the Delegate Assembly for consideration.

Section 6. Amendments to Resolutions

Any proposed amendment to a resolution that does not meet the time requirements as set in Section 23 above shall not be considered. be immediately remanded to the Resolutions Committee for consideration.


Section 7. Late Resolutions

~~Resolutions which are not presented to the Resolutions Committee at least 150 days prior to the Annual Meeting of the Delegate Assembly may be considered only by the following procedure. Such resolutions may be proposed by an Active Member, Association Division, the Association Board of Directors, or the Resolutions Committee and submitted in writing to the Resolutions Committee. Any resolution which is not submitted in the manner described above shall not be considered by the Delegate Assembly. Late resolutions shall be considered for approval by the Resolutions Committee. The Resolutions Committee may recommend approval or disapproval of the late resolution to the Delegate Assembly. Any such resolution disapproved by the Resolutions Committee may be appealed by a seventy-five (75) percent majority vote of the delegates present. Delegates seeking authority to present late resolutions at the Annual Meeting of the Delegate Assembly shall provide copies for all delegates present at the meeting, including rationale and relevant supporting documentation.~~

Constitution Review Committee's Rationale for REWRITTEN - Article IX: Resolutions

1. At the 2022 Delegate Assembly, members adopted several changes to the IASB Constitution. The changes streamlined the Resolutions process to ensure a thoughtful and comprehensive process to adopt IASB Position Statements that address issues affecting or concerning local boards of education. Those Position Statements would then direct and guide the Association's advocacy efforts over the upcoming years. These proposed changes further serve that purpose.

2. Proposed changes to Section 2 - requires a majority of an entity, whether it is an Active Member (local school board), Association's Division, the Resolutions Committee, or the Board of Directors, to support a proposed resolution. This support is critical to obtain prior to it being submitted on that entity's behalf. IASB staff will provide guidance for that process and a proposed timeline to ensure thoughtful discussions can take place. While it would likely require more time and engagement from the submitting entity to facilitate this process, it would also strengthen the proposed resolution and ensure it accurately represents the entities' long-term vision for IASB. Importantly, any Active Member (local school board) could still submit that same proposed resolution on behalf of their local school board. However, this proposed change would ensure that all members of the Board, Division, or Committee can consider, discuss, and vote on a proposal prior to it being submitted on behalf of the entity.
3. Proposed changes to Section 4 - addresses current Position Statements. The current Constitutional language provides the Resolutions Committee with the authority to amend or rescind Position Statements. The Resolutions Committee would maintain that authority, but rules should be adopted to govern that process which will provide additional transparency to members when that process occurs. For that reason, three provisions were added to Section 4:
 - The Resolution Committee's annual review shall occur in accordance with rules established by the Resolutions Committee;
 - All amendments or deletions shall be distributed to Active Members at least 45 days prior to the Delegate Assembly (in practice, it would likely be included in the Resolutions Committee packet sent to all members); and
 - Clarifies that following the Delegate Assembly, and consistent with current practice, all current Position Statements will be sent to all Active Members (in practice, it would likely be included with the IASB Constitution that is mailed to members each January).
4. Proposed changes to Section 5 – the first change clarifies that a proposal is a resolution. Another proposed change clarifies that, consistent with current practice, a negative recommendation is a “Do Not Adopt.” As it relates to the “Do Not Present” recommendation, while no additional language was added, education and transparency is essential and IASB staff should take steps to educate members on the recommendations that the Resolutions Committee can make and the reasons why a “Do Not Present” recommendation can be made. The timing of these communications should include, but not be limited to, the call for resolutions, any email that is sent to a member that received a “Do Not Present” recommendation, and at Delegate Assembly.
5. Proposed changes to Section 6 - addresses amendments to resolutions once submitted. It is important that any proposed resolution be carefully evaluated prior to being presented to the Delegate Assembly. In order to accomplish that, the IASB staff must have sufficient time to prepare an analysis for the Resolutions Committee and the Resolutions Committee must have sufficient time to review the analysis and prepare for the Resolutions Committee meeting. The 150-day timeframe specified in Section 2 (rather than the 45-day timeframe specified in Section 3) allows this to occur and allows staff the time needed to prepare and distribute the Resolutions Committee packet to members. This change will allow amendments to resolutions to be submitted, but they would need to be submitted according to the established deadline and prior to the staff analysis.
6. Proposed changes to Section 7 - addresses late resolutions. Although this section was deleted in its entirety, one of the deleted sentences which reads “Any resolution which is not submitted in the manner described above shall not be considered by the Delegate Assembly” has been preserved and moved to Section 2 of this Article. Constitutional amendments adopted by the Delegate Assembly in 2022 addressed issues with appealed resolutions and IASB staff's limited capacity to address new issues on the spot at the Delegate Assembly. Late resolutions create similar challenges. IASB publicizes its call for resolutions well in advance and recent changes to the appeals process better serve members submitting a resolution. Similar to the reasoning for the constitutional changes addressed in 2022:
 - Late resolutions do not allow staff sufficient time to prepare a summary and analysis for the Resolutions Committee to meaningfully discuss the proposal.
 - Changes to this Section would further streamline and ensure resolutions proceed through a complete and thoughtful review process.
 - If an emergency situation occurs, the resolutions process would not be the optimal process to address an emergency. Instead, the Board of Directors and the Division governing boards would be better equipped to handle emergency situations quickly and efficiently.
 - The resolutions process should be reserved for higher level issues that provide IASB with an overarching vision that guides advocacy efforts.

