



## **PUBLIC NOTICE**

Pursuant to the provisions of the ILLINOIS OPEN MEETINGS ACT, notice is hereby given that the **CURRICULUM COMMITTEE** of the Board of Education of Lyons Township High School District 204 will meet on:

**THURSDAY, OCTOBER 8, 2020 - 7:00 AM**  
**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**  
**ROOM 251 & VIRTUAL**  
**100 SOUTH BRAINARD AVENUE**  
**LA GRANGE, ILLINOIS 60525**

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## **AGENDA**

- I. 2021-2022 Curriculum Change Proposals (Second Reading)
- II. 2020 Summer Workshop Report
- III. 2020 Summer School Report
- IV. Remote and Hybrid Learning Update

BY ORDER OF  
MRS. MOLLY MURPHY BRUTON, CHAIRPERSON  
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204  
100 SOUTH BRAINARD AVENUE  
LA GRANGE, IL 60525

# LYONS TOWNSHIP HIGH SCHOOL

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**SCOTT D. EGGERDING**  
Director of Curriculum and Instruction

TO: Tim Kilrea  
Board of Education

FROM: Scott D. Eggerding *SE*

DATE: October 8, 2020

RE: 2021-2022 Curriculum Change Proposals (Second Reading)

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Attached, please find the 2021-2022 Curriculum Change Proposals that were submitted to my office. The attached summary has 2 parts:

1. An administrative recommendation page
2. Copies of proposals by division, department, and change

Proposals were shared for a First Reading with the Curriculum Committee and the Board required no additional requested information.

**RECOMMENDATION:**

I request that the Board adopt the 2021-2022 Curriculum Change Proposals as recommended by the Administration.

**Lyons Township High School District 204**  
***2021-2022 Curriculum Change Proposal Overview***

<b>Course</b>	<b>Vote</b>	<b>Administrative Recommendation</b>
Spanish for Heritage Speakers – <b>NAME CHANGE</b>	17 Ayes - 0 Nays	Recommend
Social Awareness and Perspective Taking – <b>LEVEL CLARIFICATION</b>	17 Ayes - 0 Nays	Recommend
Strength Training – <b>NEW COURSE</b>	19 Ayes - 0 Nays	Recommend
English III Prep Literature and Composition – <b>ADD YEAR LONG COURSE TO REPLACE TWO SEMESTER COURSES</b>	18 Ayes - 0 Nays	Recommend
English IV Prep Composition – <b>ADD TO 12<sup>th</sup> GRADE TO MATCH INDIANA U. COURSES</b>	19 Ayes - 0 Nays	Recommend
Multicultural American Literature – <b>NEW COURSE</b>	20 Ayes - 0 Nays	Recommend
Financial Algebra – <b>NEW COURSE</b>	19 Ayes - 0 Nays	Recommend
Environmental Science Prep – <b>OFFER AS FULL YEAR</b>	17 Ayes - 0 Nays	Recommend
STEM Research – <b>NEW COURSE</b>	16 Ayes - 0 Nays	Recommend

# 2021-2022 Curriculum Change Proposal Form

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

Date of Application: 02/28/2020

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 Spanish Speakers	1.0		9-12	IV	WL 7201 7206	WL 7202 7207

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Spanish for Heritage Speakers	1.0		9-12	IV	WL 7201 7206	WL 7202 7207

**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	<b>X</b>
Full Year	<b>X</b>	North & South		NCAA		Duplicate Credit Max	
Semester: 1, 2, B(oth)		Lab-Based		CTE/Perkins		1st or 8th Pd. Option	<b>X</b>
Creative or Practical Art		Dual Credit*	<b>X</b>	Online Delivery		State/Federal Change	

\*Dual Credit University Partner: College of DuPage

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

Heritage Spanish

**Provide a brief description of the proposal/change:**

As we are partners with COD for the dual credit, they have requested that we change the course name to match their title. This is a name change only proposal.

**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)**

n/a

**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:**

n/a

**Who was involved in developing this course proposal?**

Leonel Reyes, Paula Nardi

**Signatures:**

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

# 2021-2022 Curriculum Change Proposal Form

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

Date of Application: 1/14/20      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
Social Awareness and Perspective-Taking	1.0	IEP Team Recommendation	9-10	Same as English	IP2396 IP2496 IP2596	IP2397 IP2497 IP2597
Advanced Social Awareness and Perspective-Taking	1.0	IEP Team Recommendation	11-12	Same as English	IP2391 IP2491 IP2591	IP2392 IP2492 IP2592

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Social Awareness and Perspective-Taking	1.0	IEP Team Recommendation	9-10	III	IP2396	IP2397
Advanced Social Awareness and Perspective-Taking	1.0	IEP Team Recommendation	11-12	III	IP2391	IP2392

**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	X	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:**

**Social Awareness and Perspective-Taking Level Change Proposal**

**Provide a brief description of the proposal/change:**

Students are currently receiving letter grades in SAPT and ASAPT that are weighted at the student's level of English class. The proposal is for both classes to be offered only at Level III 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)**

Offering SAPT/ASAPT at Level III credit only will create consistency among the level of the course for all students, allow the team to create consistent expectations in order for students to receive credit for the course. Students' IEPs are meant to create equal access to education for students, not provide an unfair advantage. Giving students levelled credit for the class based on the level of their English class provides an unfair advantage, especially if students are taking higher level English classes. There have also been situations in which families request that a student remain in SAPT/ASAPT even when the IEP team does not feel it is needed in order for students to continue to get an additional Accel, Honors, or AP credit.

**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?**

Teacher survey data and enrollment data.

**How does the change address Board Goals or school initiatives?**

Goal 1: Improve the Academic Achievement of All Students  
Objective 1: Monitor, evaluate and revise structured supports for students to ensure that the supports continue to assist students in their learning  
Objective 4: Ensure that LT's curricular offerings are designed to prepare all students for college and career readiness upon graduation.

The change directly addresses the Board Goals listed above by providing students with the level of support they need to have success at school and to learn the skills necessary to be independent after graduation. SAPT and ASAPT continue to instruct students in critical communication competencies.

**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	N/A
(insert additional rows if necessary)	

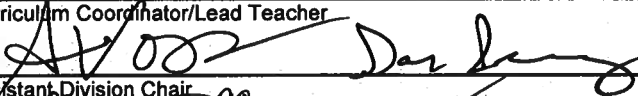
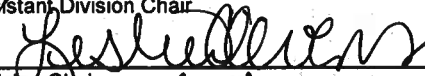
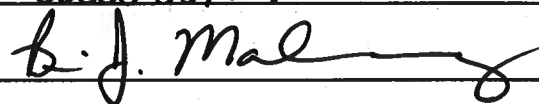
**Provide an updated Course Description that will be included in the Academic Program Guide:**

No changes made to the course description other than the level change. Level should be changed to III in the course description for both courses. It currently states "Same as English class".

**Who was involved in developing this course proposal?**

Allyson Voss, Dan Singer

**Signatures:**

Curriculum Coordinator/Lead Teacher 	Date 2/28/20
Assistant Division Chair 	Date 2/28/20
Division Chair 	Date 2/28/20

# 2021-2022 Curriculum Change Proposal Form

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

Date of Application: 12-5-2019

Division: Physical Welfare

**Current Course Information:**

(skip if this is a new course proposal)

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

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Sophomore Strength Training	½	None	10	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	<b>X</b>	Title I		Duplicate Credit	
Full Year		North & South		NCAA		Duplicate Credit Max	
Semester: <b>1, 2, B(oth)</b>	<b>B</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: None

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

Sophomore Strength

**Provide a brief description of the proposal/change:**

Sophomore Strength Training focuses on weight-training and conditioning in a learning environment that incorporates the formative practices and supports a number of SEL goals. The class is designed to allow students to achieve growth in their personal health, fitness, and social-emotional well-being. The class is structured around three core lifts that recruit all muscles of the human body to achieve maximum performance in a safe, supportive environment. The class structure is built upon three days in the weight room, one day in the gymnasium focused on body maintenance/functional movement, and one day in the classroom focused on the science and education of the human body, muscle growth, and program development.

Sophomore Strength Training is an alternative to the current Sophomore Physical Education curriculum, allowing students the opportunity to centralize their focus within Physical Welfare. There is a strong desire for more options at the sophomore level as indicated by student surveys and this course provides the logical first step in an additional offering in PE during the Sophomore year. This course allows a student the resources to build upon both their personal fitness goals and desires, in addition to their knowledge of strength training, muscle growth, body maintenance, and program development.

Sophomore Strength Training will utilize the formative practices in the physical setting. Grounded rubrics will assist in teaching advanced anaerobic exercises that require strict technique, in order to assist students in their journey with learning the proper movements, terminologies, and modifications. Peer and self-assessments will be regular aspects of the class. Data collection will assist students with understanding their personal progression and achievements, as well as represent the quantitative measures needed to assist in a student's growth mindset.

Coursework and experiences will also directly correlate with all three Social Emotional Learning goals. The strength curriculum will encourage students to maintain positive attitudes, establish positive social interactions and behaviors, and improve personal and academic performance.

Sophomore Strength Training is a course offered as an alternate to the current Sophomore Physical Education course. Sophomore Strength Training will require a minimal amount of additional resources from the school as virtually all equipment is currently in place for this course to move forward professionally and successfully.

**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 best piece of measure to support the need for Sophomore Strength is our current Academic Program Guide. Currently North Campus offers twelve different courses for students, while South campus only offers two. Page 120 of our Academic program guide states:

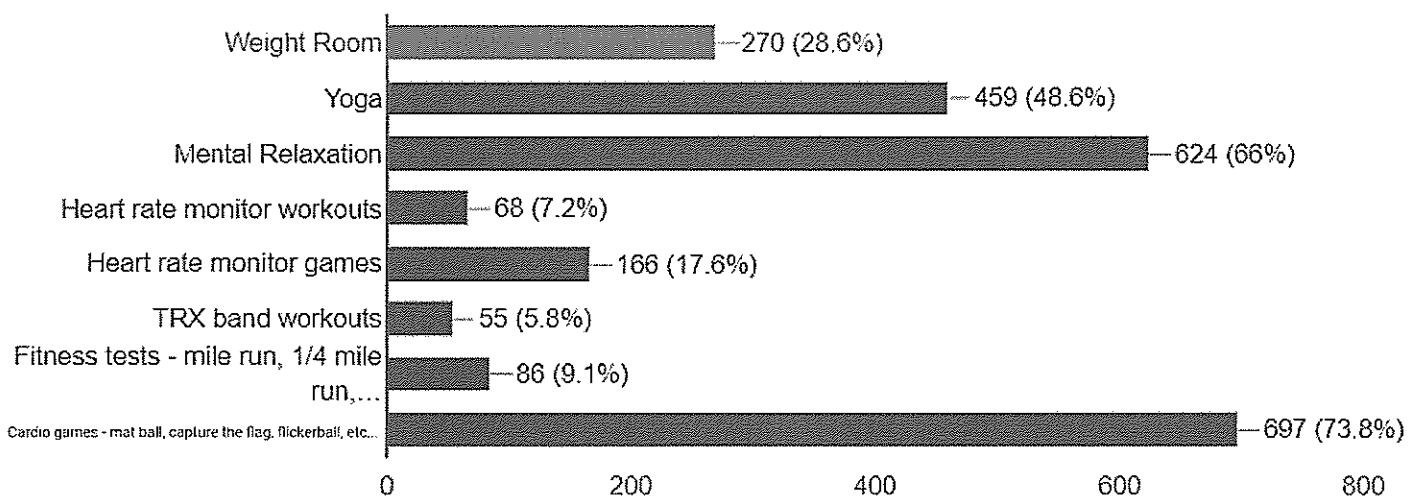
*The philosophy of the Physical Education and Health Department is to fulfil the Mission Statement of Lyons Township High School which charges that our work will ...foster the full intellectual, physical, moral, and aesthetic growth of each student. The four-year required course of study will use a broad variety of activities that will emphasize the promotion of a healthy lifestyle and acquisition of skills that will be valuable beyond the school setting.*

The Physical Welfare Department offers limited course options for our South Campus physical education students. With the offering of Sophomore Strength Training, we offer another valuable option for students who desire to centralize their focus, while supporting our mission of offering classes that foster the "full

intellectual and physical growth of each student.” Offering another course for South Campus students will also provide experiences prior to their journey to North Campus, where they will be able to continue to centralize their focus on physical welfare courses that interest them, and allow them to learn skills that will be value to them well beyond their time in class. Learning is accelerated when a student is engaged in the curriculum based on interest, additional course offerings helps build and excite interest. Freshman students who completed their first semester of physical education were asked to complete a survey. Survey results were collected and analyzed. 941 students in total were surveyed. The following data came from the survey.

## Choose which fitness activities you enjoy the most. Multiple choices can be made.

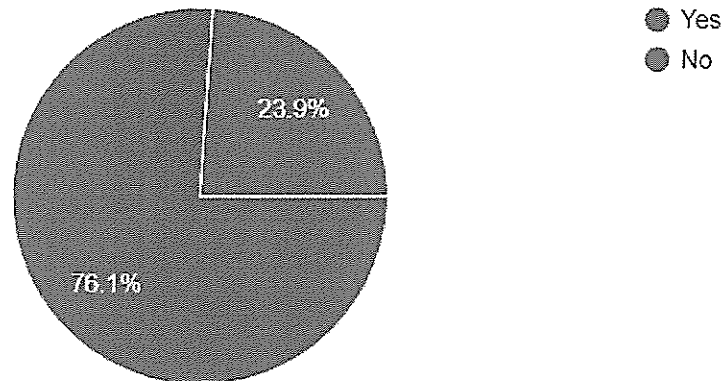
945 responses



270 (28.6%) of students surveyed stated that the weight room was an activity they enjoyed the most out of their physical education experience.

If you could, would you choose a non-traditional sophomore PE class?  
Our current PE classes are traditional classes.'

945 responses



76.1% of student surveyed stated that they would choose a non-traditional sophomore PE class if given the choice.

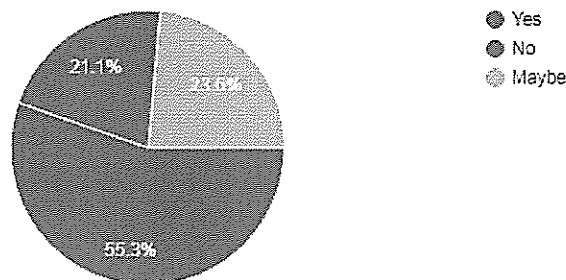
32.1% of students surveyed stated that they would likely join a class that focuses on personal health and weight training.

We are currently surveying students to collect data specific to the questions we would anticipate as this course is being vetted. This data will be compiled in the coming weeks and will be offered as additional information during the CSD team curriculum change proposal meeting.

**Additional Data from the targeted survey is below:**

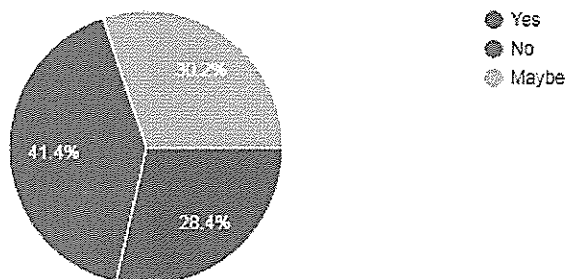
Are you interested in a class that allows you to focus on individualized fitness goals pertaining to strength, altering body composition, and improving overall well-being?

640 responses



In place of sophomore physical education class, would you be interested in taking a strength training class: 3 days in the weight room working out, 1 day in a gym working on functional body movements, and 1 day in the classroom learning the science of exercise?

640 responses



While there were other questions in the survey, these were the two that were very specific to the class we are proposing. In specifically breaking down the information gathered from the last question (*In place of sophomore physical education class, would you be interested in taking a strength training class: 3 days in the weight room working out, 1 day in a gym working on functional body movements, and 1 day in the classroom learning the science of exercise?*)

**188 students said they might sign up for this class.** Of this group: 93 are female, 94 are male, 1 did not denote a gender. 65 are non-athletes, 122 are athletes, 1 did not answer the question.

**176 students said they would sign up for this class.** Of this group: 62 are female, 110 are male, 4 had random answers. 62 are non-athletes, 113 are athletes, 1 did not answer the question.

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

Courses that are focused on strength training are common at high schools throughout Illinois. It is important to note that this course is for all sophomore students who, regardless of gender, have an interest in body development and human performance. By offering this course we are meeting student interest by providing resources to make true growth with their personal journey of health, fitness, and social-emotional well-being.

The class is intended for Sophomores only, with the intent to offer a similar course at the North Campus when students move on to their Junior year (2022-2023). The Sophomore curriculum currently only contains one option for physical education students, offering additional courses for sophomores is common at other

area high schools. Allowing students, the opportunity to focus their learning on what interests them assists in building a successful learning environment for all students.

High Schools currently offering strength training courses for their students include, but are not limited to; Morton, Stagg, Sandburg, Andrews, Elk Grove, Lincoln Way East, Libertyville, Oak Park River Forest, Hinsdale Central, Metea Valley, Nequa Valley, Waubonsie Valley, Naperville North, Naperville Central Downers Grove South, Downers Grove North, Niles North.

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

- Summative assessments
- Student performance data
- Exit surveys
- Class enrollment trends

#### How does the change address Board Goals or school initiatives?

Sophomore Strength Training will meet the following ISBE standard goals for a physical education student:

**19.A.5a** Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement, and work-related activities.

**19.A.4b** Participate daily in moderate to vigorous physical activity while performing movement patterns in a variety of activities.

**19.B.5a** Apply the principles of efficient movement to evaluate personal performance

**9.B.5b** Develop and implement a variety of movement concepts to enhance brain function.

**20.A.5a** Implement an individualized health related fitness plan which includes the principles of training.

**20.A.4b** Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and know the implications of and the benefits from participation in those programs.

**20.B.5a** Collect and interpret health-related fitness data over a period of time, with and without the use of technology.

**20.C.4a** Set realistic, short-term, health related fitness goals based on individual profiles.

**21.A.4b** Apply identified procedures and safe practices to all group physical activity settings.

**21.B.4a** Work cooperatively with others to achieve group goals in competitive and noncompetitive situations

Sophomore Strength Training will meet the following Board Goals:

**Goal 2. Objective 1** Implement programs to assist students, staff and parents with mental health and social emotional issues to help reduce student stress and maintain a healthy learning environment.

Sophomore Strength will meet the following Social Emotional Goals:

**1A.3b.** Apply strategies to manage stress and to motivate successful performance.

**1A.4b.** Generate ways to develop more positive attitudes.

**1C.3a.** Set a short-term goal and make a plan for achieving it.

**1C.5b.** Monitor progress toward achieving a goal, and evaluate one's performance against criteria.

Sophomore Strength Training will meet the school's initiative, *Vita Plena*. Our current physical welfare program enhances physical fitness and social-emotional wellness, while providing a range of structured experiences for students to continue beyond the classroom. In order to continue to offer our students challenging, life-long experiences, we need to meet the needs of our physical learners. Sophomore Strength Training will give our second-year physical education students the choice and resources to dive deeper into strength training and learn the physical, social, and emotional benefits that come along with it.