 **The Board of Directors recommends DO ADOPT.**

Item 9

ARTICLE XI. MISCELLANEOUS

[NEW] Section 7. Declared Emergencies

Subject to a vote by the majority of the Board of Directors, the Board of Directors may suspend or modify a provision or provisions of this Constitution during an emergency declared by the Governor of the State of Illinois or the President of the United States of America to comply with such emergency declaration and the purposes of the Association.

Constitution Review Committee's Rationale for Article XI: Miscellaneous - Section 7, Declared Emergencies:

1. This proposed change addresses emergency situations. In emergency situations, the Board of Directors may need to make decisions that do not align with certain provisions from the Constitution. Currently, there is nothing in the Constitution giving them the authority to take necessary actions in an emergency. This language would give the Board of Directors the ability to make these decisions, but only in limited emergency circumstances. Importantly, the emergency declaration allows, but does not require, the Board of Directors to suspend or modify a provision of this Constitution during an emergency. In determining whether to suspend a provision, the Board of Directors would have to balance the need to comply with the emergency declaration with the purposes of the Association. For example, during the COVID-19 pandemic, IASB held the Delegate Assembly virtually; this determination was made based on the needs of the Association at the time. However, pursuant to this provision, the Board of Directors would be able to suspend an in-person Delegate Assembly, if it is warranted, during a declared emergency based on the needs of the organization for the time period in which the Board of Directors deems necessary during the declared emergency.

 **The Board of Directors recommends DO ADOPT.**

Item 10

ARTICLE XII. AMENDMENTS


Section 2. Proposals

Amendments to the Constitution may be proposed by any Active Member, Association Division, or the Association's Board of Directors upon majority vote of the Active Member's school board, the Active Members that make up the Association's Division, or the Association's Board of Directors. The vote must be submitted along with

the proposed amendment to the Constitution. Proposed amendments shall be submitted to the Board of Directors at least 105 days prior to the Annual Meeting of the Delegate Assembly. Prior to the Board of Directors submittal to the Delegate Assembly of any proposed amendment to the Constitution, the Board shall first vote on such proposed amendment at its quarterly meeting in August. All such proposed amendments shall be distributed to Active Members not less than 45 days prior to the Annual Meeting of the Delegate Assembly.