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

Rogue Fitness - Bravo Bar & Bumper Setup – 10 sets (\$668/set)	\$6680.00
Williams Strength - Portable Bumper Plate Rack – 2 rack (\$3000/rack)	\$6000.00

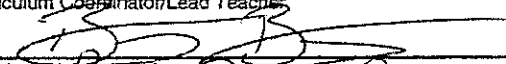
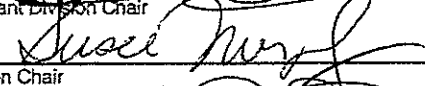

**Provide an updated Course Description that will be included in the Academic Program Guide:**

This semester course is designed for any sophomore student interested in strength training and body maintenance. No prior experience with strength training is required; the class is designed to meet individual student needs. The course is built around three core functional lifts that incorporate all muscles of the body. All techniques will be taught in a structured and safe environment. The course will spend three days a week in the weight room, one day in the classroom focused on the science of strength training, muscle growth and program development, and one day in the gym focused on body maintenance, body performance, and injury prevention. Expect to make strength gains and reach personal fitness goals throughout a semester-long, progressive strength training program. This course fulfills the physical education requirement.

**Who was involved in developing this course proposal?**

Kurt Johns, Bryan Bergman

**Signatures:**

Curriculum Coordinator/Lead Teacher 	Date 2/27/20
Assistant Division Chair 	Date 2/27/20
Division Chair 	Date 2/27/20

# 2021-2022 Curriculum Change Proposal Form

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

Date of Application: 2/10/2020

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
English III Prep Literature	1/2	Sophomore English	11	III	LA4431	LA4432
English III Prep Composition	1/2	Sophomore English	11	III	LA6201	LA6202
English III Accel Literature	1/2	Sophomore English	11	IV	LA7131	LA7132
English III Accel Composition	1/2	Sophomore English	11	IV	LA7891	LA7892

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
English III Prep Lit. & Comp.	1.0	Sophomore English	11	III		
English III Accel Lit. & Comp.	1.0	Sophomore English	11	IV		

**Concurrent Enrollment Info:**

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

Graduation Requirement	<input checked="" type="checkbox"/>	North Only	<input 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 checked="" 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:

Annual English Lit and Comp Course

Provide a brief description of the proposal/change:

Currently, The LAD offers two semester Prep and Accel English options at the junior level to fulfill the annual graduation requirement (English III Lit and English III Comp). With the advent of the IU dual credit composition course entitled *Reading, Writing, & Inquiry* offered for senior students, there are now curricular concerns with our junior composition courses due to skill redundancy between the classes. The outcomes for both courses include a students' ability to

1. employ strategies of pre-writing, drafting, and revising, taking into consideration rhetorical purpose, the knowledge and needs of different audiences, and the feedback of instructors and peers;
2. engage in substantial revision of drafts, as distinguished from editing and proofreading;
3. read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual sources for developing their own ideas and claims;
4. engage in inquiry-driven research, properly attributing and citing the language and ideas of others to avoid plagiarism; develop a focused thesis and link it to appropriate reasons and adequate evidence;
5. use genre conventions and structure in ways that serve the development and communication of information and ideas;
6. edit such that choices in style, grammar, spelling, and punctuation contribute to the clear communication of information and ideas.

Although the prompts, products, and rubrics are different between the courses, there are enough similarities in them to warrant a course flow revision; hence, we are proposing to combine the semester courses into a year-long option for junior students entitled English III American Lit. & Comp. that would be offered at the Prep and Accel levels. The new courses will be developed with current thinking regarding best practices in the teaching of language arts, including writing for a variety of audiences and purposes, more student choice in text selection, more opportunity for student-led inquiry and research, thematically designed units that promote curiosity and that answer essential questions, unit products that go beyond papers and traditional literary analysis, and texts that mirror diverse voices in the American experience. Additionally, students will benefit from having year-long relationships with their teachers and peers and will have more consistency with scheduling.

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)

Analysis of the English sequences at the Prep and Accel levels at LT and the analysis of curriculum maps and syllabi.

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

Most schools offer year-long American Lit. & Comp. courses for juniors. Semester options are typically reserved for seniors.

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?**

Although this proposal does not directly address a Board Goal, it is aligned with “improving the academic achievement of all students” by ensuring that students do not have redundant experiences.

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

None, other than the cost of new texts for the course.	
(insert additional rows if necessary)	

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

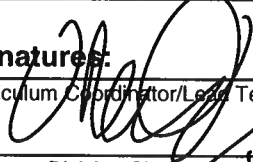
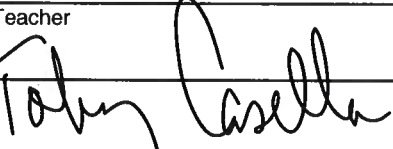

For the Level III Version: This course addresses skill development in reading, writing, listening, speaking, and research while exploring American themes and experiences present in fiction and nonfiction. The course emphasizes the analysis of poetry, literature, language, and the study of rhetoric in a variety of texts. This is a writing intensive course that develops analytical, argumentative, and research skills and develops student voice, purpose, and audience through a variety of papers, projects, and presentations.

For the Level IV Version: This course addresses reading, writing, listening, speaking, and research skills while exploring American themes and experiences present in fiction and nonfiction. The course emphasizes the analysis of poetry, literature, language, and the study of rhetoric in a variety of texts. This is a writing intensive course that develops analytical, argumentative, and research skills and develops student voice, purpose, and audience through a variety of papers, projects, and presentations. It moves at an accelerated pace. Foundational skills in all domains of discourse are expected. Tasks are challenging and focus on analysis, synthesis, and evaluation.

**Who was involved in developing this course proposal?**

Karen Raino initiated the proposal and the LAD unanimously approved it.

**Signatures:**

Curriculum Coordinator/Lead Teacher		Date 2/27/20
Assistant Division Chair		Date 2/27/20
Division Chair		Date 2/27/20

# 2021-2022 Curriculum Change Proposal Form

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

Date of Application: 2/10/2020

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
English III Prep Composition	1/2	Sophomore English	11	III	LA6201	LA6202

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
English IV Prep Composition	1/2	Junior English	12	III	LA6201	LA6202

**Concurrent Enrollment Info:**

(fill only if necessary)						
--------------------------	--	--	--	--	--	--

**Check the Appropriate Features of the New Course:**

Graduation Requirement	<b>X</b>	North Only	<b>X</b>	Interdisciplinary		Summer School	
Elective Credit		South Only		Title I	<b>X</b>	Duplicate Credit	
Full Year		North & South		NCAA	<b>X</b>	Duplicate Credit Max	
Semester: <b>1, 2, B(oth)</b>	<b>B</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:

English IV Comp

Provide a brief description of the proposal/change:

Due to the new IU dual credit courses, the LAD would like to realign our curriculum to eliminate redundancy. This proposal is to move the English III Prep Composition course that is currently offered to juniors to the first semester of senior year so students who do not have the prerequisite to take the Level V dual credit composition course will still have a composition course from which to choose at the prep level that will help prepare them for college and career.

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 course flow chart and curriculum redundancy.

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?

Course enrollment

How does the change address Board Goals or school initiatives?

This proposal addresses Goal One of the Board of Education goals – “Improve the achievement of all students” by providing a writing intensive English option for students who want to hone their skills before college or career.

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 additional resources are necessary than what students currently use. The cost of texts is the only expenditure for students and their families.	\$36.15
(insert additional rows if necessary)	




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

This class provides students the opportunity to develop their writing through a variety of skills, including but not limited to argumentation, research, and impromptu responses. Using a workshop format, this course focuses on writing as a process, with a strong emphasis on revision. Students will enhance their ability to read and analyze selected models of prose writing, as well as synthesize other authors' ideas. Student progress is evaluated throughout the semester in a manner that authorizes students to take an active role in their learning.

**Who was involved in developing this course proposal?**

**Karen Raino initiated this proposal and the LAD discussed it.**

**Signatures:**

Curriculum Coordinator/Lead Teacher 	Date 2/27/20
Assistant Division Chair 	Date 2/27/20
Division Chair 	Date 2/27/20

# 2021-2022 Curriculum Change Proposal Form

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

Date of Application: 2/10/2020

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

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Multicultural American Literature	½	Junior Year English	12	III		

**Concurrent Enrollment Info:**

(fill only if necessary)						
--------------------------	--	--	--	--	--	--

**Check the Appropriate Features of the New Course:**

Graduation Requirement	<b>X</b>	North Only	<b>X</b>	Interdisciplinary		Summer School	
Elective Credit		South Only		Title I	<b>X</b>	Duplicate Credit	
Full Year		North & South		NCAA	<b>X</b>	Duplicate Credit Max	
Semester: <b>1, 2, B(oth)</b>	<b>B</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:

Multicultural Lit.

Provide a brief description of the proposal/change:

In her TEDx Talk, “The Danger of a Single Story,” Chimamanda Ngozi Adichie laments the stereotypical narrative of Africa that causes others to pity her. The pity, she says, prevents any possibility of connection as human equals. The goal of Perspectives in Multicultural American Literature is to foster an academic community that examines multiple voices in varied contexts in order to move beyond the single narrative that students often encounter – the narrative of enslavement or internment, of migrant work or immigration status, the narrative of struggle, inferiority. This course will honor and add to those stories. The course will allow students to weigh the impact of race, ethnicity and culture on our experiences without allowing those factors to outweigh the human experience. Students will hone critical thinking and empathy as they grapple with ideas from some of America’s foremost established and contemporary writers.

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 Language Arts Division has specifically identified the need for more diversity in texts as part of the curriculum review process. In order to address this need, Nikita Hulbert initiated this proposal to offer an American literature experience that further addresses contemporary and classic multicultural voices in the senior year. The percentage of students of color has increased throughout the years and according to the 2019 school report card, more than 25% of LT students identify as students of color (20.2% Hispanic, 3.5% Black, 2.2% Asian, 2% Two or more races. .1% Native American, 72% White). More than 372 students are identified as former English Learners and 88 are identified as current English Learners (approximately 12%), illustrating our linguistic and ethnic diversity as well. Literature provides a lens to see oneself and see the world, creating understanding and empathy. Although our current courses are examining ways to diversify texts, this course will provide another choice for seniors to delve deeper into multicultural literature.

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

Multiple comparable districts/schools including Hinsdale, OPRF, York, and Naperville Central offer African American Literature, Latino Literature, and/or Multicultural Literature. A multicultural approach best fits our learning community due to our demographics and our Division goal to diversify texts. Every district/school offers the course to 11th and/or 12th graders. Hinsdale specifically notes in its academic program guide that the course is NCAA approved.

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

Course enrollment

How does the change address Board Goals or school initiatives?

This proposal addresses the Board of Education Goal One which states. “Improve the academic achievement of all students” by focusing on Objective 6, “Ensure LT’s curriculum offerings prepare all students for college or career readiness upon graduation.” Perspectives in Multicultural American Literature will be a rich literacy experience, focusing on analytical reading, writing, and discussion skills.

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

<b>Class sets of New Worlds of Literature: Writings from America’s Many Cultures, 2nd Edition (or similar anthology)</b>	<b>\$45.00</b>
<b>Consumable - Student selected novel</b>	<b>\$10.00</b>
(insert additional rows if necessary)	

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

**Multicultural Literature exposes students to works by writers from diverse cultural backgrounds including African-American, Latinx, Asian-American and Native American. Students engage with a variety of literary genres in order to address questions of identity, representation, and other relevant themes.**

**Who was involved in developing this course proposal?**

**Nikita Hulbert and Karen Raino**

**Signatures:**

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

# 2020-2021 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
Financial Algebra	.5	Algebra II	12	III		

**Concurrent Enrollment Info:**

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

Graduation Requirement	<b>x</b>	North Only	<b>x</b>	Interdisciplinary		Summer School	
Elective Credit		South Only		Title I		Duplicate Credit	
Full Year		North & South		NCAA		Duplicate Credit Max	
Semester: <b>1, 2, B</b> (oth)	<b>B</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:**

Financial Algebra

**Provide a brief description of the proposal/change:**

1. Seniors who have 3 years of math credit could take a high interest math course.
2. Having an additional algebra based course will provide students with skill development and application prior to the SAT and/or college entrance exams.
3. Math elective available to Seniors
4. Uses financial concepts and real world contexts to develop Algebra skills.
5. A math class based on finance could spark the interest of many students.

**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.

Our only math electives are PreCalc, AP Stats, AP Calc, and College Algebra. These courses are not appropriate for many of our students.

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

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

Enrollment  
Graduation rate (change in number of students not graduating due to failure of math courses)

**How does the change address Board Goals or school initiatives?**

*Goal / Objective 2:* Improve standardized test scores annually.

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

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

Financial Algebra: Financial Algebra with Advanced Algebra 2nd edition (9781337271790) Robert Gerver and Richard Sgroi	<b>\$87.75 each</b>
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**Provide an updated Course Description that will be included in the Academic Program Guide:**

Financial Algebra is a study of algebra and functions in a financial context. This course combines algebraic and graphical approaches with practical business and personal finance applications. This course encourages students to be actively involved in applying mathematical ideas to their everyday lives.

**Who was involved in developing this course proposal?**

Math/Science Division leaders  
Bill Lanspeary  
Matt Ranft

**Signatures:**

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

# 2020-2021 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
Environmental Science	1/2	One Year of Science	11, 12	III	SN6011	SN6012

**Proposed Course Information:**

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Environmental Science	.5	One Year of Science	11, 12	III	SN6011	SN6012

**Concurrent Enrollment Info:**

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

Graduation Requirement	<b>x</b>	North Only	<b>x</b>	Interdisciplinary		Summer School	
Elective Credit		South Only		Title I		Duplicate Credit	
Full Year	<b>x</b>	North & South		NCAA		Duplicate Credit Max	
Semester: <b>1, 2, B</b> (oth)	<b>B</b>	Lab-Based	<b>x</b>	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:**

Environmental Science

**Provide a brief description of the proposal/change:**

Environmental Science is currently a ½ credit course offered both semesters. This change would allow students to take the courses 1st and 2nd semester for a full credit OR take only one semester by having a year-long course that does not require mastery of first semester content to take the second 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)**

Students have expressed interest in taking more environmental science at the prep level. There is enough content for more than 2 distinct semesters of each course. 20% of students currently enrolled in Environmental Prep would take a 2nd semester of the course.

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

D99 - Research Topics in Earth Science (Annual)  
OPRF - Environmental Science (Annual)  
ETHS - Geosciences and the Environment (Annual)

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

Monitor full-year enrollments.

**How does the change address Board Goals or school initiatives?**

Improve Academic Achievement of All Students.

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

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

Toxic Communities - Taylor	\$25 each
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**Provide an updated Course Description that will be included in the Academic Program Guide:**

*We would remove the level change prohibition.*

**Who was involved in developing this course proposal?**

Adam Roubitchek  
Eric Nuss

**Signatures:**

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

# 2020-2021 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
STEM Research	1.0	2 Years of Science Credit	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: <b>1, 2, B(oth)</b>		Lab-Based	x	CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art		Dual Credit*		Online Delivery		State/Federal Change	

\*Dual Credit University Partner:

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

Scientific Research

**Provide a brief description of the proposal/change:**

Students learn to perform scientific research with the help of a university or industrial mentor. Working with the library, students will be introduced to basic research techniques. They will identify questions within personal areas of interest and collect data to answer those questions. Students will be required to submit their research to at least one science fair or competition (e.g. Percy Julian @OPRF).

**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 – two teachers took a research class where they learned the most competitive research majors expect and demand research experience. College applications have a place to list research experience. We currently do not offer a research opportunity for students. Enrollment in independent study.

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

New York, Connecticut and New Jersey: <https://www.albany.edu/scienceresearch/schools.shtml>

Niles District 219: STEM Inquiry and Research.

<https://docs.google.com/document/d/1cimaVIP7-n8zK9I4N8gUp8-gtPdx9S4XvcRNI-dpy1Y/edit#>

Hinsdale District 86: Summer research

OPRF: Investigational Research and Design.

<https://campussuite-storage.s3.amazonaws.com/prod/1558748/bd01c7ae-765f-11e9-9402-0a56f8be964e/1928439/2ffe6052-7889-11e9-9b41-0a65ea8cbc58/file/AcadCat20192020.pdf>

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

Monitor enrollment.

Acceptance into competitive science programs.

Enrollment and success in Science Competitions (e.g. Siemens, Google)

**How does the change address Board Goals or school initiatives?**

Improve Academic Achievement of All Students.

Goal I. Obj. 4: College preparation

Goal I. Obj. 5: Equity and achievement. Another option of level IV

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

STEM Student Research Handbook <a href="https://www.nsta.org/store/product_detail.aspx?id=10.2505/9781936137244">https://www.nsta.org/store/product_detail.aspx?id=10.2505/9781936137244</a>	\$24.76 each
ISTI Mentor Program	Get Cost

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

Modeled after OPRF HS Course:

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 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, and write a formal research paper which will be submitted to local, state, and national/international science competitions.

**Who was involved in developing this course proposal?**

Math/Science Division leaders  
Bruce Falli  
Angela Patel

**Signatures:**

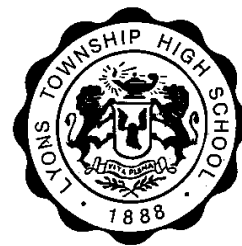
Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair	Date

# LYONS TOWNSHIP HIGH SCHOOL

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

- Tel: (708) 579-6470
- E-mail: [seggerding@lths.net](mailto:seggerding@lths.net)
- Fax: (708) 579-6036
- Website: [www.lths.net](http://www.lths.net)



**SCOTT D. EGGERDING**  
Director of Curriculum and Instruction

TO: Tim Kilrea  
Board of Education

FROM: Scott D. Eggerding *SE*

DATE: October 8, 2020

RE: Summer Workshop Reports and Financial Summary

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## INFORMATION:

During the summer of 2020, 18 workshops were approved to be funded from District and grant accounts with a total budget of \$53,490.38. The enclosed report includes summaries of the work performed and final costs for each workshop. As in previous years, the final total of District expenditures for summer work came in less than estimated due to individual teacher scheduling conflicts. In the end, actual expenditures represented 75% of those approved, with \$24,166.12 spent from District funds and \$15,931.35 spent from grant sources.

District funds supported the work of developing new Indiana University courses, new courses (Forensics, ASL II/IV and Self Defense for Girls), the infusion of SEL in freshman PE, and updated to AP Environmental Science. Grant funds supported the Professional Learning Team, BetterLesson training, TEC Coaches and Instructional Coaches.