Constitution Review Committee's Rationale for Article XII: Amendments - Section 2, Proposals

1. This proposed change requires that a majority of an entity, whether it is an Active Member (local school board), Association's Division, or the Board of Directors, support a proposed amendment is critical prior to it being submitted on that entity's behalf. The IASB staff will provide guidance for that process and a proposed timeline to ensure thoughtful discussions can take place. While this would likely require more time and engagement from the Division's Governing Committee or Governing Board, it would also strengthen the proposed amendment and ensure it accurately represents the entity. Importantly, this would not prevent Active Members (local school boards) from submitting that same amendment on behalf of their individual school boards. However, it would ensure that all members of the entity (e.g., all boards in a Division) had the ability to consider and discuss the proposal prior to it being submitted on their behalf.
2. This proposal also clarifies the process that the Board of Directors currently follows for voting on proposed amendments, as well as the timing for their voting.

 **The Board of Directors recommends DO ADOPT.**

Please note that the term "Active Member" is defined in Article II, Section 2 of the IASB Constitution and includes any local school board that is a current dues-paying member of IASB.

Officer Elections at the 2025 Delegate Assembly



Nominations for elective offices of President and Vice President
are made by the Nominating Committee and voted on by
IASB members during the Delegate Assembly.



NOMINATING COMMITTEE REPORT AUGUST 2025

The 2025 Nominating Committee proposes the following officer slate for Delegate Assembly consideration, 10:30 a.m., Saturday, November 22, 2025.



Tracie Sayre
for IASB President



Alva Kreutzer
for IASB Vice President

2025 NOMINATING COMMITTEE MEMBERSHIP

Chair Simon Kampwerth
Immediate Past President

Chris Buikema
Director, Northwest Division

Bob Geddeis
Director, Kishwaukee Division

Jeffrey Johnson
Director, Blackhawk

Lisa Schwartz
Director, Two Rivers

Stephanie Neuman, Alternate
Director, Abe Lincoln

Heather LoBue, Alternate
Director, Southwestern

Resolution for Consideration at the 2025 Delegate Assembly



At the Delegate Assembly, proposed resolutions that received a "Do Adopt" recommendation and timely appealed proposed resolutions that received a "Do Not Adopt" recommendation are brought for a vote of the Assembly. The Delegate Assembly vote determines the final decision on all resolutions. If approved by the Delegate Assembly, resolutions become Position Statements and provide IASB direction on legislative positions.

2025 Resolutions Committee

Service of the following school board members is acknowledged with sincere appreciation



**CHAIR,
RESOLUTIONS
IASB Vice President**
Tracie Sayre



IASB PRESIDENT
Mark Harms



**IMMEDIATE PAST
PRESIDENT**
Simon Kampwerth Jr.



ABE LINCOLN
Amy Reynolds



BLACKHAWK
Vacant



**CENTRAL ILLINOIS
VALLEY**
Dana Smith



CORN BELT
Alex Williams



DUPAGE
James Blair



EGYPTIAN
Vacant



ILLINI
Matt Titus



KASKASKIA
Kathy Norris



KISHWAUKEE
Evelyn Meeks



LAKE
Odie Pahl



NORTH COOK
Wenda Hunt



NORTHWEST
Steve Snider



SHAWNEE
Kevin McAllister



SOUTH COOK
Wilbur Tillman



SOUTHWESTERN
Jeff Hewitt



STARVED ROCK
Carol Alcorn



THREE RIVERS
Julie Oost



TWO RIVERS
Noel Beard



WABASH VALLEY
Chad Weaver



WEST COOK
Jim Lima



WESTERN
Scott Vogler

CONSENT AGENDA RESOLUTIONS

The below resolution,
the Resolutions Committee recommends **DO ADOPT**.

1. School Bus Safety Funding

The following resolution received a “Do Adopt” recommendation from the Resolutions Committee. When it is presented to the Delegate Assembly, it will be put forth on a consent agenda. Delegates will have the opportunity to pull the resolution from the consent agenda for discussion on the floor about that resolution. If the resolution is not pulled from the consent agenda it will be put forth for a vote.