Attached, you will find a financial summary and the workshop summary report including the write-ups of all workshops. Board support for these programs is greatly appreciated. The work of PLCs and our ongoing efforts to improve teaching and learning would be greatly hampered without this time in the summer. In addition, the challenges of ending the year in quarantine and beginning a year with remote learning required a great deal of coordination of efforts. We continue to make great strides towards a significant impact on teaching and learning at LTHS due to this very important work.

## ACTION:

No action required. This item is informational.

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

ACADEMIC DEPARTMENT	2017 PROPOSED	2017 ACTUAL	2018 PROPOSED	2018 ACTUAL	2019 PROPOSED	2019 ACTUAL	2020 PROPOSED	2020 ACTUAL
Applied Technology	NA	NA	NA	NA	NA	NA	NA	NA
Art	NA	NA	NA	NA	NA	NA	NA	NA
Business Education	NA	NA	NA	NA	NA	NA	NA	NA
Driver Education	NA	NA	NA	NA	NA	NA	NA	NA
Family and Consumer Science	NA	NA	NA	NA	NA	NA	NA	NA
Language Arts	NA	NA	NA	NA	NA	NA	NA	\$0 G \$2,344.90 D
Learning Resources	NA	NA	NA	NA	NA	NA	NA	NA
Mathematics	NA	NA	NA	NA	NA	NA	\$0 G \$4,050.00 D	\$0 G \$3,781.60 D
Music	NA	NA	NA	NA	NA	NA	NA	NA
Physical Education & Health	NA	NA	NA	NA	NA	NA	\$0 G \$4,050.00 D	\$0 G \$3,490.52 D
Science	\$0 G \$8,100.00 D	\$0 G \$6,301.90	NA	NA	\$0 G \$7,938.00 D	\$0 G \$5,588.06 D	\$0 G \$6,075.00 D	\$0 G \$6,075.00 D
Social Studies	\$0 G \$7,290.00	\$0 G \$6,682.50	NA	NA	NA	NA	NA	NA
Special Education	NA	NA	NA	NA	NA	NA	\$5,467.50 G \$0 D	\$3,435.75 G \$0 D
Student Support Services	NA	NA	NA	NA	NA	NA	NA	NA
World Language	\$0 G \$6,075.00 D	\$0 G \$3,698.33	\$0 G \$11,845.00 D	\$0 G \$8,124.10 D	\$0 G \$3,888.00 D	\$0 G \$3,275.04 D	\$0 G \$15,795.00 D	\$0 G \$8,474.10 D
<b>MISCELLANEOUS</b>								
Curriculum & Instruction	\$51,637.50 G \$19,398.00 D	\$39,832.59 G \$16,794.54 D	\$63,463.00 G \$13,869.50 D	\$48,146.49 G \$14,442.03 D	\$47,834.37 G \$29,522.75 D	\$22,770.70 G \$26,250.15 D	\$15,622.88 G \$0 D	\$12,495.60 G \$0 D
Technology	NA	NA	NA	NA	NA	NA	NA	NA
<b>TOTALS</b>	<b>Proposed</b> <b>\$92,500.50</b>	<b>Actual</b> <b>\$73,309.86</b>	<b>Proposed</b> <b>\$89,177.50</b>	<b>Actual</b> <b>\$70,712.62</b>	<b>Proposed</b> <b>\$77,357.12</b>	<b>Actual</b> <b>\$57,883.95</b>	<b>Proposed</b> <b>\$53,490.38</b>	<b>Actual</b> <b>\$40,097.47</b>
		79% of Approved		79% of Approved		75% of Approved		75% of Approved
Grant cost	\$51,637.50	\$39,832.59	\$63,463.00	\$48,146.49	\$47,834.37	\$22,770.70	\$21,090.38	\$15,931.35
District cost	\$40,863.00	\$33,477.27	\$25,714.50	\$22,566.13	\$29,522.75	\$35,113.25	\$32,400.00	\$24,166.12
<b>TOTAL</b>	<b>\$92,500.50</b>	<b>\$73,309.86</b>	<b>\$89,177.50</b>	<b>\$70,712.62</b>	<b>\$77,357.12</b>	<b>\$57,883.95</b>	<b>\$53,490.38</b>	<b>\$40,097.47</b>

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**

**Divisional/Departmental Summary**

**2020 Summer Workshops**

DIVISION/DEPARTMENT	STAFF	DIVISION SUBTOTALS			DISTRICT TOTALS
		First Reading	Second Reading	Actual	
<b>CURRICULUM &amp; STAFF DEVELOPMENT</b>					<b>\$12,495.60 (G)</b>
• IncludED Training	0	\$19,500.00 (G)	\$0.00 (G)	\$0	
• Professional Learning Team	15	\$6,712.88 (G)	\$6,712.88 (G)	\$2,560.50 (G)	
• Equity and Achievement	0	\$6,682.50 (G)	\$810.00 (G)	\$0	
• Grading Practices	0	\$30,132.00 (G)	\$8,100.00 (G)	\$0	
		\$39,609.00 (D)			
• BetterLesson	17			\$3,860.10 (G)	
• TEC Coaching	4			\$4,860.00 (G)	
• Instructional Coaching	3			\$1,215.00 (G)	
<b>FINE ARTS</b>					<b>\$8,474.10 (D)</b>
• French 3A, 4A, 3H, 4H	3	\$4,860.00 (D)	\$4,860.00 (D)	\$1,558.00 (D)	
• American Sign Language	2	\$810.00 (D)	\$1,620.00 (D)	\$1,331.20 (D)	
• Spanish 3A	3	\$1,620.00 (D)	\$1,620.00 (D)	\$1,129.90 (D)	
• Spanish 4H	3	\$2,025.00 (D)	\$1,215.00 (D)	\$1,215.00 (D)	
• Spanish 4A	4	\$3,240.00 (D)	\$3,240.00 (D)	\$1,215.00 (D)	
• Spanish 3H	2	\$2,025.00 (D)	\$1,620.00 (D)	\$810.00 (D)	
• Spanish 5A	2	\$1,620.00 (D)	\$1,620.00 (D)	\$1,215.00 (D)	
<b>Language Arts (New Addition)</b>					<b>\$2,344.90 (D)</b>
• English 4H: Indiana U. Dual Credit Courses	6		\$2,430.00 (D)	\$2,344.90 (D)	
<b>MATH/SCIENCE</b>					<b>\$9,856.60 (D)</b>
• Forensics	3	\$3,037.50 (D)	\$3,037.50 (D)	\$3,037.50 (D)	
• Geometry Staggered	3	\$1,215.00 (D)	\$1,215.00 (D)	\$1,184.00 (D)	
• AP Environmental Science	3	\$3,037.50 (D)	\$3,037.50 (D)	\$3,037.50 (D)	
• Algebra I	7	\$2,835.00 (D)	\$2,835.00 (D)	\$2,597.60 (D)	
<b>PHYSICAL WELFARE</b>					<b>\$3,490.52 (D)</b>
• Self-Defense for Girls	3	\$1,215.00 (D)	\$1,215.00 (D)	\$1,215.00 (D)	
• Social Emotional Learning in Freshman PE	7	\$1,215.00 (D)	\$2,835.00 (D)	\$2,275.52 (D)	
<b>SPECIAL EDUCATION</b>					<b>\$3,435.75 (G)</b>
• BASE/ARC Curriculum Development	9	\$5,467.50 (G)	\$5,467.50 (G)	\$3,435.75 (G)	
<b>TOTALS</b>	<b>99</b>	<b>\$68,494.88 (G)</b>	<b>\$21,090.38 (G)</b>		<b>\$15,931.35 (G)</b>
		<b>\$68,364.00 (D)</b>	<b>\$32,400.00 (D)</b>		<b>\$24,166.12 (D)</b>

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**  
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**I. Department(s)/Division(s)**  
 Curriculum & Instruction

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

**III. Workshop Title**  
 Professional Learning Team

Bacon	Kirstin	Instructional Coach
Barker	Joe	MS: Assistant Chair
Chittenden	Cayt	PW: Health
Condon	Virginia	Instructional Coach
Doyle	Allison	SE: Assistant Chair
Enright	Karly	FA: World Language
Gjini	Lauren	GS: Applied Arts
Gutierrez	Daniella	SE: Life & Transition
Harbin	Michelle	MS: Science
Johannes	Andrew	GS: Social Studies
Lambert	Tiz	SE: Cross-Categorical
Mancini	Deana	Instructional Coach
Meyers	Katie	PW: P.E.
Musick	John	FA: Art / Music
Nardi	Paula	FA: Division Chair
Orrico	Annette	Mentoring & Induction Coordinator
Owens	Leslie	SS: Division Chair
Raino	Karen	LAD: Division Chair
Salaymeh	Callie	MS: Science & Technology Coach
Smith	Katie	Admin. & Instr. Coaching
Waterman	Brian	Principal

**IV. Summary**

The PLT met on August 5<sup>th</sup> from 7:45 a.m. -12:15 p.m. to: 1) review our professional learning goals for 2020-2021 & foci of 2021-2022, 2) plan actions to carry out the goals for 2020-2021 & be prepared to address the foci of 2021-2022, and 3) learn how to use zoom tools to build connections, engagement, and facilitate learning.

The workshop was intentionally planned to have participants constantly using and interacting with the various zoom tools. This allowed zoom training to be part of the experience rather than separate and disjointed. As a result, participants “chatted” responses to questions concerning adult learning principles. They engaged in a poll regarding the practice of sharing a professional learning highlight. They used the annotation tools to highlight the aspects of the research surrounding collaborative norming before they worked in breakout groups to develop team norms (for the virtual space). In addition to using the aforementioned tools, participants indicated their responses to a variety of questions throughout the workshop using the various participant tools and reactions (yes, no, go slower or faster, thumbs up, applause).

Half-way through the workshop, the instructional coaches and mentoring coordinator broke off into a small group to apply their newly developed zoom knowledge to the creation of upcoming staff trainings. Specifically, the technology training delivered on August 14 and 17 to the entire faculty, and the formative assessment training delivered on August 7<sup>th</sup> to the new hires.

The remainder of the PLT, spent the second half of the workshop splitting into subcommittees: grading, SEL, and technology. Each subcommittee worked to develop a plan to meet their aligned professional learning goal. As a result, the October Institute Day will offer two technology trainings to the entire faculty on either, Canvas, Zoom, Google Suite, or Advanced tech tools (JamBoard, EdPuzzle, PearDeck, and FlipGrid). The sessions will be provided according to two readiness levels: novice or proficient. Beginning in October, (SE)L-Teams will meet, but this year they will teach an explicit social emotional learning strategy three times first semester and conduct peer observations second semester. The grading committee reviewed the resources that were assembled for those teachers moving to an A-F scale this year. They will continue to collaborate with this group throughout the year to learn how to adjust the resources and improve the training for the staff in 2021-2022.

While the workshop prepared the PLT to take initial steps to meet the three 2020-2021 professional learning goals, the team continues to meet monthly to ensure these goals will be actualized.

**School-Wide Professional Learning Goals in 2020-2021:**

1. Cultivate a sense of belonging and wellness for students and adults as they begin school in the midst of a pandemic and global call for social justice.
2. Utilize technology to enhance the quality of education and personalize learning.
3. Implement consistent grading practices, including the six effective fixes, across all educators in a course team beginning in August, 2020.

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**I. Department(s)/Division(s): Curriculum**

**II. Course(s) or Program(s): BetterLesson.com**

**III. Workshop Title: BetterLesson Cohort 1**

**IV. Workshop Participants**

- |                       |                      |
|-----------------------|----------------------|
| 1. Bradley Anderson   | 10. Tiziana Lambert  |
| 2. Jaime Bronuskas    | 11. Joseph Maffey    |
| 3. Emily Clark        | 12. Annette Orrico   |
| 4. Kelsey Gacek       | 13. Julie Ozols      |
| 5. Margaret Hellerman | 14. Margaret Quane   |
| 6. Brian Keller       | 15. Lauren Rabbitt   |
| 7. Callie Salaymeh    | 16. Laura Villanueva |
| 8. Rebecca Rivan      | 17. Jeremy Vrtis     |
| 9. Virginia Condon    |                      |

**V. Summary**

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

**THANK YOU!**

Over the course of two BetterLesson workshop sessions, LT teachers identified the benefits of blended learning and how to use technology to create meaningful, personalized, and engaging experiences for students. In the first workshop, teachers reflected on their past experiences with technology in the classroom and set goals for the upcoming school year. With these goals in mind, teachers explored various classroom systems and reviewed examples of technology use that would allow these systems to become more student-centered. Classroom systems included feedback and assessment, grouping and differentiation, self-paced learning, and communication and culture. The second session expanded on the use of these systems to create a student-centered environment. Teachers identified ways to make learning more visible and authentic while balancing opportunities for collaboration, content, and social emotional learning. Participants explored a wide variety of technology tools and collaborated to discuss how specific tools could be used to increase student-centered learning. By the end of the session, teachers worked together in teaching teams to design a lesson around a tool of their choice and set goals for their BetterLesson coaching experience. By way of expanding knowledge and application of blended learning through BetterLesson, the school goals of effective and rich remote learning are facilitated through one on one coaching and application in/on technology for specific content matter. Coaching topics will be rooted in our formative assessment practices along with proven blended learning concepts.

Impact on students in the classroom includes:

- Implementing classroom management strategies when students are using devices to positively impact student remote learning experiences and achievement,
- Employing formative assessment practices through technology permitting opportunities for students to reach course objectives and set goals for success,
- Using online learning tools to enhance instruction and assist in setting clear expectations and goals for course content and success criteria, and
- Providing students with flexible opportunities for learning, exploring, and showing mastery that permits differentiation and self-paced, student-centered learning.

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**I. Department(s)/Division(s)**

*Curriculum/Technology*

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

*TEC Coaches*

**III. Workshop Title**

*Preparation for Technology Training for 20-21 School Year*

**IV. Workshop Participants**

1. Joseph Maffey
2. Rebecca Rivan
3. Callie Salaymeh
4. Jeremy Vrtis

**V. Summary**

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**THANK YOU!**

*Tech Coaches met weekly to prepare materials to train teachers for Remote/Hybrid Learning. We created “how to” videos and curated reference materials on our Canvas Page. We communicated these materials to all staff on several occasions via email as well as responding to specific requests and issues.*

*The impact of this workshop for students will be the consistency of instruction by their teachers. We outlined two options for Canvas Home Pages and continually instruct teachers how to embed outside resources into Canvas.*

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**I. Department(s)/Division(s): Fine Arts**

**II. Course(s) or Program(s): ACP IU Dual Credit French Classes (III and IV ACP Honors)**

**III. Workshop Title : Training and Curriculum Development for French ACP courses**

**IV. Workshop Participants**

- |                   |     |
|-------------------|-----|
| 1. Emily Fellmann | 6.  |
| 2. Liz Martinez   | 7.  |
| 3.                | 8.  |
| 4.                | 9.  |
| 5.                | 10. |

**V. Summary**

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  - Attach the revised or new course syllabus.

**THANK YOU!**

This summer, Emily and I first spent 10 hours training with Indiana University in preparation for the two new dual-credit French courses. We additionally met virtually multiple times, sometimes also with IU staff, to work through course requirements and making them compatible with each others' policies and philosophies (IU and LT). Much of our work time was devoted to course set-up and procedural items, in order to agree mutually on course expectations. I believe this fulfills both district and division goals, because we want to have clear mutual policies in both ACP French courses, maintain the new grading model at LT, and match IU's content to our division's instructional philosophy (performance-based learning and assessment).

Considering dual-credit opportunities at LT are honors level courses, by developing these two courses we are adding additional honors opportunities for our students. In addition, as they can earn Indiana University credit, we are substantially bolstering their achievement as they will have earned college credits through these courses before they graduate from LT. Finally, by working to insure the IU grading and curriculum correspond to what we consider to be best practices here at LT, we can be certain that students will be successful in these courses.

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

Fine Arts/World Language

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

American Sign Language 1, American Sign Language 2, American Sign Language: Expressive Language

**III. Workshop Title**

ASL Course Development

**IV. Workshop Participants**

1. Colleen Gibbons

2. Krystle Conrad

**V. Summary**

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  - Attach the revised or new course syllabus.

**THANK YOU!**

In November of 2019, the expansion of the ASL program was approved by the LTHS school board to include two additional years of study. Given the expansion, new courses and their associated curriculum maps have been created. Time was needed to address the scope and sequence of the ASL program as a whole, particularly to incorporate ASL: Expressive Language (2020-21) and ASL: Receptive Language (2021-22). During this work time, the new and existing ASL teachers were able to collaborate to divide responsibilities and curriculum and learning targets logically among all 4 classes.

Adjustments were made to existing curriculum maps and new mapping was done for new courses. Curriculum was slightly redistributed for ASL 1 and ASL 2 and new curriculum was developed to continue the course sequence into ASL: Expressive Language. A significant review was done covering what students should already know upon entering ASL: Expressive Language and strategies to help them find success in their continued learning.

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**I. Department(s)/Division(s) – Fine Arts**

**II. Course(s) or Program(s) – Spanish III Accel**

**III. Workshop Title – Spanish 3A**

**IV. Workshop Participants**

1. Anuja Kolathu
2. Sharon Gruizenga
3. Aliko Ecklund

**V. Summary**

The Spanish III Accel workshop team met 8/10/2020 – 8/12/2020 to revamp and access curriculum changes made last year rooted in a Proficiency Based teaching model. We use directives and standards from ACTFL (American Council on the Teaching of Foreign Language) to:

- create new and revise old integrated performance assessments to meet the needs of students remotely
- adapt curriculum and assessment to align with the new grading system
- refine our timeline for each unit knowing that incoming students will have less active class time than years past
- create common formative/summative assessments, vocabulary lists and retake assessments
- update the scope and sequence of the first semester curriculum
- updated the curriculum map, syllabus and course expectations to reflect these changes
- decided to make an optional no harm final exam for each mode

These updates will increase teacher clarity and student understanding to appropriately scaffold content and increase student success.

## Updated portion of Syllabus:

### Course Grade

80% of the course grade will be determined according to the following:

Interpersonal Assessments = 34%

Interpretive Assessments = 33%

Presentational Assessments = 33%

20% of the course grade is the optional final exam.