FINANCING PUBLIC EDUCATION – LOCAL

School Bus Safety Funding

Submitting District: Sycamore CUSD 427

Statement of Resolution:

Be it resolved that the Illinois Association of School Boards shall urge the Illinois General Assembly and Governor to enact legislation that:

1. Establishes a dedicated School Bus Safety Equipment Grant within the State Board of Education transportation line to provide financial assistance, subject to appropriation, for the verified incremental cost of factory-installed 3-point seat-belt systems on new or leased school buses purchased on or after July 1, 2031;
2. Creates a Small-District Waiver that extends the compliance deadline to July 1, 2034 for districts with a fall enrollment under 2,000 students or an Equalized Assessed Valuation (EAV) per pupil below the statewide median, unless and until full reimbursement funding is available;
3. Authorizes qualifying districts to use Transportation Fund bond proceeds or revolving lease agreements for the local cost-share without counting against the district’s statutory debt limit; and
4. Directs the Illinois Department of Transportation (IDOT) to approve alternative, research-based occupant-protection technologies that may offer equal or greater safety at lower cost, giving districts flexibility to comply.

District Rationale: The 2025 enactment of Senate Bill 191 requires all newly acquired school buses to include lap-and-shoulder belts but provides no state appropriation for the added expense. Current vendor quotes show the belts add \$7,000 – \$18,000 per bus, a disproportionate burden for rural and low-EAV districts that replace only one or two buses per year. Without fiscal relief or additional time, smaller districts will be forced to divert limited education dollars away from classrooms or delay essential fleet turnover, undermining student safety goals. A needs-based grant paired with a narrow waiver window ensures:

- Equity – state support flows first to districts least able to absorb the mandate;
- Fiscal Responsibility – local cost participation and debt-limit flexibility encourage thoughtful fleet planning; and
- Safety – every Illinois student ultimately rides in a belt-equipped bus without sacrificing other critical programs.

Resolutions Committee Rationale: SB191 (now PA 104-0075), which requires all newly purchased school buses to be equipped with 3-point seat safety belts beginning July 1, 2031, is an unfunded mandate and could have a significant fiscal impact on districts. This resolution provides districts with various funding options to comply with this unfunded state mandate, extends the timeline for some school districts that may be disproportionately impacted, and would allow for alternatives to the mandate. This flexibility is beneficial for districts and would help districts balance this new safety requirement with local needs.



The Resolutions Committee recommends **DO ADOPT**.

This year, only one resolution was submitted and that resolution received a “Do Adopt” recommendation from the Resolutions Committee. Therefore, no resolutions received a “Do Not Present” or “Do Not Adopt” recommendation from the Resolutions Committee.

Guidance for Local Board Discussion and Voting at the 2025 Delegate Assembly



This guidance is published for informational purposes and is not a substitute for legal advice. For legal advice or a legal opinion on a specific question, please consult the board attorney.

DISCUSSING IASB RESOLUTIONS

This guidance is published for informational purposes only and is not a substitute for legal advice. For legal advice or a legal opinion on a specific question, please consult the board attorney.

Open Meetings Act

Resolutions of the Illinois Association of School Boards (IASB) are likely considered public business and subject to the Illinois Open Meetings Act (OMA) (5 ILCS 120/). OMA requires school boards to discuss district business only at properly noticed board meetings. Other than during a properly noticed board meeting, a majority or more of a board-quorum (or in the case of a five-person board, a quorum or more) may not engage in contemporaneous interactive communication, which includes electronic communication, to discuss district business, including IASB resolutions. IASB does not monitor for OMA compliance or investigate claims of OMA violations. Members are responsible for their own compliance with OMA requirements.

Freedom of Information Act

Resolutions of IASB and related information are likely subject to the Illinois Freedom of Information Act (FOIA) (5 ILCS 140/). Because of this, the resolutions and related information are likely subject to disclosure under FOIA, unless a specific exemption applies. Members with specific questions should contact their board attorney.