### Level III Instructors:

Mrs. S. Gruizenga [sgruizenga@lths.net](mailto:sgruizenga@lths.net)

Mrs. A. Kolathu [akolathu@lths.net](mailto:akolathu@lths.net)

Ms. M. Lopez-Yanez [mlopezva@lths.net](mailto:mlopezva@lths.net)

Ms. A. Ecklund [aecklund@lths.net](mailto:aecklund@lths.net)

**Email teachers for specific availability**

**\*\*\*Students are to utilize their school email account to communicate with teachers.\*\*\***

### Fine Arts Division Chair:

Ms. Paula Nardi [pnardi@lths.net](mailto:pnardi@lths.net) (NC 579-6488, SC 579-6585)

## Updated portion of Curriculum Map:

Name of Unit:		Length of Study:
<b>Unit 1 Para Empezar</b>	Introducciones (review)	4 weeks
<b>Essential Question(s):</b>		
How does my culture shape my habits? What are some similarities and differences between my classmates and I?		
<b>Priority Standard(s)</b>		<a href="#">Return to Standards Page</a>
<b>NCSSFL-ACTFL Standards: Communication (Intermediate Low)</b>		
<b>Interpretive</b> Interpret or analyze authentic informational and/or fictional texts Understand, interpret or analyze Conversations and Discussions	<b>Interpersonal</b> Exchange information and ideas in conversations Meet my needs or address situations in conversation Express, react to, and support preferences and opinions	<b>Interculturality (Intermediate)</b> <i>Investigate</i> Products Practices <i>Interact</i> Language Behavior
<b>Presentational</b> Present information to narrate about my life, experiences and events Present information to give preferences, opinions or persuasive argument		
<b>Essential Skill Outcomes (Doing)</b>	<b>Essential Content Outcomes (Knowing)</b>	<b>Common Formative Assessments</b>
1 I can identify the topic and related information from simple sentences in informational/fictional texts 2 I can identify the main idea in short conversations 3 I can request and provide information in conversation on familiar topics by creating simple sentences and asking appropriate follow-up questions. 4 I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow up questions 5 I can express, ask about and react with some details to preferences, feelings or opinions on familiar topics, by creating simple sentences and asking appropriate follow up questions 6 I can present personal information about my life, activities and events, using simple sentences. 7 I can express my preferences on familiar and everyday topics of interests and explain why I feel that way, using simple sentences 8 I can present on familiar and everyday topics, using simple sentences	A. Ser vs. estar B. Adjective agreement C. Comparisons D. Present tense E. Infinitive expressions (gustar + inf, preferir + inf, etc) F. Question words	<a href="#">Interpretive practice</a> (1-2, A-F) <a href="#">Presentational practice</a> (6-8, A-F) <a href="#">Interpersonal practice</a> (4-5, A-F)
<b>Common Summative Assessment(s)</b>		
<a href="#">Presentational FlipGrid speaking assessment</a> (1-8, A-F) <a href="#">Interpersonal FlipGrid assessment</a> (1-8, A-F) <a href="#">Interpretive assessment</a> (1-8, A-F)		
<b>Resources:</b>		
<a href="#">Shared drive/Google drive</a> , Canvas and online resources		
<a href="#">Return to Table of Contents</a>		

Name of Unit:

Length of Study:

<b>Unit 2</b>	¿Cómo pasé las vacaciones?	6-7 weeks
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**Essential Question(s):**

How do my vacation habits differ from other countries in the world?  
 How does travel change my life?  
 How do I interact appropriately in situations encountered in travel?

**Priority Standard(s)**

[Return to Standards Page](#)

**NCSSEFL-ACTFL Standards: Communication (Intermediate Low)**

**Interpretive**

Interpret or analyze authentic informational and/or fictional texts  
 Understand, interpret or analyze Conversations and Discussions

**Interpersonal**

Exchange information and ideas in conversations  
 Meet my needs or address situations in conversation  
 Express, react to, and support preferences and opinions

**Interculturality (Intermediate)**

**Investigate**                      **Interact**  
 Products                              Language  
 Practices                             Behavior

Present information to narrate about my life, experiences and events  
 Present information to give preferences, opinions or persuasive argument

**Essential Skill Outcomes (Doing)**

**Essential Content Outcomes (Knowing)**

**Common Formative Assessments**

<p>1 I can identify the topic and related information from simple sentences in informational/fictional texts</p> <p>2 I can identify the main idea in short conversations</p> <p>3 I can request and provide information in conversation on familiar topics by creating simple sentences and asking appropriate follow-up questions.</p> <p>4 I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow up questions</p> <p>5 I can express, ask about and react with some details to preferences, feelings or opinions on familiar topics, by creating simple sentences and asking appropriate follow up questions</p> <p>6 I can present personal information about my life, activities and events, using simple sentences.</p> <p>7 I can express my preferences on familiar and everyday topics of interests and explain why I feel that way, using simple sentences</p> <p>8 I can present on familiar and everyday topics, using simple sentences</p>	<p>A. Present perfect</p> <p>B. Endings for the regular/irregular preterit</p> <p>C. Endings for the regular/irregular imperfect</p> <p>D. Preterit is used to talk about actions that happened once in the past.</p> <p>E. Imperfect is used to give descriptions, tell about the weather, give dates, talk about emotions, and tell time and ages.</p> <p>F. That people in Spanish speaking countries have differing ideas of vacationing.</p>	<p><a href="#">PERA 1 (3-8, A-D)</a></p> <p><a href="#">Cuernavaca Interpretive Reading (1-2, A-E)</a></p>
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**Common Summative Assessment(s)**

<a href="#">Unit 2 IPA (1-8, A-E)</a>
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**Resources:**

<a href="#">Shared drive/Google drive</a> , Auténtico textbook, workbook, and ancillary sources
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**I. Department(s)/Division(s)**

World Languages Department  
Fine Arts Division

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

**SPANISH 4H – ACP IU DUAL CREDIT**

**III. Workshop Title**

**SPANISH 4H**

**IV. Workshop Participants**

- |    |                |     |
|----|----------------|-----|
| 1. | Ellen Acuña    | 6.  |
| 2. | Elisa Ciaglia  | 7.  |
| 3. | JoEllen Gregie | 8.  |
| 4. | Kristie Scriba | 9.  |
| 5. |                | 10. |

**V. Summary**

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**THANK YOU!**

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## WORKSHOP SUMMARY

The four instructors involved in this workshop met via Zoom on the following dates:

July 15 – 2 hours

July 23 - 3 hours

July 28 – 2 hours

July 30 – 3 hours

1. After receiving training for the ACP dual credit program through IU liaison Sandra Ortiz, we met to adjust the IU ACP semester course syllabus into a full year course syllabus for our classes at LT.
2. We adjusted the dates, reviewed content to be covered, revised the daily topics, reviewed the chapter assessments, piloted the digital platforms and discussed weekly homework assignments.
3. We discussed cultural topics, readings, oral exams, ICWs (In-Class Writings), listening activities and review material to be covered at the start of the course.
4. We worked to get answers from TEC coaches regarding linking IU Canvas to LT Canvas. We worked with the LT bookstore to get answers regarding ANDA textbook availability and student access codes for Pearson MySpanishLab website. We navigated the MySpanishLab website to find helpful and relevant assignments for students.
5. We discussed aligning the course to meet proficiency standards and the three modes of communication as adopted by World Languages based upon current best practices in World Language Instruction. We created documents to help students connect the three modes and the objectives to the vocabulary and grammar topics.
6. We connected our current and future practices to the World Language Readiness Standards.
7. We consulted with IU liaison, with other teachers working on syllabus creation and with teachers who have experience with the ACP Program from other schools to get answers to relevant questions in areas such as attendance and student make up work.
8. We created the IU ACP syllabus for SP 250/4H at LT
9. We discussed how to convert/connect the IU ACP syllabus we created to the LT curriculum map template.
10. We brainstormed what to do with level change questions should those arise, though realize that this is administrative
11. As a way to highlight SEL in the classroom, we have designated the first week back as Welcome Week (as is the practice at IU) and we are devoting our time to creating a comfort zone for our students as the face not only the uncertainty of returning to school after months away, but also the uncertainty of taking a rigorous new course for college credit.

### **Paragraph 1**

This summer workshop conducted as the result of an approved program/curriculum change  
 Departmental goals for vertical course alignment taken into consideration during syllabus creation  
 Alignment of IU policies, guidelines and curriculum with LT policies, guidelines and curriculum.

### **Paragraph 2: Text in black taken from Summer Workshop proposal**

**Workshop Agenda:** We will start designing the curriculum map for Spanish 4H

**Big Idea:** Integrate new IU dual credit 4H program into our curriculum

### **Critical topics:**

- Make IU one semester syllabus fit our one-year program

- Determine how new grading policies work with IU program

**Action steps:**

- Decide what cultural topics to add to the program
- Decide what authentic material will be used during instruction of this course
- Collaborate to develop UNIT 1
- Develop Google Drive for this course

**Critical Topics:**

- We completed the IU training that guided our ACP team of teachers to understand the program and the expectations set forth by IU. We received materials and training for evaluating proficiency and performance assessments. After the IU training, we were able to meet and create the timeline for the IU ACP Spanish 4H class according to the LT calendar. We made the IU semester course fit into the year long LT course.
- We considered the proposed grading policies and the IU grading expectations when we created the syllabus, bearing in mind that this is a college level course for college credit. We considered the IU grading policies and the Seven Fixes for Grading that LT has planned to adopt for next year. Although we are bound to basing our grading scale on the IU categories, we agreed that the main focus must continue to be on student performance assessments, and the three modes of communication that drives best practice in World Language Instruction.

**Action steps:**

- **CULTURAL TOPICS INCLUDE:**  
 UNIT 1 – REPASO B – maps, geography of Spanish Speaking Countries  
 UNIT 2– La comunidad Hispana – Living and shopping in the community, places and products of Paraguay  
 UNIT 3 - La vida profesional – Professions, the workplace and the world of business, including business and professions in Argentina and Uruguay  
 UNIT 4 - La expresión artística – Visual arts, music, theater, film and television in the Spanish speaking world with an emphasis on Peru, Bolivia and Ecuador  
 UNIT 5 - Un planeta para todos – The environment and various specific environmental topics. The geography and nature found in Colombia and Venezuela  
 UNIT 6 - Hay que cuidarnos – Health and healthcare in the Spanish-speaking world, the human body, modern medicine, caring for oneself, etc. Medicine, health and healthcare in Cuba, Puerto Rico, and the Dominican Republic.  
 UNIT 7 - El Laberinto Peligroso video series
- **MATERIALS TO BE USED:**  
 Anda textbook including Vistazo Cultural, Cine and Literatura sections that will provide level appropriate and related cultural, interpretive, interpersonal and presentational opportunities for students in the target language.  
 Pearson MySpanishLab website for listening, reading writing and speaking proficiency practice.  
 A variety of videos, readings, shows and movies in the target language.
- **UNIT 1**  
 Repaso B will be our UNIT 1  
 We will distribute and thoroughly cover syllabus which includes IU policies and expectations  
 We will consider SEL standards as we welcome students back to school after much time away from the classroom. We will consider those standards as we help students create supportive academic relationships that will provide them with the support necessary to succeed in this ACP experience.  
 We will use vocabulary and grammar outline for Repaso B  
 We will provide overarching chapter objectives and goals, as well as related daily learning targets

We will help students set up and use Pearson MySpanishLab website which accompanies the textbook and provides excellent and comprehensive review that will prepare students for the course

○ **GOOGLE DRIVE**

Google Drive created for Spanish 4H.

All teachers have contributed to the Google Drive Course and will continue to do so

Drive currently includes Spanish 4H syllabus, copies of IU policies and guidelines, Welcome Week Outline, Proficiency Chapter Guides for semester 1

Drive will continue to be added to throughout the course

○ **STUDENT ACHIEVEMENT AND IMPACT ON STUDENTS**

Students and teacher will be utilizing the target language in the classroom at least 90% of the time to increase proficiency

Students will be completing rigorous college level coursework and beginning a college transcript

Students will be using a variety of textbook and authentic resources to improve language proficiency

Students will complete reading, writing, listening and speaking activities which focus on the three modes of proficiency (Interpretive, Interpersonal and Presentational)

Students will experience and interpret language and culture in context

Students will learn to give valuable peer feedback through guided and structured experiences.

Students will demonstrate high level proficiency on In Class Writes, Oral Exams and the IU Final Exam.

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**  
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**I. Department(s)/Division(s)**  
Fine Arts/World Language

**II. Course(s) or Program(s)**  
Spanish 4A

**III. Workshop Title**  
Spanish 4A

**IV. Workshop Participants**

- |                     |     |
|---------------------|-----|
| 1. Amy Krausz       | 6.  |
| 2. Lisa Plichta     | 7.  |
| 3. Jose Fregoso     | 8.  |
| 4. Clint Buetikofer | 9.  |
| 5.                  | 10. |

**V. Summary**

- Provide a printed summary on the reverse side of this *Report Form*. Handwritten summaries will not be accepted.
- Paragraph 1: identify achievement of specific state/federal mandates, district, or division goals.
- Paragraph 2: identify impact on students in the classroom, including student achievement.
  - Attach the revised or new curriculum map highlighting the components changed, deleted, etc.
  - Attach the revised or new course syllabus.

**THANK YOU!**

1. During this workshop we achieved our division goal of vertical alignment. We first needed to redo many parts of the curriculum since students from both the Accel and Prep levels will be entering our class this year. We thus needed to better align our curriculum to fit all students' needs, and in this case, we needed to change the grammar we will be teaching because there are students who will be in our classes this year who covered less information in 3P than 3A. As a team we re-aligned the grammatical components of our curriculum and then updated the curriculum map and all of our KUD statements. We furthermore looked at our assessments, especially the reading and listening selections, and determined a need for those to be changed due to the rigorous nature of them. We found appropriate selections for our assessments, and we also decided upon a new way to assess these in order to better evaluate students' understanding of the target language in both reading and writing. Finally, we determined our grading policies that fit LT's new grading system, we developed Google Drive resources for our course, and we collaborated on the changes that need to be made to Unit 1 for Remote Learning.
2. We believe that students will achieve at a higher rate due to our changes. Our curriculum before these changes did not take into account the needs of students coming from 3P because they did not feed into 4A in the past. We therefore made the above changes to take into account what they have previously learned in 3P and where they will be at upon entering our class. Our curriculum is now more equitable for all students, not only with grammar, but also with the reading/listening selections we will provide them along with our updated grading system.

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**I. Department(s)/Division(s)**

Fine Arts/World Languages

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

Spanish 3 Honors – Hisp S200 ACP Intermediate Spanish

**III. Workshop Title**

Spanish 3H – Creating and Aligning curriculum

**IV. Workshop Participants**

1. Ellen Acuña
2. JoEllen Gregie

**V. Summary**

- **Paragraph 1: identify achievement of specific state/federal mandates, district, or division goals:**  
The goal of this workshop was to create and align curriculum for the new Spanish 3 Honors course. It is a dual credit course offered through Indiana University. In order to create a curriculum map, we first had to create a syllabus that provides course information and standards based on Indiana University's requirements and we also were required to convert a semester-long course offered at IU into a yearlong course for LT. The attached syllabus includes a daily outline of the content and topics that will be covered this year and serves as a preliminary version of a curriculum map. We discussed cultural topics to include, researched authentic materials and developed a shared google drive for the course. In addition, JoEllen and I used samples of student work from Indiana University to calibrate our grading based on IU's rubrics.
- **Paragraph 2: identify impact on students in the classroom, including student achievement.**  
The completed work benefits students because they have a yearlong outline of the expectations for the course. In addition, we researched authentic materials and textbook materials that we can include in the curriculum that does not overlap with previously learned material in Spanish 1 and 2. The creation of the shared Google Drive allows the instructors to easily collaborate and make changes to assignments providing versatility and equitability in assignments and assessments. Our examination of IU's rubrics and grading practice with samples of student work enables us to provide equitable evaluations of student work. This practice also helped us to determine how much time should be spent on different aspects of content in order to ensure student success in their evaluations.

Please use this Google Drive link to view the Spanish syllabus: [HISP S200 ACP Intermediate Spanish](#)

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**I. Department(s)/Division(s)**  
Fine Arts/World Language

**II. Course(s) or Program(s)**  
Spanish 5A

**III. Workshop Title**  
Spanish 5A

**IV. Workshop Participants**

- |                 |     |
|-----------------|-----|
| 1. Amy Krausz   | 6.  |
| 2. Lisa Plichta | 7.  |
| 3.              | 8.  |
| 4.              | 9.  |
| 5.              | 10. |

**V. Summary**

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  - Attach the revised or new curriculum map highlighting the components changed, deleted, etc.
  - Attach the revised or new course syllabus.

**THANK YOU!**

1. Spanish 5A is a class that will be offered at LT during the 2020-2021 school year. Our curriculum team used workshop hours to refine our vision for and definition of the course itself. The description we created is as follows:

“Spanish 5A is an advanced course of inquiry and discovery for students seeking to enhance their cultural understanding of the Spanish-speaking world through verbal and written communication. Vocabulary and grammatical details will highlighted and refined through authentic context.”

Next, we determined the scope and sequence of the course: each quarter of the year will focus on one of the four regions of the Spanish-speaking world. The first quarter will focus on Spain, quarter two will focus on South America, quarter three will be Central America and the Caribbean, and fourth quarter’s focus will be Mexico and the United States. We then created three essential questions that students will work to answer throughout each unit/quarter. The questions will remain the same for each region, but students will be able to compare and contrast their findings, especially as their knowledge increases throughout the year. Here are the **essential questions**:

1. How does a country/region’s geographical location affect its cultural identity?

- History/Ethnic Diversity
- Languages/Dialects
- Food/Nutrition
- Environment

2. What cultural elements characterize a country/region, and why?

- Traditions/Values
- Food
- Music/Arts
- Contemporary Life

3. What are the societal effects of global challenges in the country/region?

- Environmental Concerns
- Human Rights Issues

Our subsequent step was to create a list of **essential vocabulary terms** that can be applied to each unit, with the understanding that other words will be added each quarter as they uniquely apply to the region of study. In this way, students will not only compare/contrast informational content, but they will also be exposed to the way words change by location.

Students will be assessed throughout each unit in the various modes: interpersonal, interpretive, and presentational. At the end of each unit, students will participate in a summative assessment in the form of a Socratic seminar.

2. We believe this course will have a strong impact on student growth given that it will be an alternative for students who are not interested in pursuing AP Spanish during their senior year at LT. In the past, many students elected to cease their formal study of Spanish at LT because AP was their only choice. For many years, we have heard students express their desire for an advanced Spanish course that is more focused on culture and communication than grammar, and does not require the intense workload or high-stakes exam that are components of the AP Spanish course. We will continually seek student feedback in order to develop the class in a way that engages, challenges, enriches, and deepens students' language skills and cultural awareness.

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**I. Department(s)/Division(s) LAD**

**II. Course(s) or Program(s) Literary Interpretation (Senior dual credit course)**

**III. Workshop Title IU ACP/Literary Interpretation**

**IV. Workshop Participants**

- |                   |     |
|-------------------|-----|
| 1. Katy Melcher   | 6.  |
| 2. Gretchen Kulat | 7.  |
| 3. Tom Stukel     | 8.  |
| 4.                | 9.  |
| 5.                | 10. |

**V. Summary**

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  - Attach the revised or new course syllabus.