Discussion of Resolutions by the School Board

IASB recommends that as a best practice each school board discuss the proposed resolutions from IASB and come to a consensus regarding whether to vote in support of or against each resolution at the 2025 IASB Delegate Assembly. Board members may consider entering an agenda item on the agenda of a publicly scheduled board meeting to do this. A sample agenda item is as follows:

Discussion and Action on Proposed Illinois Association of School Boards (IASB) Resolutions for Consideration at the 2025 IASB Delegate Assembly and Appointment of [INSERT SCHOOL DISTRICT NAME] Delegate and Alternate Delegate to the 2025 IASB Delegate Assembly

Next, at the board meeting, board members should discuss the proposed IASB resolutions to come to a consensus on how the delegate will vote on each resolution and determine who will represent them as a delegate at the 2025 IASB Delegate Assembly. The District should also consider appointing an Alternate Delegate in case the Delegate cannot attend the Delegate Assembly. A sample motion for appointment of a delegate may read as follows:

Appointment of Delegate and Alternate Delegate

1. I move that [INSERT NAME] be appointed the 2025 IASB Delegate to the 2025 IASB Delegate Assembly on behalf of [INSERT DISTRICT NAME].
2. I move that [INSERT NAME] be appointed the 2025 IASB Alternate Delegate to the 2025 IASB Delegate Assembly on behalf of [INSERT DISTRICT NAME].

Finally, board members will need to take action to determine how the district's delegate should vote at the Delegate Assembly. For example, the board may have two options:

Motion to Direct Delegate Votes at the Delegate Assembly

1. The appointed delegate or alternate delegate may only vote in accordance with the consensus reached at the district's board meeting. In that case, a sample motion might read as follows:

I move that Delegate [INSERT NAME OF DELEGATE] or Alternate Delegate [INSERT NAME OF ALTERNATE DELEGATE] be granted the authority to vote on the IASB resolutions at the 2025 Delegate Assembly solely in accordance with the consensus of the [INSERT DISTRICT NAME] School Board on [INSERT DATE].

2. The delegate or alternate delegate may vote keeping in mind at the Delegate Assembly the consensus at the board table and any discussion or debate raised at the 2025 IASB Delegate Assembly.

I move that [INSERT NAME OF DELEGATE] or Alternate Delegate [INSERT NAME OF ALTERNATE DELEGATE] be granted the authority to vote on the IASB resolutions at the 2025 IASB Delegate Assembly with their independent discretion based on the consensus of the [INSERT DISTRICT NAME] School Board on [INSERT DATE] and any discussions had on each resolution at the 2025 IASB Delegate Assembly.

DISCUSSING IASB CONSTITUTIONAL AMENDMENTS

This guidance is published for informational purposes only and is not a substitute for legal advice. For legal advice or a legal opinion on a specific question, please consult the board attorney.

Discussion of IASB Constitutional Amendments by the School Board

IASB recommends that as a best practice each school board discuss the proposed IASB Constitutional Amendments and come to a consensus regarding whether to vote in support of or against the amendments at the 2025 IASB Delegate Assembly. Board members may consider entering an agenda item on the agenda of a publicly scheduled board meeting to do this. A proposed agenda item is as follows:

Discussion and Action on Proposed Illinois Association of School Boards (IASB) Constitutional Amendments for Consideration at the 2025 IASB Delegate Assembly

Next, at the board meeting, board members should discuss the proposed IASB Constitutional Amendments to come to a consensus on how the previously appointed delegate or alternate delegate should vote on the constitutional amendments at the 2025 IASB Delegate Assembly. A sample motion for appointment of a delegate or alternate delegate may read as follows:

Motion to Direct Delegate or Alternate Delegate Vote on the IASB Constitutional Amendments at the Delegate Assembly

1. The appointed delegate or alternate delegate may only vote in accordance with the consensus reached at the district's board meeting. In that case, a sample motion might read as follows:

I move that Delegate [INSERT NAME OF DELEGATE] or Alternate Delegate [INSERT NAME OF ALTERNATE DELEGATE] be granted the authority to vote at the 2025 IASB Delegate Assembly solely in accordance with the consensus of the [INSERT DISTRICT NAME] School Board on [INSERT DATE] on the proposed IASB Constitutional Amendments.

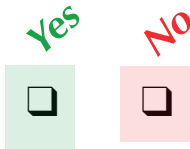
2. The delegate or alternate delegate may vote keeping in mind at the Delegate Assembly the consensus at the board table and any discussion or debate raised at the 2025 IASB Delegate Assembly.

I move that Delegate [INSERT NAME OF DELEGATE] or Alternate Delegate [INSERT NAME OF ALTERNATE DELEGATE] be granted the authority to vote at the 2025 IASB Delegate Assembly with their independent discretion based on the consensus of the [INSERT DISTRICT NAME] School Board on [INSERT DATE] and any discussions had on the proposed IASB Constitutional Amendments at the 2025 IASB Delegate Assembly.

LOCAL SCHOOL BOARD DELEGATE DIRECTION (RESOLUTIONS)

Resolutions that received a "Do Adopt" Recommendation from the IASB Resolutions Committee

All the below resolutions will be placed on a consent agenda for a vote during the IASB Delegate Assembly. If any are removed from the consent agenda, what is your board's direction as to whether the following resolutions should be adopted by the IASB Delegate Assembly?



1. School Bus Safety Funding

LOCAL SCHOOL BOARD DELEGATE DIRECTION (CONSTITUTIONAL AMENDMENTS)

Constitutional Amendments that received a "Do Adopt" Recommendation from the Board of Directors

The IASB Board of Directors presents the following constitutional amendments to the Delegate Assembly. All items will be placed on a consent agenda for a vote during the IASB Delegate Assembly. Constitutional amendments must receive a two-thirds vote of all delegates present and voting for adoption. If any are removed from the consent agenda, what is your board's direction as to whether the following constitutional amendments should be adopted by the IASB Delegate Assembly?

Yes No

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Item 1, Article II Membership, Sections 1-6 - REWRITTEN |
| <input type="checkbox"/> | <input type="checkbox"/> | Item 2, Article III Delegate Assembly, Section 2 - Delegate Assembly |
| <input type="checkbox"/> | <input type="checkbox"/> | Item 3, Article IV Elections, Section 1 - Nominations |
| <input type="checkbox"/> | <input type="checkbox"/> | Item 4, Article IV Elections, Section 2 - Terms of Office |
| <input type="checkbox"/> | <input type="checkbox"/> | Item 5, Article V Board of Directors, Section 2 - Composition |
| <input type="checkbox"/> | <input type="checkbox"/> | Item 6, Article VII Committee, Section 3 - Nominating Committee |
| <input type="checkbox"/> | <input type="checkbox"/> | Item 7, Article VIII: Divisions, Section 4 - Officers |
| <input type="checkbox"/> | <input type="checkbox"/> | Item 8, Article IX Resolutions, Sections 2-7 - REWRITTEN |
| <input type="checkbox"/> | <input type="checkbox"/> | Item 9, Article XI Miscellaneous, Section, 7 - Declared Emergencies |
| <input type="checkbox"/> | <input type="checkbox"/> | Item 10, Article XII: Amendments, Section 2 - Proposals |