**THANK YOU!**

## V. Summary

### Melcher/Kulat/Stukel

It is the goal of the district to offer our students opportunities to earn college credit through dual credit offerings at LT. As a result, the LAD has partnered with Indiana University to bring 2 college level English classes to our seniors. Our team participated in a week-long workshop during the week of July 13-17. Prior to that time we completed preparation that consisted of hundreds of pages of reading and the composition of an analysis micro theme essay. Additionally, we worked outside of the workshop time to complete a course syllabus and met virtually in the weeks after the workshop to begin planning lessons and to ensure that all dual credit courses offered through the LAD had consistent goals and policies.

Many students have signed up for these classes, giving them opportunities for earning college credit that many other schools have been offering for years. This course will challenge our students. Literary Interpretation is a one semester Indiana University course designed to help students learn how to read, think, and write critically and cogently about literature. Unlike courses that aim to 'cover' the literature of a place or era or author, Literary Interpretation helps students cultivate the essential interpretive skills they need to find a footing in any unfamiliar literary work and to help them refine the critical writing skills that all college-level humanities courses demand. In this course, students will learn to perform sophisticated analysis of literary texts and to argue rigorously about issues of interpretation.

#### **Hours:**

Preparation for workshop/reading/microtheme writing	July 6-10	3 hours
Syllabus creation	July 16	5 hours
Team Zoom meeting	August 4	2 hours

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**I. Department(s)/Division(s) - LAD**

**II. Course(s) or Program(s) – W131 Reading, Writing, & Inquiry (dual-credit)**

**III. Workshop Title – W131 Reading, Writing, & Inquiry Summer Training**

**IV. Workshop Participants**

1. Sarah Pouls

2. Nikita Hulbert

3. Chris Bass

**V. Summary**

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- Paragraph 2: identify impact on students in the classroom, including student achievement.
  - Attach the revised or new curriculum map highlighting the components changed, deleted, etc.
  - Attach the revised or new course syllabus.

It is the goal of the district to offer our students opportunities to earn college credit through dual credit offerings at LT. As a result, the LAD has partnered with Indiana University to bring 2 college level English classes to our seniors. Our team participated in a week-long workshop during the week of July 20-24. Prior to that time we completed preparation that consisted of many of pages of reading and the composition of an analysis micro theme essay. Additionally, we worked outside of the workshop time to complete a course syllabus and met virtually in the weeks after the workshop to begin planning lessons and to ensure that all dual credit courses offered through the LAD had consistent goals and policies. Many students have signed up for these classes, giving them opportunities for earning college credit that many other schools have been offering for years. This course will challenge our students. ***ENG W131: Reading, Writing, & Inquiry I*** is a one-semester Indiana University course that offers instruction and practice in the critical reading and writing skills required for college-level work, with an emphasis on written assignments that call for summary, critique, analysis, and arguments based on sources.

This is an Indiana University course. The purpose of this course is to prepare students for the rigor of writing throughout college. The focus is on scholarly investigation of sources, critical thinking and reading, learning how to recognize and utilize specific writing strategies, skills and fluency. Each unit

will include preliminary work and assignments leading to a major essay to conclude. Points will be accumulated from homework, in-class assignments, and final written assignments. Since much work and discussion will be carried on in class, impeccable attendance and assignment submission is imperative.

**Hours:**

Preparation for workshop/reading/microtheme writing	July 20-24	3 hours
Team Zoom meeting	August 4	2 hours
Syllabus creation	August 5&6	5 hours



# INDIANA UNIVERSITY

**IU English W131: Reading, Writing, & Inquiry I – 3 credit hrs.**

Fall 2020 Syllabus

Indiana University/Lyons Township High School

**Instructors:** Chris Bass - [cbass@lths.net](mailto:cbass@lths.net)  
Nikita Hulbert - [nhulbert@lths.net](mailto:nhulbert@lths.net)  
Sarah Pouls - [spouls@lths.net](mailto:spouls@lths.net)

**Phone:** (708)579-6300 North Campus Main Office (email is preferred)

**Enrollment Cap per Section:** 24

**Core Transfer Library Title:** *ENG Comp. I*

## **Required Texts:**

1. *Writing Analytically, 8<sup>th</sup> edition*, Rosenwasser and Stephen
2. *Writing and Reading for ACP Composition, 3<sup>rd</sup> edition*, Farris

## **Course Description:**

**ENG W131: Reading, Writing, & Inquiry I** is a one-semester Indiana University course that offers instruction and practice in the critical reading and writing skills required for college-level work, with an emphasis on written assignments that call for summary, critique, analysis, and arguments based on sources.

This is an Indiana University course. The purpose of this course is to prepare students for the rigor of writing throughout college. The focus is on scholarly investigation of sources, critical thinking and reading, learning how to recognize and utilize specific writing strategies, skills and fluency. Each unit will include preliminary work and assignments leading to a major essay to conclude. Points will be accumulated from homework, in-class assignments, and final written assignments. Since much work and discussion will be carried on in class, impeccable attendance and assignment submission is imperative.

**Course Learning Outcomes:** Students proficient in English composition will demonstrate the ability to

1. employ strategies of pre-writing, drafting, and revising, taking into consideration rhetorical purpose, the knowledge and needs of different audiences, and the feedback of instructors and peers;
2. engage in substantial revision of drafts, as distinguished from editing and proofreading;
3. read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual sources as the basis for developing their own ideas and claims;
4. engage in inquiry-driven research, making use of appropriate data repositories and indexes, and properly attributing and citing the language and ideas of others to avoid plagiarism;
5. develop a focused thesis and link it to appropriate reasons and adequate evidence;
6. use genre conventions and structure (e.g., introductions, paragraphing, transitions) in ways that serve the development and communication of information and ideas;

7. edit such that choices in style, grammar, spelling, and punctuation contribute to the clear communication of information and ideas.

## **COURSE POLICIES: STUDENT OUTCOMES & CLASSROOM CONDUCT**

### **Course Breakdown**

#### **Unit One:**

- Microtheme #1: Summary & Inquiry
- Microtheme #2: Summary & Critique
- Essay One: Comparative Critique

#### **Unit Two:**

- Microtheme #3: Source as a Lens
- Essay Two: Lens-Driven Analysis

#### **Unit Three:**

- Microtheme #4: Writing Plan
- Essay Three: Research-based Inquiry

### **Grading Breakdown:**

Micro#1 Summary & Inquiry - 50 pts.  
Micro#2 Summary & Critique - 50 pts.  
Comparative Critique Essay - 150 pts.  
Micro#3: Source as a Lens - 50 pts.  
Lens-Driven Analysis Essay - 250 pts.  
Micro#4: Writing Plan - 50 pts.  
Research-based Inquiry Essay - 300 pts.  
Commonplace Book - 100 pts. (divided by unit)

### **Total - 1000 points possible:**

900-1000 A  
800-899 B  
700-799 C  
600-699 D

### **Attendance Policy:**

Students' final grades will suffer from missing an *excessive* number of classes. The policy endorsed by the English Dept./Composition Program is to lower the student's final grade in the course by one-third of a letter grade--from a B- to a C+, for example--for each absence the student accumulates after the fourth, *except under very special circumstances*.

**Late Policy:**

Students will be held responsible for any work missed; missing class is no excuse for not submitting an assignment. Assignments submitted late will not receive any points; however, papers and microthemes are different. For papers and microthemes, you will be penalized ten percent of the paper's points for every **calendar day** a paper is late; that includes weekends. We will accept no papers submitted more than three days after the due date. Lost flash drives, internet failure, crashed laptops, and other tragedies will still constitute a late paper. Always save your paper in several places (cloud, email, etc.) so that it can be retrieved. The paper is still due on the due date regardless of your presence – this includes field trips, family vacations, and prearranged absences.

In case of illness, the paper is due the first day you return. A waiver for illness will be granted once during the semester. Papers and microthemes should be submitted digitally through Canvas.

**Revision Policy:**

Due to writing workshops, feedback, and revisions prior to summative due dates, all students enrolled in Indiana Dual Credit classes will not be revising after a summative due date. We will dedicate some class time to workshop their writing, conference with students, and provide opportunities to receive constructive feedback. This will allow your student to make any necessary changes prior to turning in their final compilation. As we know this may cause some stress for the students, we encourage students to ask questions and conference with their teachers throughout the semester.

**Important Deadlines:**

Registration: August 17-September 11, 2020

Drop: September 11, 2020

Withdrawal: December 3, 2020 (or two weeks before the final exam, whichever comes first)

**Academic Dishonesty & IU Plagiarism Policy:**

The *Indiana University Code of Student Rights, Responsibilities, and Conduct* describes types of misconduct for which students may be penalized, including cheating, fabrication, plagiarism and interference with other students' work, as well as actions which endanger the University and the University community and possession of firearms. The Code also indicates the procedures to be followed in these cases. **All students are required to adhere to the responsibilities outlined in the Code.** <http://www.iu.edu/~code/>

**Academic dishonesty can result in a grade of F for the class** (an F for academic dishonesty cannot be removed from the transcript). **Significant violations of the Code can result in expulsion from the University.**

Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the Code of Student Rights, Responsibilities, and Conduct, a student must give credit to the work of another person when he does any of the following:

- Quotes another person's actual words, either oral or written;
- Paraphrases another person's words, either oral or written;
- Uses another person's idea, opinion, or theory; or
- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Use the following links for more information:

<http://studentcode.iu.edu/responsibilities/academic-misconduct.html>

<https://wts.indiana.edu/writing-guides/pdf/plagiarism.pdf>

**Per IU Policy:**

**Academic integrity is a matter that is taken very seriously at Indiana University. The University expects students to uphold and follow the *Code of Student Rights, Responsibilities, and Conduct (Code)* (Available online at: <http://www.iu.edu/~code/>). Cheating, plagiarism, or other violations of the *Code* may result in a lower or failing grade on the assignment on which academic misconduct occurred or a lower or failing grade in the course. All cases of academic misconduct will be reported to the Dean of Students.**

Faculty are required to investigate and then report all incidents of academic misconduct to the Dean of Students. For information about policies and procedures, see the *Code of Student Rights, Responsibilities, and Conduct*, especially Part II, Sections G, H, and I, and Part III. Copies of the code can be obtained from the Dean of Students. The code is also accessible at (<http://www.iu.edu/~code/>). (University Faculty Council, April 24, 1990; April 13, 1993; May 12, 1993; October 8, 1996; April 12, 2005; Board of Trustees, May 4, 1990; December 4, 1992; June 5, 1993; December 13, 1996; June 24, 2005)

**Dual Credit Policy Statement:**

The rigor of this course will be periodically reviewed by Indiana University faculty in an effort to maintain the high quality of education that each student receives. Due to the unique format of this course, students must decide during the IU enrollment period whether they wish to receive dual credit (high school and IU credit) or only high school credit. Students who choose to take the course only for high school credit and receive a passing grade may **not** register at a later date or repeat the course (while in high school) for college credit.

## SCHEDULE OF ASSIGNMENTS

### Course Intro (one week):

#### **Aug. 20th - Aug. 28th**

- Readings & Due Dates:
  - Writing Analytically:
    - Chapter 1: The Five Analytical Moves (pg. 2-36)
    - Chapter 6: The Problem of 5-Paragraph Form (pg. 168-172)
- Writings & Due Dates:
  - Commonplace book exercises - practice the five analytical moves
  - Assignment Zero

### Microtheme #1: Summary & Inquiry – WRAC Chapter ONE:

#### **Aug. 31st - Sept. 11th**

- Readings & Due Dates:
  - Writing Analytically:
    - Chapter 4: Interpreting Writing Assignments (pg. 98-99)
    - Chapter 4: Summary (pg. 103-104)
  - WRAC Essays:
    - “How ‘Frozen’ Took Over the World” by Maria Konnikova (pg. 323-327)
    - “Fairy Tales and a Dose of Reality” by Catherine Orenstein (pg. 327-329)
    - “Fairy Tales and Modern Stories” by Bruno Bettelheim (pg. 300-302)
- Writings & Due Dates:
  - Commonplace book exercises
  - Microtheme #1: Summary & Inquiry - *due Friday, Sept. 11th*

### Microtheme #2: Summary & Critique – WRAC Chapter TWO:

#### **Sept. 14th - Oct. 2nd**

- Readings & Due Dates:
  - Writing Analytically:
    - Chapter 2: How to Write a Critique (pg. 41-43)
    - Chapter 2: Focus on the Structure of Thinking and Reading (pg. 56-68)
    - Chapter 3: Implications Versus Hidden Meaning (pg. 78-82)
    - Chapter 7: Finding and Evolving a Thesis (pg. 178-179)
  - WRAC Essays:
    - “Opinions and Social Pressure” by Solomon E. Asch (pg. 53-57)
    - “Disobedience as a Psychological and Moral Problem” by Erich Fromm (pg. 78-82)
    - “The Follower Problem” by David Brooks (pg. 86-88)
- Assignments & Due Dates:
  - Commonplace book exercises
  - Microtheme #2: Summary & Critique - *due Friday, Oct. 2nd*

**Essay One: Comparative Critique – WRAC Chapter TWO:**

**Oct. 5th - Oct. 23rd**

- Readings & Due Dates:
  - Writing Analytically:
    - Chapter 4: Compare/Contrast (pg. 108-111)
    - Chapter 6: Doing 1 on 10 (pg. 164-167)
    - Chapter 6: Linking Evidence and Claims (pg. 148-151)
    - Chapter 8: Six Strategies for Analyzing Sources (pg. 219-230)
    - Chapter 10: Introductions and Conclusions Across the Curriculum (pg. 281-288)
  - WRAC Essays:
    - “The Stanford Prison Experiment” by Philip Zimbardo (pg. 65-76)
- Assignments & Due Dates:
  - Commonplace book exercises
  - Essay One: Comparative Critique draft - *due Monday, Oct 19th*
  - Essay One: Comparative Critique using two of the WRAC essays above - *due Friday, Oct. 23rd*

**Microtheme #3: Source as a Lens – WRAC Chapter THREE:**

**Oct. 26th - Nov. 6th**

- Readings/films & Due Dates:
  - Writing Analytically:
    - Chapter 2: Applying a Reading as a Lens (pg. 63-68)
    - Chapter 3: Making an Interpretation (pg. 70-81)
  - WRAC Essays:
    - “Finding Flow” by Mihaly Csikszentmihalyi (pg. 268-272)
    - “What Suffering Does” by David Brooks (pg. 285-288)
    - **Chosen Scene from Film:** The Pursuit of Happiness
- Assignments & Due Dates:
  - Commonplace book exercises
  - Microtheme #3: Source as a Lens - *due Friday, Nov. 6th*

**Essay Two: Lens-Driven Analysis – WRAC Chapter THREE:**

**Nov. 9th - Dec. 1st**

- Readings/films & Due Dates:
  - Writing Analytically:
    - Chapter 3: Seems to Be About X, But Could Also Be About Y (pg. 82-84)
    - Chapter 7: Recognizing and Fixing Weak Thesis Statements (pg. 207-212)
  - WRAC Essays:
    - “Yes, Money Can Make You Happy” by Cass R. Sunstein (pg. 273-276)
    - “Happiness: Enough Already” by Sharon Begley (pg. 277-281)
  - **Film:** The Pursuit of Happiness

- Assignments & Due Dates:
  - Commonplace book exercises - research for writing plan (Microtheme #4)
  - Essay Two: Lens-Driven Analysis draft - *due Thursday, Nov. 19th*
  - Essay Two: Lens-Driven Analysis - *due Tuesday, Nov. 24th*

**Microtheme #4: Writing Plan & Essay Three: Research-based Inquiry – (final weeks of course):  
Dec. 2nd - Dec. 18th**

- Readings & Due Dates:
  - Writing Analytically:
    - *Review* Chapter 6: Reasoning from Evidence to Claims
    - *Review* Chapter 7: Finding and Evolving a Thesis (pg. 178-179)
    - *Review* Chapter 8: Six Strategies for Analyzing Sources (pg. 219-230)
    - Chapter 9: Finding, Evaluating, and Citing Sources
  - Research:
    - 2-3 sources from our WRAC units
    - 2-3 new sources
    - A representative test object or objects
- Assignments & Due Dates:
  - Microtheme #4: Writing Plan - *due Friday, Dec. 4th*
  - Essay Three drafts and writing conferences
  - Essay Three: Research-based Inquiry - *due Thursday, Dec. 17th*

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**  
**2020 Summer Curriculum/Professional Workshop Summary Report**

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

**II. Course(s) or Program(s) Forensics**

**III. Workshop Title**  
**Forensics Curriculum**

**IV. Workshop Participants**

1. Serena Lerma
2. Leilani Lopez
3. Angela Patel

**V. Summary**

- Provide a printed summary. Handwritten summaries will not be accepted.
- Paragraph 1: identify achievement of specific state/federal mandates, district, or division goals. Adding a high interest science elective to increases exposure to the science and engineering practices, which is in line with current Biology, Chemistry, Physics, and Mathematics concepts and methodologies. While forensics is an accelerated level course, all students who meet the prerequisites have the ability to succeed. Board Goal I (objective 6), ensure that LT's curricular offerings are designed to prepare all students for college and career readiness upon graduation. Board Goal III, increasing student engagement. Implementation of NGSS standards (HS-LS1-1, LS1-2, LS3-1, LS3-2, LS3-3, PS2-1, PS2-3, and PS2-6 Implementation of science practices (Asking questions and defining problems, developing and using models, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence)  
We aligned the curriculum to NGSS goals appropriate for forensics. We have decided on a grading scale to be used 50-100, approved by the district.

<https://docs.google.com/document/d/1ZJaDjFY9N5jwE5sXPYKxQWBKo1ycl906WTUp-5h75P4/edit?usp=sharing>

[https://docs.google.com/document/d/15MqMizrIrO2TzoZy17Sc0vbT8\\_ELdn!!CLpkPp8RiyY/edit?usp=sharing](https://docs.google.com/document/d/15MqMizrIrO2TzoZy17Sc0vbT8_ELdn!!CLpkPp8RiyY/edit?usp=sharing)

- Paragraph 2: identify impact on students in the classroom, including student achievement.
  - Forensic students will use critical thinking, deductive reasoning, advanced chemical laboratory techniques and problem-solving skills. Reality and research-based activities are used to investigate criminal scenarios; the scientific method is used for collecting and analyzing evidence through case studies and simulated crime scenes such as fingerprinting, ballistics, and blood spatter analysis. This course involves components from all of the sciences including content from Biology, Chemistry, Physics, Math and ELA Writing Skills.
  - Attach the revised or new curriculum map highlighting the components changed, deleted, etc. <https://docs.google.com/document/d/1aFs2koGv2Sv76rpxFQ4yehS7hPVnPw1GORo7QZthSA/edit?usp=sharing>
  - Attach the revised or new course syllabus. <https://docs.google.com/document/d/1-TKf7KEGTjp6IpDmhO0T5W766nVOQJ-ex0BTsZ5naqs/edit?usp=sharing>

**THANK YOU!**

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**I. Department(s)/Division(s)**

Math/Science Division - MATH

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

Algebra 1 Staggered / Geo Prep S1

**III. Workshop Title**

Algebra 1 Staggered Summer Workshop

**IV. Workshop Participants**

- |               |     |
|---------------|-----|
| 1. Jill Bober | 6.  |
| 2.            | 7.  |
| 3.            | 8.  |
| 4.            | 9.  |
| 5.            | 10. |

## V. Summary

The goal of the Algebra 1 Staggered workshop is to create a bridge unit between the Algebra 1 Semester 2 content (in Algebra 1 Staggered) and Geometry Prep Semester 2. This bridge will be approximately a 2-week unit that will cover the essential outcomes of Semester 1. Those essential outcomes are necessary in order to move on to Geometry Prep Semester 2 with their peers.

After the completion of the Summer Algebra Workshop, changes were made to the objectives for Algebra 1 Staggered. Additionally, a unit needed to be removed in order to create learning days for the Geometry Bridge Unit. Semester 2 already has more days, which allows for more objectives to be covered, so special assessments had to be made in order to create those essential learning days for geometry content. The assessments & method of grading are up to the assigned teacher of the Staggered Algebra course. The Algebra 1 team has agreed on a grading scale of A-F (no percentages) & assigning grades to each objective. The assigned teacher has flexibility for this course with the grading scale although it is encouraged to stay consistent with the Algebra 1 team. Review guides & summative assessments have been created for Algebra 1 semester 2 and is located in the Algebra 1 shared drive on Google Drive.

Within the Algebra 1 shared drive, the objectives for the course have been added (which are located below). Additionally, suggested concepts for the geometry bridge course are added within the same document. These are listed below. Based on the number of topics & the staggered course, it is suggested to allow students to use a notecard for basic information on the assessment.

<b>SEMESTER 2 – Algebra 1 Prep Staggered</b>	
<b>Unit 7 - Exponential functions</b> 7.1 - I can evaluate and simplify expressions with exponents (no variables) 7.2 - I can identify key features of an exponential function. 7.3 - I can write equations of exponential functions. 7.4 - I can represent a situation as an exponential function and use it to predict outcomes. 7.5 REVIEW - I can solve one variable equations.	
<b>Unit 8 - Exponents and polynomials</b> 8.1 - I can simplify exponential expressions (including variables) 8.2 - I can classify, add, and subtract polynomials 8.3 - I can multiply polynomials 8.4 REVIEW - I can solve one variable equations.	
<b>Unit 9 - Quadratics in vertex form (did not assess due to e-learning, test is not made/finished)</b> 9.1 - I can identify key features of a quadratic function. (includes applications) 9.2 - I can graph quadratics in vertex form. 9.3 - I can write equations of quadratics in vertex form 9.4 - REVIEW - I can algebraically change from vertex form to standard form. (AKA I can +/-x polynomials)	
<b>Unit 10 - Solving quadratics</b> 10.1 - I can identify factors and GCF of numbers and variables 10.2 - I can factor an expression by identifying the GCF of terms 10.3 - I can factor a quadratic trinomial 10.4 - I can solve quadratics by factoring (GCF and QF)	
<b>Unit 11 - Quadratic Formula</b> 11.1 - I can represent radicals in equivalent forms 11.2 - I can solve quadratic equations using the quadratic formula	
<b>Unit 12 - Introduction to Geometry</b>	74

<p>12.1 – I can identify, label and solve using basic geometry vocabulary. 12.2 – I can apply triangle theorems to algebraic problems. 12.3 – I can use properties of all quadrilaterals to algebraic problems.</p>
---

## Unit 12 Key Concepts

**12.1 – I can identify, label and solve using basic geometry vocabulary.**

Key Vocabulary: Line, Ray, Segment, Point, Angle

Finding Angle Measures: Acute, Obtuse, Right, Straight, Solve using Algebra

Finding Segment Lengths

Congruence: Angles & Segments

**12.2 – I can apply triangle theorems to algebraic problems.**

Triangle Sum Theorem

Types of Triangles: (by Angles) Acute, Obtuse, Right, Equiangular & (by Sides) Scalene, Isosceles, Equilateral

Segments in the Triangle: Median, Altitude

**12.3 – I can use properties of all quadrilaterals to algebraic problems.**

Introduce all types of quadrilaterals

Apply properties of special quadrilaterals

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**I. Department(s)/Division(s)**

Math/Science

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

AP Environmental

**III. Workshop Title**

AP Environmental

**IV. Workshop Participants**

- |    |                 |     |
|----|-----------------|-----|
| 1. | Michelle Wrona  | 6.  |
| 2. | John McKendrick | 7.  |
| 3. | Eric Nuss       | 8.  |
| 4. |                 | 9.  |
| 5. |                 | 10. |

**V. Summary**

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- Paragraph 2: identify impact on students in the classroom, including student achievement.
  - Attach the revised or new curriculum map highlighting the components changed, deleted, etc.
  - Attach the revised or new course syllabus.

**THANK YOU!**

The College Board in 2019 realigned and redefined the AP Environmental course and curriculum. As a result, the team felt it necessary to do the same. The goals of the summer workshop hours were to create a whole new course curriculum map, build a test bank of questions aligned to the new curriculum, and create new summative assessments aligned to the new curriculum. These tasks were directly related to the district's new grading policy. The summative assessments were designed in a manner to measure and inform student mastery of specific learning objects. The summative assessment was also designed for retakes and for further possibilities for students to show mastery.

Completed tasks and evidence:

The new course curriculum map will allow students to have more clarity about course objectives and allow them to more easily use AP Classroom and AP daily.

<https://docs.google.com/document/d/1Z8IMABSTaQRkvm8q1mIcWrFkmIpZxIMlcxJVTIZ7468/edit?usp=sharing>

The test bank of aligned questions will allow the teachers to make target assessment that inform students and teachers where the students are in the mastery process. It also allows for retakes that will reassess mastery and still mimic AP test like question.

Found in Canvas AP Environment Shared Page

AP Environment Science being by nature a science course, requires students to be proficient at the science practices. The course has many opportunities in labs and activities to practice these practices. The teams have created assessments aligned with the science practices and experiences the students' have had in the course. These assessments will again allow teachers and students to gauge where they are in the learning process

Found in Canvas AP Environmental Shared Page

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**I. Department(s)/Division(s)**

Math/Science Division - MATH

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

Algebra 1

**III. Workshop Title**

Algebra 1 Summer Workshop

**IV. Workshop Participants**

1. Jill Bober

6. Matt Ranft

2. Emily Clark

7. Jeremy Vrtis

3. Kelsey Gacek

8.

4. Tamiaka Killins

9.

5. Julie Ozols

10.

## V. Summary

During the Algebra summer workshop, the team members met with the goal to better align the Prep and Accel courses. With the new grading policies that are to be implemented in the next year, the team altered the curriculum and sequence to better influence student success and engagement. We started by creating objectives for each unit in both courses, and then created summative assessments to align with those standards. Each test was formatted to list questions by the objectives. Per the grading changes that are being made, we determined that the grading scale for Algebra 1 will be A-F (no percentages). Students will be assigned grades for each objective, and will only need to retake certain objectives per unit (not the entire test). With our workshop time, we were able to create retakes necessary for the new grading policies, as well as common review guides for both the summative assessment and retakes.

Creating these specific objectives will help students understand where they are in the learning process throughout the school year. The use of the formative process will be much easier for teachers and students with use of these objectives. Students will know the learning objectives from the start of each unit. Through the use of formative assessments, teachers will provide students with meaningful feedback on each objective before the summative assessment. With the implementation of these new common assessments, we will be able to better discuss student work and achievement in our PLC discussions. We did not alter the curriculum, rather just made the curriculum more understandable for students. Therefore, the curriculum map and syllabus was not altered. The table below includes the objectives the team has created for both Algebra Prep and Algebra Accel. The similarities and differences are highlighted as follows:

- **Yellow** = common objectives for both Algebra Prep and Algebra Accel
- **Purple** = objectives only found in Algebra Accel (extension objectives and objectives that increase rigor)
- **Blue** = objectives only found in Algebra Prep that are subcomponents of objectives found in Algebra Accel (broken down into smaller categories)

<p><b>Unit 1 - Solving linear equations</b></p> <p>1.1 Solve - I can solve one- and two-step equations:</p> <p>1.2 Solve - I can solve multi-step equations</p> <p>1.3 Apply - Applications of linear equations</p>	<p><b>Unit 1 - Solve linear equations and inequalities</b></p> <p>1.1 solve - I am proficient with algebra prereq. Skills</p> <p>1.2 solve - I can solve one variable linear equations</p> <p>1.3 solve - I can solve one variable inequalities (and graph)</p>
<p><b>Unit 2 - Solving...??</b></p> <p>2.1 Solve - I can solve a proportion</p> <p>2.2 - Apply - I can represent situations as a proportion to solve</p> <p>2.3 - Graph - I can graph inequalities</p> <p>2.4 - Solve - I can solve inequalities</p>	<p><b>Unit 2 - Proportional Relationships, Literal Equations, Absolute Value</b></p> <p>2.1 Apply - I can solve an authentic problem and explain my answer (set up and solve proportions)</p> <p>2.2 Solve - I can manipulate literal equations to highlight a specific variable</p> <p>2.3 - I can solve one variable absolute value equations</p>
<p><b>Unit 3 - Functions</b></p> <p>3.1 - Apply - I can explain if a graph or table is function</p> <p>3.2 - Graph - I can identify key features of a function.</p>	<p><b>Unit 3 - Functions</b></p> <p>3.1 Apply - I can understand and interpret function notation (includes evaluating function notation)</p> <p>3.2 Graph - I can identify key features of graphs and functions (intercepts, increasing/decreasing, etc.)</p>

<p>3.3 - Solve - I can evaluate table, graphs, and equations, using function notation.</p> <p>3.4 REVIEW - I can solve multi-step equations</p>	<p>3.3 I can sketch and identify parent functions (linear, square root, quadratic, cubic, abs. Value, exponential)</p>
<p><b>Unit 4 - Linear functions</b></p> <p>4.1 Solve: I can calculate slope from 2 points, a table, or a graph.</p> <p>4.2 Graph: I can graph linear equations in any form (standard, slope-intercept)</p> <p>4.3 Graph: I can write a linear equation from a table, graph, or important information.</p> <p>4.4 Apply: I can write a linear equation from a situation and solve.</p> <p>4.5 REVIEW - I can solve multi-step equations</p>	<p><b>Unit 4 - Linear Functions</b></p> <p>4.1 Solve - I can find the slope of a line</p> <p>4.2 Graph - I can graph linear functions efficiently</p> <p>4.3 Graph - I can write the equation of linear functions (broken up in formatives into standard form, slope-intercept, point-slope)</p> <p>4.4 Apply - I can solve authentic problems and explain my solution (broken up in formatives)</p>
<p><b>Unit 5 - Systems of linear equations</b></p> <p>5.1 Graph: I can solve a system of equations by graphing, elimination or substitution (calc and desmos allowed?)</p> <p>5.2 Apply: I can solve an authentic problem and explain my answer</p>	<p><b>Unit 5 - Systems of Equations (no inequalities) (calc/nc portions)</b></p> <p>Nc/Calc depending on sitch - 5.1 Solve - I can solve a system of equations by graphing, elimination, or substitution</p> <p>Calc - 5.2 Graph - I can identify and write equations of parallel and perpendicular lines</p> <p>Calc - 5.3 Apply - I can solve an authentic problem and explain my answer</p>
	<p><b>Unit 5B - linear inequalities</b></p> <p>5B.1 - I can graph linear inequalities</p> <p>5B.2 - I can graph systems of linear inequalities</p> <p>5B.3 - applications of linear inequalities</p> <p>5B.4 - REVIEW - I can solve linear equations and inequalities</p>
	<p><b>Unit 6 - Linear Regression</b></p> <p>6.1 - I can use technology to create and interpret a linear regression model</p>
<p><b>SEMESTER 2 -Prep</b></p>	<p><b>SEMESTER 2 - Accel</b></p>
<p><b>Unit 6 - Linear regression</b></p> <p>6.1 Apply - I can create a model to analyze data in order to predict outcomes</p>	
<p><b>Unit 7 - Exponential functions</b></p> <p>7.1 Graph - I can evaluate and simplify expressions with exponents (no variables)</p> <p>7.2 - I can identify key features of an exponential function.</p>	<p><b>Unit 7 - Exponential Functions</b></p> <p>Nc - 7.1 Solve - I can evaluate and simplify expressions with exponents</p> <p>Nc - 7.2 Graph - I can identify key features of exponential functions</p>

<p>7.3 Graph - I can write equations of exponential functions.</p> <p>7.4 Apply - I can represent a situation as an exponential function and use it to predict outcomes.</p> <p>7.5 Solve - I can solve one variable equations (review).</p>	<p>Nc - 7.3 Graph - I can graph exponential functions</p> <p>Calc - 7.4 Apply - I can write the equation of an exponential function</p> <p>7.5 Apply - I can solve an authentic problem using exponential regression</p>
<p><b>Unit 8 - Exponents and polynomials</b></p> <p>8.1 - I can simplify exponential expressions (including variables)</p> <p>8.2 - I can classify, add, and subtract polynomials</p> <p>8.3 - I can multiply polynomials</p> <p>8.4 - I can solve one variable equations (review).</p>	<p><b>Unit 8 - Polynomials and Factoring (no solving) (All No Calc)</b></p> <p>8.1 - I can classify and simplify polynomial expressions</p> <p>8.2 - I can multiply polynomials</p> <p>8.3 - I can factor polynomials</p> <p>8.4 - I can express unknown values using polynomials (perimeter and area applications)</p>
<p><b>Unit 9 - Quadratics in vertex form (did not assess due to e-learning, test is not made/finished)</b></p> <p>9.1 - I can identify key features of a quadratic function. (includes applications)</p> <p>9.2 - I can graph quadratics in vertex form.</p> <p>9.3 - I can write equations of quadratics in vertex form</p> <p>9.4 - REVIEW - I can algebraically change from vertex form to standard form.</p>	<p><b>Unit 9 - Solve Quadratic Equations Part 1 (Factoring and Square Root Method) (All No Calculator)</b></p> <p>9.1 Solve - I can solve equations by factoring</p> <p>9.2 Apply - I can solve for unknown values in a situation (applications of factoring)</p> <p>9.3 - I can simplify radical expressions</p> <p>9.4 Solve - I can solve equations by taking the square root</p>
<p><b>Unit 10 - Solving quadratics</b></p> <p>10.1- I can identify factors and GCF of numbers and variables</p> <p>10.2 - I can factor an expression by identifying the GCF of terms</p> <p>10.3 - I can factor a quadratic trinomial</p> <p>10.4 - I can solve quadratics by factoring (GCF and QF)</p>	<p><b>Unit 10 - Graphing Quadratic Equations</b></p> <p>10.1 - I can identify key features of quadratic equations</p> <p>10.2 - I can graph quadratic functions (intercept, vertex, standard forms)</p> <p>10.3 - I can write equations of quadratic functions in intercept form</p> <p>10.4 - I can solve for and interpret points in a quadratic representation (applications of quadratics, given calculator window)</p>
<p><b>Unit 11 - Quadratic Formula</b></p> <p>11.1 - I can represent radicals in equivalent forms</p> <p>11.2 - I can solve quadratic equations using the quadratic formula</p>	<p><b>Unit 11 - Solving Quadratic Equations Part 2 (Complete the Square and Quadratic Formula) no common assessment made yet.</b></p> <p>11.1 - I can solve quadratic equations by completing the square</p> <p>11.2 - I can solve quadratic equations using the quadratic formula</p> <p>11.3 - I can determine the most efficient way to solve a quadratic and solve it (includes factoring, square root, cts, quad form.)</p>
<p><b>Unit 12 - Stats</b></p> <p>12.1 - I can analyze and interpret data sets</p>	<p><b>Unit 12 - Stats</b></p> <p>12.1 - I can analyze and interpret data sets</p>

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**I. Department(s)/Division(s)**  
Physical Welfare

**II. Course(s) or Program(s)**  
Basic Self-Defense for Girls

**III. Workshop Title**  
Self-Defense for Girls Curriculum Workshop

**IV. Workshop Participants**

1. Kathy Beyer
2. Joe Conway
3. Katie Meyers
4. Kurt Johns

## V. Summary

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

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

**Attach the revised or new curriculum map highlighting the components changed, deleted, etc.**

**Attach the revised or new course syllabus.**

**THANK YOU!**

Throughout the summer workshop for Basic Self-Defense for Girls, our certified instructors worked to develop a meaningful and comprehensive curriculum that centered on fitness, dynamic self-defense movements, and instructional/classroom lessons and activities. This work is rooted in the [SHAPE America Standards](#), the [IL State Standards for Physical Education](#), the [IL State Standards for Social-Emotional Learning](#), and our School Board Goal II (Provide a safe and supportive school climate - Objective 1). This curriculum is located in our Google team drive for self defense under our [Basic Curriculum Format](#).

The course is grounded in the fundamentals of RAD (Rape Agression Defense) Systems and will consist of lessons that address the RAD learning targets and curriculum:

### **RAD LEARNING OBJECTIVE STRANDS:**

- Increasing Self-esteem
- Peer Relationships
- Reducing Bullying
- Gender Roles
- Reducing Sexual Harassment
- Reducing Dating Violence
- Reducing Sexual Violence
- Consent & Coercion
- Victim Blaming
- Becoming a Tough Target (physical movements)

[Surveys and data](#) will be collected during the school year to measure the impact of this program on student achievement and is also available in the team drive. The Self-Defense [curriculum map](#) has been updated to reflect this work and the team is working on finalizing their [course syllabus](#) prior to the start of the 20-21 school year.

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**I. Department(s)/Division(s)**  
Physical Welfare

**II. Course(s) or Program(s)**  
Freshman Physical Education

**III. Workshop Title**  
Freshman PE SEL/RULER Curriculum Workshop

**IV. Workshop Participants**

- |                  |                      |
|------------------|----------------------|
| 1. Bryan Bergman | 6. Gretchen Jochum   |
| 2. Kurt Johns    | 7. Kristine Vins     |
| 3. Scott Walker  | 8. Samantha Melendez |
| 4. Dan Bielawski | 9. Jason Brauer      |
| 5. Julie Metz    | 10.                  |

**V. Summary**

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**Attach the revised or new curriculum map highlighting the components changed, deleted, etc.**

**Attach the revised or new course syllabus.**

**THANK YOU!**

The Physical Welfare Freshman PLC successfully completed curriculum including 15 total lessons directly aligned to all SEL goals focused on; self awareness, self management, social awareness, interpersonal skills, and responsible behavior and decision making skills . The curriculum is grounded in the Yale RULER curriculum and strategies. Lessons will be conducted throughout the school year during Freshmen Physical Education. Students will be provided the opportunity to create a class charter, practice RULER skills, identify strategies, roleplay, journal feelings, and discuss ways to regulate emotions.