Appendix





2025 DELEGATE ASSEMBLY BUSINESS RULES

1. **Business Procedures** — Robert’s Rules of Order Newly Revised shall govern in all cases to which they are applicable and in which they are not incompatible with the Constitution and any special rules the Association may adopt, provided those rules are in compliance with federal, state, and local laws.
2. **Credentials** — Delegates shall be registered with the Credentials Committee and must display their credentials.
3. **Delegate Seating** — Only those delegates seated in the reserved section will be permitted to participate in the business session.
4. **Recognition by Chair** — Delegates wishing to speak on a motion shall rise and be recognized by the Chair before speaking. They shall give their full name and the name of the board they represent.
5. **Debate on the Floor** — No delegate shall speak in debate more than once on the same question and no longer than two minutes. Total time for discussion of all constitutional amendments shall be limited to 30 minutes.
6. **Calls for the Question** — A delegate may “call for the question” to end debate on a motion. The delegate may not make such a motion if, immediately preceding the motion, he or she has engaged in discussion of the motion or otherwise participated in the debate. A motion, a second, and a 2/3 majority vote is required to end debate.
7. **Consent Agenda** — Use of a Consent Agenda to expedite the proceedings is authorized. Proposed resolutions which have been recommended “Do Adopt” by the Resolutions Committee may appear on a Consent Agenda. Proposed Constitutional Amendments which have been recommended “Do Adopt” by the Board of Directors may also appear on a Consent Agenda.
8. **Appeals** — Those delegates wishing to appeal a “Do Not Adopt” recommendation of the Resolutions Committee, and have provided written notice to the Resolutions Committee at least thirty (30) days prior to the Annual Meeting of the Delegate Assembly, shall have a period of time not to exceed five minutes in which to explain why the proposed action should be considered by the Delegate Assembly. Appeals shall only be accepted from the submitter of the proposed resolution that has received the negative recommendation of its proposal. Those proposed resolutions that have received a “Do Not Adopt” recommendation from the Resolutions Committee, and of which the committee has not received a timely written appeal of the negative recommendation from the submitting entity, will not be considered by the Delegate Assembly.
9. **Other Recognition** — Members of the Resolutions Committee, IASB staff, an IASB Board of Director, and an individual eligible to run from the floor for an officer position shall be given the privilege of the floor at the discretion of the presiding officer.
10. **Voting** — The indications to signify voting shall be specified by the presiding officer.
11. **Nomination** — The consent of any nominee from the floor during the election of officers must be secured in writing prior to presentation to the Delegate Assembly, as required in Article IV, Section 1, of the IASB Constitution.
12. **Order of Resolutions** — Each resolution to be adopted will be considered in the following order of categories: Educational Programs, Financing Public Education, Legislative Activity, Board Operations and Duties, Board Employee Relations, Local State Federal Relations, and District Organization and Elections. Amendment or deletion of existing positions will be done with a single motion unless a delegate wishes a particular position or positions to be considered separately.



IASB CONSTITUTION, ARTICLE IX: RESOLUTIONS

1. **Section 1. Types of Resolutions** — Resolutions should be in the form of a position statement. Position statements address issues affecting or concerning local boards of education; they direct the Association’s advocacy efforts.
2. **Section 2. Proposals** — Resolutions for proposed position statements may be proposed by any Active Member, Association Division, the Association’s Board of Directors, or the Resolutions Committee. Resolutions to be published and distributed to the Active Members must be submitted to the Resolutions Committee at least 150 days prior to the Annual Meeting of the Delegate Assembly.
3. **Section 3. Presentation of Resolutions** — The Resolutions Committee shall review all proposed resolutions, distribute a final draft of proposed resolutions to the membership not less than 45 days prior to the Annual Meeting of the Delegate Assembly, and may recommend the approval or disapproval of any resolution to the Delegate Assembly. The Resolutions Committee has the prerogative to determine which proposals are to be presented to the Delegate Assembly; and whether they are presented as position statements. However, all resolutions submitted timely to the Resolutions Committee according to Section above, must be distributed to Active Members not less than 45 days prior to the Annual Meeting of the Delegate Assembly. All proposals require a two-thirds affirmative vote by the Delegate Assembly for passage.
4. **Section 4. Annual Review** — The Resolutions Committee shall annually review currently in force position statements to determine whether they are consistent with the current positions of Association members. The Resolutions Committee shall amend or rescind any position statement that is not consistent with the current positions of Association members. All position statements currently in force will be published annually and distributed to Active Members 45 days prior to the Annual Meeting of the Delegate Assembly.
5. **Section 5. Appeals** — Any Active Member, Association Division, or the Association Board of Directors, that has submitted a proposal that has received a negative recommendation from the Resolutions Committee, shall have the right to appeal the decision(s) of the Resolutions Committee at the Annual Meeting of the Delegate Assembly. Notice of appeal must be submitted in writing to the Resolutions Committee. An appeal must be filed in accordance with the rules established by the Resolutions Committee and approved by the Board of Directors. All appeals require a two-thirds affirmative vote by the Delegate Assembly for consideration.
6. **Section 6. Amendments to Resolutions** — Any proposed amendment to a resolution that does not meet the time requirements as set in Section 3 above shall be immediately remanded to the Resolutions Committee for consideration.
7. **Section 7. Late Resolutions** — Resolutions which are not presented to the Resolutions Committee at least 150 days prior to the Annual Meeting of the Delegate Assembly may be considered only by the following procedure. Such resolutions may be proposed by an Active Member, Association Division, the Association Board of Directors, or the Resolutions Committee and submitted in writing to the Resolutions Committee. Any resolution which is not submitted in the manner described above shall not be considered by the Delegate Assembly. Late resolutions shall be considered for approval by the Resolutions Committee. The Resolutions Committee may recommend approval or disapproval of the late resolution to the Delegate Assembly. Any such resolution disapproved by the Resolutions Committee may be appealed by a seventy-five (75) percent majority vote of the delegates present. Delegates seeking authority to present late resolutions at the Annual Meeting of the Delegate Assembly shall provide copies for all delegates present at the meeting, including rationale and relevant supporting documentation.