A Google team drive that contains individual lesson plans, Powerpoint slides, and supplemental handouts was also created during this workshop. The drive also contains an overall unit map that lists the 15 individual lessons to be completed during the students' freshman year. Surveys and data that will be collected during the school year to measure the impact of this program on student achievement is also available in the team drive. The Freshman PE curriculum map has been changed to reflect this work (see page 26) and the team is working on finalizing their course syllabus prior to the start of the 20-21 school year but will be sure to note this addition.

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

**II. Course(s) or Program(s): BASE I; BASE II; ARC**

**III. Workshop Title: BASE/ARC Curriculum Development**

**IV. Workshop Participants**

- |                                |                               |
|--------------------------------|-------------------------------|
| 1. Jack Becker                 | 6. Erin Sharkey (LADSE staff) |
| 2. Allison Doyle               | 7. Gabby Silva (Williams)     |
| 3. Morgan Gallagher            | 8. Dan Singer                 |
| 4. Toni Petersen (LADSE staff) | 9. Allyson Voss               |
| 5. Abby Shapland               |                               |

**V. Summary**

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- Paragraph 2: identify impact on students in the classroom, including student achievement.
  - Attach the revised or new curriculum map highlighting the components changed, deleted, etc.
  - Attach the revised or new course syllabus.

**THANK YOU!**

During the BASE/ARC Curriculum Development summer workshop, the team was able to adopt the RUSH Executive Functions Curriculum and determine the best way to implement this curriculum to meet the needs of students in resource level courses. Additional lessons were created to address self-advocacy, IEP awareness and transition planning to meet the needs of students. The Special Education Division goals include helping students become greater self-advocates and to help students learn executive functioning skills necessary to meet their post-secondary goals. The curriculum developed addresses the essential outcomes and enduring understandings identified to help students become independent learners. Another goal of the department is to create consistency among the resource level courses. The team was able to create common formative and summative assessments that will create the consistency among resource courses that has been lacking.

The newly developed curriculum for BASE and ARC courses will help students learn the necessary skills to become independent learners. The curriculum focuses on students' ability to organize materials, manage time effectively, advocate for their needs, and become familiar with their IEP so they are able to communicate their needs effectively. Executive functions and self-advocacy skills are essential for student success after graduation. These newly developed courses will lead to students meeting their IEP goals more effectively, becoming more confident learners, and reduce the anxiety students feel when trying to manage their materials and time. The curriculum maps will also lead to greater consistency among teachers, which is critical for students to know what to expect from the course, especially when switching teachers mid-semester, and as well as students having a greater understanding of the skills needed for post-secondary success.

# LYONS TOWNSHIP HIGH SCHOOL CHECK REQUISITION

DATE: 9/24/2020

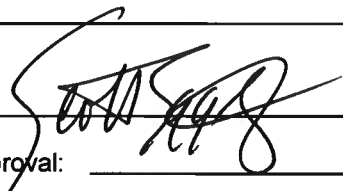
PAYABLE TO: Stephanie DeAngelis

ADDRESS: 73 E. Lake St. Apt. 3403  
Chicago, IL 60601-4800

ACCOUNT #: 2217.3323.7405

DIVISION/CLUB: Title II - Nazareth

Reimbursement for ACTFL Virtual Conference	<u>\$ 245.00</u>
Language Connects - November 19, 2020	
Registration ID #202026 (Nazareth teacher)	
<b>TOTAL</b>	<u>\$ 245.00</u>

Requisitioner: 

Administrator Approval: \_\_\_\_\_ Date \_\_\_\_\_

Business Office Approval: \_\_\_\_\_



### Operating Budget - Check Requisition

Today's Date: 9/18/20

Select One:

Give Check to X

Mail Check \_\_\_\_\_

Charge to: LT Funds(per Jess) Dept/Acct#

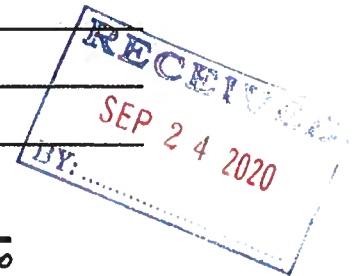
Date Needed: ASAP

Purchase Order # \_\_\_\_\_

Payable to: Stephanie DeAngelis

Address: 73 E LAKE ST APT 3403

City, State, Zip: CHICAGO IL 60601-4800



Description	Quantity	Price
ACTFL Virtual Conference Reg.		\$245.00

Note:

Please attach original receipt(s) and provide copies of anything to be mailed with check.

Name of Person Requesting Check:

Elizabeth Balge

Balge

AP

Approval: Dept. Head

President/Principal

SIGNATURES OF BOTH DEPARTMENT HEAD AND PRESIDENT OR PRINCIPAL REQUIRED



**i**  
**Step 6**  
 Review Information

  
**Step 7**  
 Payment

  
**Step 8**  
 Confirm

## Registration Confirmation

**PLEASE PRINT OUT THIS SCREEN FOR YOUR RECORDS. IT IS YOUR CONFIRMATION AND RECEIPT.**



Registration ID: 202026

### Primary Contact

**Name:**

Stephanie DeAngelis

**Company:**

Nazareth Academy

**Address:**

73 E Lake St  
 Apt 3403  
 Chicago, IL 606014800

**Phone:**

2399100507

**Cell Phone:**

2399100507

**Email:**

steph.a.mitchell@gmail.com

## Registrants and Items Purchased

Badge	Name	Item Total
202026	Stephanie DeAngellis	\$245.00
1 (MEM) Member Full Conference — \$245.00		
		<b>Item Total: \$245.00</b>

## Payment Records

Date	Account #	Amount Paid
9/17/2020	XXXXXXXXXXXX2004	\$245.00
		<b>Total Amount Paid: \$245.00</b>

## Registration Resource Center

Print a receipt, invite a colleague, and send an email confirmation; you can manage all of this through your unique Registration Resource Center!

[Login Now](#)

## Terms and Conditions

## Invite a Colleague

Tell a colleague about ACTFL 2020



# ACTFL2020 virtual

## Keynote Speakers




John Quiñones

As the opening keynote speaker on Friday, November 20, Quiñones' powerful message of believing in one's self, never giving up, and always, always doing the right thing is one you will want to bring back to the classroom with you.



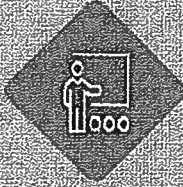
# Resources



## Registration

Online registration is open. Sign up today for this special virtual Convention--all the education with none of the travel.


[Register Now](#)



## Online Convention Program

A complete online program with individual sessions. Information is available with certification in the education available at ACTFL 2020 Virtual.

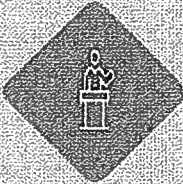
[View The Program](#)



## Frequently Asked Questions

Have questions? Check out the FAQs for more information.

[Find Answers](#)



## Exhibitor Information

ACTFL 2020 Virtual is an opportunity for exhibitors to showcase their products and services. Exhibitors can make a virtual booth and display their products and services.

[Learn More](#)

# Presenter Information

Learn how to record your presentation with various platforms, and get best practices and tips to make your presentation great!

[Find Out More](#)

## Schedule of Events

Thursday, November 19, 2020

All times are in Eastern Time

6:00 pm - 8:00 pm

Pre-convention Workshops (3)

[View workshop descriptions](#)

Friday, November 20, 2020



Saturday, November 21, 2020



Sunday, November 22, 2020



# Network

The ACTFL Annual Convention and World Languages Expo is where language educators from around the world come to meet! This global event brings together more than 7,000 language educators from all languages, levels, and assignments.

We have transformed the convention to an online event that features the same great programming you've grown accustomed to, as well as some new features that we hope will impress. Browse the virtual exhibit hall, chat with exhibitors during designated time slots, schedule meetings, and attend Exhibitor Workshops.

## Who's Exhibiting?

We are still excited to feature our three keynote speakers: John Quiñones, Erin Jones, and Nyle DiMarco. We will continue to offer high-quality sessions, electronic posters, and round tables. And best of all, the content will be on-demand until December 31, 2020.



## Pre-Convention Workshops

Three deep-dive informative Pre-Convention Workshops are being offered.

[Sign Up](#)



## Virtual Code of Conduct

ACTFL is committed to providing a safe, productive, supportive and welcoming virtual environment for all participants.

[Read The Code](#)



## Make Your Case

Need help convincing your administrator why you should go? We've got your reasons and even a sample letter you can use.

[Get The Letter](#)

### Contact us

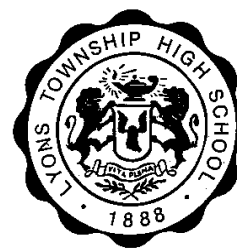


1001 N. Fairfax Street, Suite 200 | Alexandria, Virginia 22314  
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# LYONS TOWNSHIP HIGH SCHOOL



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

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**SCOTT D. EGGERDING**  
Director of Curriculum and Instruction

TO: Tim Kilrea  
Board of Education

FROM: Scott Eggerding, Adam Davis

DATE: August 14, 2020

RE: 2020 Summer Program Report

---

## Introduction

The 2020 Lyons Township High School Summer Program was unlike any previously offered summer programming at LTHS. Composed of academic offerings only, offered via Remote Learning, the summer program served high school-aged students. The academic program was designed to provide students with courses that can free up space during the school year or to get students back on track that have fallen behind. Additionally, we offered an Extended School Year and Read 180 program for Special Education.

Since families signed up for summer programs before the pandemic, we had to make a significant change to our programming in late spring. While we wanted to offer as many courses as possible, we were still in Phase II of the state COVID response plan, meaning we had to offer courses remotely. Given the short turn-around time to develop online curriculum, we partnered with Illinois Virtual School to provide the core curriculum for our courses since we had established a relationship with them for our Consumer Education class and we wanted there to be a single vendor so that we could focus our efforts through one point of contact. We also wanted to keep as many LT teachers connected to their summer courses to ensure fidelity. As a result, our cost per course was greater than the revenue we took in. While this is usually the case for summer programs, we have had revenue from sports and activity camps to offset this amount. This was not the case in the summer of 2020 since we did not offer any camps. While we did request a small addition of tuition to cover the costs of the online curriculum from families, we did not request that families foot the entire bill of the teachers, which would have amounted to nearly \$100 additional per student for all classes except for Consumer Education.

Despite the unique challenges, 2020 again shaped up to be a very successful summer program. A total of 856 students participated in summer school via Remote Learning hosted at LTHS as well as through our partnership with Illinois Virtual School.

## RECOMMENDATION

No action is required. This item is informational.

## **I. Academic Program**

### **A. Course Offerings**

A variety of courses from the Applied Arts, Fine Arts, Global Studies, Language Arts, Mathematics/Science, Physical Welfare and Special Education divisions were posted for registration. As a result of the ISBE/IDPH requirements and our move to Remote Learning, course offerings in 2020 included: Algebra, Algebra II, Biology, Chemistry, Civics, Consumer Economics, English, Extended School Year, Geometry, Keyboarding, Physical Science, Radio: WLTL, Read 180, Trig/Pre-Calc, U.S. History, Web Page Development and World History.

### **B. Special Education**

Since 2002, we have hosted an academic Special Education program (Extended School Year or ESY) and assumed most of the costs. 39 students were enrolled in ESY and 11 Special Education students were enrolled in Read 180.

The Special Education summer program was comprised of four certified ESY teachers, one Read 180 Reading Specialist and one Summer Program Coordinator. In addition, 11 total para educators (8 with ESY, two with Inclusion and one with Read 180) were employed as part of the summer SPED staff.

The total cost for summer Special Education certified staff was \$28,615.81. The total cost for para educators was \$8,305.53. LADSE costs were \$7,920.00 for related services (OT, PT, Speech Language Pathologist, Psychologist and 1:1 Nurses). These related services costs are net costs, after state reimbursement is deducted.

As a comparison, Special Education costs for the summer of 2019 included \$22,878.73 (Teachers) + \$44,923.20 (Paras) + \$8,130 (LADSE) + \$28,864.60 (Transportation) for a total of \$104,796.53. The summer of 2020 ESY program was nearly \$60,000.00 less expensive.

### **C. Staffing Information**

17 certified staff members were employed to meet the needs of the academic courses. This included 15 teachers who taught the online courses and tailored them to LT courses that used to be run in classrooms, where possible. While this did increase our summer program costs, we felt this was the best solution in a summer where our only other option was to offer fewer classes. Computer technicians and audio-visual support staff worked with the Program as part of their regular contracts.

Staffing costs (not including Special Education teachers noted above) included \$54,057.78 for Certified Staff. This is \$87,582.97 less than the previous year.

### **D. Financial Summary**

1. The total amount collected for summer tuition and fees was \$161,023.00.
2. \$145,780.00 was paid to Illinois Virtual School to cover the tuition fees for online enrollments.
3. The summer academic program operated at a loss of \$38,814.78
4. The Special Education program costs were \$44,841.34 with no tuition to offset those costs.

### **E. Highlights**

1. 856 students completed their summer enrollment via LTHS/Infinite Campus portal instruction as well as Illinois Virtual School portal instruction.
2. Grade distribution included:
  - A - 565
  - B - 161

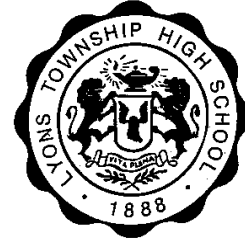
- C - 52
  - D - 14
  - F - 24
  - CR – 1
  - No Grade (ESY) – 39
3. Course offerings were published in the LTHS Academic Program Guide, appear on the LT website and in the LTHS Summer Program Guide, as well as the Summer Programs website.
  4. One student graduated at the end of summer school.

**F. Recommendations**

No significant changes are being considered at this point for the summer of 2021. We hope to be able to provide in-person instruction. If it becomes clear that a hybrid/remote model will be needed, we will share it with the Board at that time. Regardless, the schedule for the summer of 2021 is set as follows:

- 1<sup>st</sup> semester: June 7 – June 24 (Non-Attendance Day – June 25)
- 2<sup>nd</sup> semester: June 28 – July 16 (Non-Attendance Day – July 2)

# 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: October 8, 2020

RE: Remote and Hybrid Learning Update

**INFORMATION:**

The Hybrid Learning Committee, consisting of myself, Joseph Maffey, Jim Mshar, Mica Vahl, Ed Piotrowski, Brian Stachacz, Jennifer Bialobok, Katie Smith, Kevin Brown and Shanna Lewis, considered two models for a hybrid learning plan. The model we chose, outlined below, is similar to our current remote plan and will allow for the easiest transition from hybrid to remote, should we have to make that shift again.

Monday		Tuesday		Wednesday Lion Day		Thursday		Friday	
A - L				(all remote) eliminated in 4-day weeks		M - Z			
VP Time (remote)	7:45-9:00	VP Time (remote)	7:45-9:00	PLC Time	7:45-8:45	VP Time (remote)	7:45-9:00	VP Time (remote)	7:45-9:00
1st	9:15-10:20	8th	9:15-10:20	1st	9:00-9:35	1st	9:15-10:20	8th	9:15-10:20
				2nd	9:45-10:20				
2nd	10:25-11:30	7th	10:25-11:30	3rd	10:30-11:05	2nd	10:25-11:30	7th	10:25-11:30
				4th	11:15-11:50				
3rd	11:35-12:40	6th	11:35-12:40	5th	12:00-12:35	3rd	11:35-12:40	6th	11:35-12:40
				6th	12:45-1:20				
4 A	12:45-1:15	5 A	12:45-1:15	7th	1:30-2:05	4 A	12:45-1:15	5 A	12:45-1:15
4 B	1:20-1:50	5 B	1:20-1:50	8th	2:15-2:50	4 B	1:20-1:50	5 B	1:20-1:50
VP Time (in person or remote)	2:00-3:05	VP Time (in person or remote)	2:00-3:05	Vita Plena Time		VP Time (in person or remote)	2:00-3:05	VP Time (in person or remote)	2:00-3:05

Features of note:

- Class periods are 65 minutes long on gold and blue days
- Lion Day moves to Wednesday allowing for students to have a more consistent schedule (gold first two days, blues last two days), and provides for additional separation of students and cleaning on 5 day weeks.

*Vita Plena*

- No lunches are served
- VP Time is in the afternoon for students who are on campus; morning VP time is reserved for students who stay fully remote.

In addition to the schedule, there is quite a bit of information on the District webpage explaining the model and the logistics of many of the many moving parts including:

- Attendance and Logistics
- Instructional Time
- Transportation
- Vita Plena Time
- Health and Safety
- COVID-19 Protocols

Technologically, students are asked to bring their laptop from home for use at school. With nearly 1000 laptop loaned to students, when they bring them on campus, they will be updated to work on the LT network as well as their home network. 250 Chromebooks will also be available to check out at either campus for daily use with another 500+ older laptops available should the need arise.

A WebEx for parents to hear about the model was held on October 6 in the evening. A 50% Hybrid/Remote Model guide was prepared for teachers and shared with them as well. As of the writing of this summary, significant work is being done to work out the fine details of the return to school plan so that when students arrive on campus during the week of the 19<sup>th</sup>, we will have as smooth a transition as possible.

**RECOMMENDATION:**

This item is presented as information.

# LYONS TOWNSHIP HIGH SCHOOL 50% HYBRID/REMOTE MODEL STAFF GUIDANCE AND PROCEDURES



As we look forward to welcoming students back on campus for learning, our Mission Statement has never felt more urgent. We pledge to make “meaningful learning and dedicated teaching in a student-centered environment” our highest priority.

The LTHS 50% Hybrid/Remote Model Guidance and Procedures manual was developed to ensure consistency among all stakeholders and with three primary objectives at the forefront of the decision making process:

- Prioritize the health and safety of students and staff;
- Support the social-emotional needs of students and basic wellness needs of families;
- Maximize in-person learning as much as possible.

The information in this guide was developed with input from faculty, staff, and administration, and in consultation with and adherence to Illinois State Board of Education, Illinois Department of Public Health, and Centers for Disease Control guidance.

Distributed 10/5/2020

# LYONS TOWNSHIP HIGH SCHOOL

## 50% HYBRID/REMOTE MODEL

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# I. STAFF & STUDENT HEALTH & SAFETY

## Overview

Coronavirus (COVID-19) is a highly contagious illness caused by a virus (SARS-COV-2) that spreads from person to person primarily by respiratory droplets. People with COVID-19 have a wide range of symptoms, ranging from mild symptoms to severe illness. Some people with COVID-19 never have symptoms or are asymptomatic. Older adults and individuals with a serious medical condition at any age may be at risk for more serious illness.

Symptoms may appear **2-14 days after exposure to the virus**. Symptoms include, but are not limited to:

- Fever (100.4 degrees Fahrenheit or higher) or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Be alert for **emergency warning signs** related to COVID-19. If someone is showing any of these signs, **seek emergency medical care immediately**.