IASB CONSTITUTION, ARTICLE XII: AMENDMENTS

1. **Procedure** — (Article XII, Section 1) This Constitution may be amended by a two-thirds vote of all delegates present and voting at an official meeting of the Delegate Assembly.
2. **Proposals** — (Article XII, Section 2) Amendments to the Constitution may be proposed by any Active

Member, Association Division, or the Association's Board of Directors. Proposed amendments shall be submitted to the Board of Directors at least 105 days prior to the Annual Meeting of the Delegate Assembly. All such amendments shall be distributed to Active Members not less than 45 days prior to the Annual Meeting of the Delegate Assembly.

Delegate Assembly Webinars – Mark Your Calendars

The Governmental Relations team will host three webinars to help members prepare for the IASB Delegate Assembly. Members will be provided with an overview of the proposed changes to the IASB Constitution, the Resolutions Process, and Delegate Assembly, as well as an opportunity to ask questions.

The webinars can be found on the IASB Events Calendar where you can also register to attend.

IASB Proposed Constitutional Changes

Thursday, September 11, noon

Resolutions, Constitutional Changes, and Delegate Assembly

Thursday, October 9, noon

Q&A on Resolutions and Constitutional Amendments

Thursday, November 13, noon

Please note that this year, in order to accommodate all delegates and additional board members who wish to observe the Delegate Assembly, seating for delegates will not include tables in the IASB Delegate Assembly room.



ADVOCACY CORE VALUES

The Advocacy Core Values, legislative priorities, and Position Statements guide the IASB Advocacy agenda in support of its membership and ensure a strong collective voice on the highest priority issues and concerns.

IASB is committed to an advocacy program that

- Supports locally elected, non-partisan, and volunteer school board members in providing excellence in local school board governance based upon the Association's Foundational Principles of Effective Governance.
- Supports and protects adequate and equitable funding necessary to provide all students with access to an excellent public education.
- Promotes excellence in student achievement for all Illinois students and fair accountability for academic progress.
- Advocates for legislation that supports the physical and emotional wellbeing of students and staff.
- Supports a safe and secure learning environment for all; including, but not limited to one in which all are free from bullying, harassment, discrimination, and violence.
- Supports the Association's commitment to educational equity for every student.
- Promotes non-partisan member engagement and provides the tools to enhance advocacy efforts.



Illinois Association
of School Boards

Lighting the Way to Excellence in School Governance

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