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

LTHS will implement evidence based strategies to slow the spread of COVID-19 in coordination with public health officials, including:

1. Healthy Hygiene Practices (i.e. hand and respiratory hygiene).

2. Environmental Controls (i.e. physical distancing, group size limits and cleaning/disinfecting protocols).
3. Screening, Isolation, Tracing and Tracking.

### **Safety Expectations**

These expectations apply to all students and staff in all LTHS buildings and on any LTHS property, including school bus/vehicles.

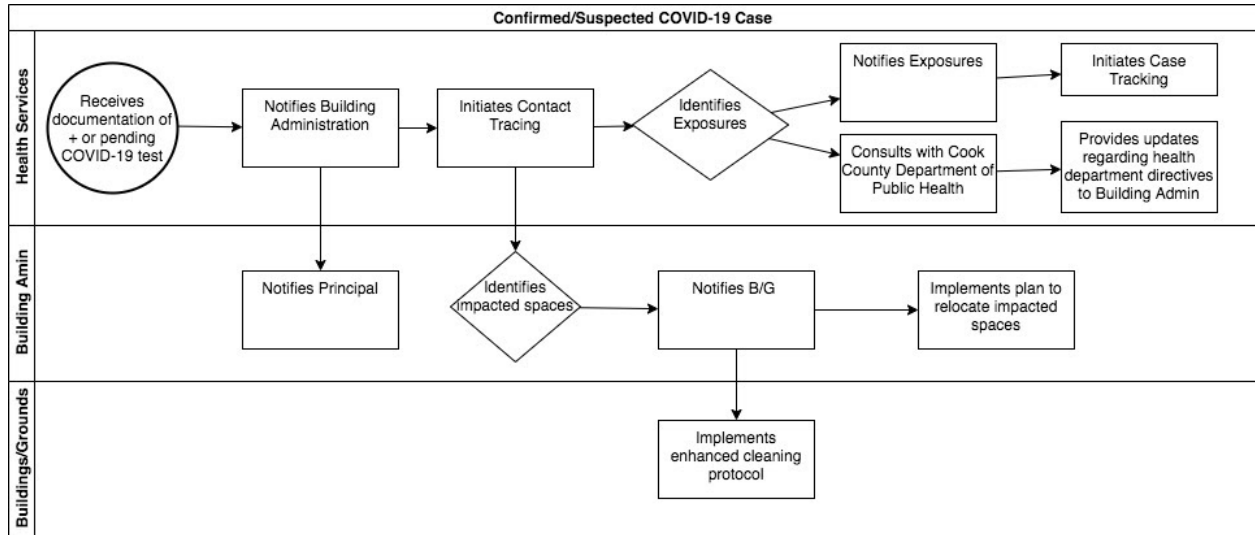
- Wash hands frequently with soap and water for at least 20 seconds or use alcohol based hand sanitizer with at least 60% alcohol.
- Maintain 6 foot physical distance from others and follow all directional arrows/floor markings.
- Wear a face covering at all times inside and outside when unable to maintain physical distance.
- Complete screening tool daily **prior to** arrival on campus.
- Comply with all Health Services directives.
- Follow directional guidelines in hallways and other shared spaces

### **Symptoms at School**

- Any student or staff member who experiences COVID-19 symptoms during school hours will immediately report to the health office for evaluation prior to going home.

### **Confirmed/Suspected COVID-19 Case**

- In order to maintain privacy and ensure health/safety, pending or positive COVID-19 tests (student or staff) will be immediately reported to the health office for follow-up.
- If the affected individual is on campus, he/she will immediately report to the health office for evaluation.
- In the event of a confirmed/suspected COVID-19 case, LTHS Health Services will follow the procedures outlined in the flowchart below.



## Isolation/Quarantine

- The certified school nurse will provide direction for quarantine or isolation for students/staff in consultation with the health department.
- Students/staff returning from quarantine or isolation will complete an interview with the certified school nurse before returning to campus.

## Face Coverings

- Cloth face coverings help prevent people who have COVID-19 and may not have symptoms from spreading it to others. Information about how to properly wear a face covering can be found [on the CDC website](#).
- Cloth face coverings should be laundered after each use/daily. Information about how to wash your face covering can be found [on the CDC website](#).
- Each employee was provided with a cloth face covering and face shield prior to the beginning of the school year.
- Students whose learning needs indicate they need a face shield will be provided one.
- The teachers of students whose learning needs require viewing facial features have been identified.
- A supply of one time use face coverings are available at each campus in the event a student or staff member loses, destroys, soils, or otherwise compromises the effectiveness of their face mask.

- Individuals with a health condition that may cause trouble breathing and prevent them from wearing a face covering must contact the individual/department listed below for accommodations:
  - *Staff*- Human Resources
  - *Students with IEP or 504 Plan*- Case Manager
  - *All others*- Health Office

### **Personal Protective Equipment (PPE):**

- PPE is used in situations that may expose an individual to another person's body fluids, including respiratory droplets.
- PPE may include gloves, eye protection, surgical masks, cloth cover gowns, fluid resistant gowns and N95 masks.
- The need for PPE in the school environment will vary depending on the individual's role and situation.
- Health Services has developed guidelines for situations where and when PPE is required in the school environment.
- PPE is only effective if used properly and requires training by health services.

### **Before School During Hybrid/Remote Learning**

- Student Assistant (SA) staff members will be assigned to designated student entrances to ensure students meet safety criteria for entry, including: 1) face covering, 2) verified exposure and symptom screener, 3) hand sanitizer upon entry.
- Students who require access to the building utilizing a wheelchair will have a staff member assist their entry and monitor the wearing of face coverings per the need of the individual student.
- Students are expected to report to their classroom upon arrival to school.
- Lockers will not be assigned except when there is a specific need identified for the student.
- Furniture in hallways will be removed to discourage students from congregating in specific areas.
- Families dropping off students to the building will be asked to drop students off within specific windows of time to align with student schedules

## **Student Transitions During In-Person/Hybrid Learning**

- Hallways have been marked with directional arrows to ensure one-way traffic on the right side of each hallway.
- Most staircases will be one direction only

## **Classrooms During In-Person/Hybrid Learning**

- Classrooms will be limited with furniture to maximize physical distance when possible between student desks/tables. Non-essential furniture will be stored in alternate locations.
- Student desks/tables will be marked with decals directing students to “Please choose another seat” to designate student learning stations where students may not sit.
- Teachers who are unsuccessful in redirecting students to comply with physical distancing or face covering expectations will refer the student to their grade level Assistant Principal.

## **Office Area**

- Each office/workspace area will determine the spacing of furniture for physical distancing.
- Where necessary, spacing markers will be identified on the floor for physical distancing.

## **Restrooms**

- Staff bathrooms will be unlocked and propped open, where possible.
- Maximum capacity will be posted for student and staff bathrooms.
- When possible during Hybrid/Remote Learning, Student Assistants will monitor student bathrooms during transitions and during class periods to ensure compliance with physical distancing and capacity regulations.
- Students will be encouraged to use restrooms during class periods (instead of during passing periods) in order to help limit large groups congregating in or near restrooms.
- Spacing to ensure physical distancing will be identified outside each bathroom.

## **Facilities Daily Cleaning and Maintenance Plans**

- Daily cleaning and maintenance will continue at current staffing:
  - Day Shift
    - North Campus (4 staff members)
    - South Campus (5 staff members)
  - Second shift
    - North Campus (9 staff members)

- South Campus (11 staff members)
- Third Shift (Pools and Gyms)
  - North Campus (5 staff members)
  - South Campus (2 staff members)
- Custodial staff are assigned areas to clean daily at the end of each school day. These areas include all hallways, stairways, classrooms, offices, PE and Athletic facilities. The following tasks are completed for these areas, unless specified for a specific area:
  - Dust mopping in hallways and stairwells
  - Wet mopping in hallways and stairwells
  - Cleaning and sanitizing water fountains
  - Cleaning all hallway and fire doors
  - Cleaning classroom desks and doors
  - Cleaning office/work spaces
  - Mopping classroom and office floors, where necessary
  - Emptying and removing garbage receptacles
  - Refilling classroom cleaners
  - Refilling hand sanitizers
  - High dust all shelves, lockers and edges

### **Cleaning During Hybrid/Remote Learning**

- Classrooms will be provided a spray bottle for cleaning surfaces during passing periods that does not require wiping and has a two minute time period to eliminate the COVID-19 virus.
- Wednesdays and weekends will include additional cleaning in bathrooms. In addition, staff may request a specific area be cleaned.
- During the school day staff can obtain additional cleaning supplies, one-time use face coverings and hand sanitizer at their campus bookstore.
- Physical Welfare and Athletic facilities are sections that are assigned in the daily maintenance schedule.
- Health office cleaning is within an assigned area. Additional cleaning will be provided as needed and requested by Health Office staff.

### **Cleaning Response to Positive COVID-19 Test:**

- Daily maintenance cleaning will combat contact concerns of the virus.
- An ozone cleaner will be used overnight in the area that has been identified as an area

of concentrated concern.

### **Daily Cleaning Supplies**

- Automated hand-sanitizers have been placed in high traffic areas, including entrances.
- Hand sanitizer bottles have been placed in all classrooms and workspaces.
- Spray bottles of disinfectant will be provided for classrooms and workspaces.
- Additional supplies can be requested through the Book Store at each campus.

### **Visitors Plan**

- Visitors are defined as anyone who does not work at LTHS on a daily, consistent basis.
- All visitors must complete the symptom screener prior to entry and comply with face covering requirements.
- No student visitors will be allowed during the school day.
- Office areas where visitors may visit have been fitted with plexiglass desk shields and marked for physical distancing guidelines.

## **II. HUMAN RESOURCES**

### **Staff Return Plan**

- **Return to Work Dates**
  - Certified Staff will begin the 2020-2021 school year on August 13, 2020.
  - Classified/Non-Contractual Staff (other than 12-month employees) will begin the 2020-2021 school year on August 6, 2020.
  - ParaEducator Staff will begin the 2020-2021 school year on August 13, 2020 and, depending on assignment, will have additional days of training as assigned.
- Staff members are required to complete the self-screener tool prior to reporting to work on a daily basis. Should a staff member have a medical need to remain home, they are to request a substitute teacher (Certified and ParaEducator Staff) or contact the Human

Resources Office (Classified Staff). In addition, all staff should follow established departmental guidelines regarding contacting their supervisor.

- In addition to a staff member's allocation of sick, personal and vacation leave (depending on position), additional leave may be available through the Families First Coronavirus Relief Act (FFCRA). Information about the FFCRA can be found on the LTHS website or by contacting the Human Resources Office at x6456 (Certified Staff) or x6457 (Classified Staff).
- If you have any questions or concerns regarding the 50% Hybrid/Remote Model, including any requests for workplace accommodations or applicable leaves of absence, please contact Ed Piotrowski, Director of Human Resources, at (708) 579-6455 or [epiotrowski@lths.net](mailto:epiotrowski@lths.net).

## Appraisal System

Due to the need to move to a Remote Learning or Hybrid Learning model during the 2020-2021 school year, the Certified Professional Appraisal Oversight Committee has implemented the following changes to the Certified Appraisal System. These changes will remain in effect during the 2020-2021 school year until a return to the traditional school day has occurred or until additional modifications are made by the Committee.

For the 2020-2021 school year, the changes are as follows:

### Observations

- A classroom observation in a remote environment would be a virtual classroom. The observation can be of a synchronous or asynchronous learning experience.
- Non-Tenured Certified Staff: The minimum number of observations for non-tenured Certified staff members will be reduced from four (4) to three (3). Each non-tenured Certified staff member will be observed a minimum of two (2) times in a formal observation setting and one (1) time in an unannounced observation setting. All observations for non-tenured Certified staff will be performed by Division Administration. Priority will be given to the formal observations and unannounced observations will be delayed until after the formal observations have been completed.
- Tenured Certified Staff: Building Administration will complete unannounced observations of tenured Certified staff members during the second semester of the 2020-2021 school year, pending a review of the process at the end of the first semester.

- Evidence and artifacts from Domains 1 and 4 may also be included in appraisal portfolios and submission of materials to evaluators.

### **Student Growth Assessments**

- A course team can decide to use a Type III assessment in place of a Type II assessment for the 2020-2021 school year.
- All members of the course team must agree to this change.
- The Type III assessment must be proposed to and approved by the Division Chair.
- Certified staff members are encouraged to administer the assessment in the same format each time it is given throughout the school year.
- Certified staff members are not encouraged to use face-to-face instruction time in a Hybrid Learning model to administer the assessment. Staff should consider administering the assessment online.
- If the course team wishes to revise the Type II assessment but did not get it approved as a Type II, they may give the revised version as a Type III.

## **III. TECHNOLOGY**

### **Devices & Web Access**

- Students will be invited to bring their own device to school in order to minimize shared touch surfaces.
- Students who need a device will be provided one by the district and can be obtained during book pick-up.
- Students who wish to borrow a device for the day can pick one up from the designated area and return it to the same space at the end of the day.
- Student personal devices will not be supported by district personnel in the event they are not functioning.
- Students who were provided an LT device last year will continue to use that device for the 2020-2021 school year.
- Class of 2024 students and new students have been given their login credentials

- Parents may access Canvas using their student’s login credentials. Canvas does not have a parent portal.
- All loaned devices will be cleaned at the end of the day by IT staff.
- Students in the building should not connect to Zoom conferences.
- Teachers will have access to a video camera for the room, a voice amplifier, and a conference speaker/microphone so students in the room can hear and speak to students on Zoom.
- Teachers will project their Zoom with students at home on the screen in the room so all students can see each other.

## IV. TEACHING, LEARNING, & STUDENT SUPPORTS

### HYBRID MODEL

The implementation of the hybrid model would meet one of the main priorities of providing all students face-to-face instruction. LT’s hybrid instructional model will permit half of our student body to report to the building for half the instructional day four days per week.

### Terminology

- **In-person** refers to the daily time a student will be in the physical school building attending class with a teacher.
- **At-home** refers to the daily time students will engage in independent at-home instruction.
- **Fully remote** refers to the instruction received by students who will not report to school regardless of the instructional model employed. Synchronous refers to teaching students in-person and remote simultaneously.
- Asynchronous refers to assignments given to students to work independently.

## Hybrid Daily Schedule

Monday		Tuesday		Wednesday Lion Day		Thursday		Friday	
A - L				(all remote) eliminated in 4-day weeks		M - Z			
VP Time (remote)	7:45-9:00	VP Time (remote)	7:45-9:00	PLC Time	7:45-8:45	VP Time (remote)	7:45-9:00	VP Time (remote)	7:45-9:00
1st	9:15-10:20	8th	9:15-10:20	1st	9:00-9:35	1st	9:15-10:20	8th	9:15-10:20
				2nd	9:45-10:20				
2nd	10:25-11:30	7th	10:25-11:30	3rd	10:30-11:05	2nd	10:25-11:30	7th	10:25-11:30
				4th	11:15-11:50				
3rd	11:35-12:40	6th	11:35-12:40	5th	12:00-12:35	3rd	11:35-12:40	6th	11:35-12:40
				6th	12:45-1:20				
4 A	12:45-1:15	5 A	12:45-1:15	7th	1:30-2:05	4 A	12:45-1:15	5 A	12:45-1:15
4 B	1:20-1:50	5 B	1:20-1:50	8th	2:15-2:50	4 B	1:20-1:50	5 B	1:20-1:50
VP Time (in person or remote)	2:00-3:05	VP Time (in person or remote)	2:00-3:05	Vita Plena Time		VP Time (in person or remote)	2:00-3:05	VP Time (in person or remote)	2:00-3:05

### Instruction:

Course teams will have 3 scheduled periods per week: 1 during the first two days of the week for 65 minute long classes, 1 on Wednesdays (during 5 day weeks) that are fully remote and 35 minutes long, and 1 during the last two days of the week for 65 minute long classes.

- **In-Person:** Teachers will provide instruction to the students in the classroom during the assigned period.
- **At-Home:** Teachers will provide work for students to extend or practice their learning when they are not present on campus:
- **Fully Remote:** On Wednesdays, all students join classes from home though Zoom.

### Student Expectations

- Class will begin with ALL students together, remote and in-person.
- Students choosing hybrid will attend classes **in-person** according to the school schedule and calendar.
- Students not in the building will connect via Zoom at the start of each period.
- Students will complete assignments **at-home** for their classes that do not meet in person.

- Students that elect to be fully remote will not come to the building at all during the quarter they elect to remain at home.
- Class will occur simultaneously for those in person and virtual.
- While class will start together, there will be times when the teacher is with different groups of students (in person or remote) while others work on assignments independently. This is okay.
- Students will be expected to take summative assessments independently as determined by the course team. Students may be required (by their specific courses) to take an assessment at a specified time

## Calendar

- A more detailed daily calendar can be found in the [Monthly Calendar in the Appendix](#).

## Teacher Expectations

### Teacher Work Week

- Teachers will complete a daily health screener and abide by all symptom guidance.
- Full time teachers will instruct all of their gold and blue day classes in-person and provide an assignment for students to extend or practice their learning when students are engaging in at-home instruction.
- Wednesday fully remote instruction can be done from home or in the building at the teacher's discretion.

### Wednesday PLC Meetings

- Division Chairs will work with their division-based PLCs to develop a rotating schedule of PLC meetings. This will ensure that teachers of multiple courses are able to meet with both/all of their teams.

### Taking Attendance

- Infinite Campus will list students learning in person first followed by students joining remotely.
- More information about taking attendance will be shared by the Assistant Principal's office.

## Technology Platform

- Teachers will all use Canvas. They can set up either a calendar or modules in Canvas to communicate weekly learning expectations.
- Teachers should direct parents to log-in to Canvas using their student's credentials.
- Teachers are encouraged to use Canvas beyond posting the weekly calendar, but this is the minimum requirement. Include links in Canvas to applications outside of Canvas to help parents and students with electronic executive functioning.
- VP Time availability will require sign-ups. More information to follow.
- Zoom will be used for all remote instruction.

## Classroom Procedures

- Students will bring in their own devices.
  - Devices are available in the library for students to check out on a daily basis to keep students from sharing computers.
- All students can access Canvas, whether at home or in the building.
- Laptop charging in the classroom will be limited. Students will be encouraged to charge devices before coming to school with space in the room reserved for emergencies only..
- There is no health concern with passing out papers, although electronic copies are always encouraged as backup. Teachers who choose to hand out papers can have students return papers to a basket or a pile where they are left untouched for 24 hours for added safety.

## Grading

### District Gradebook

- The official district gradebook is housed in Infinite Campus. Teachers may use the Canvas gradebook in addition to IC, but IC is the gradebook of record and graded work from Canvas must also be posted in Infinite Campus.
- All teachers will post evidence of practice in Infinite Campus prior to the summative assessment in order to provide feedback of learning.

### Course Team Expectations

All members of a course team are required to:

- Utilize the same grading scale with a 0-100% grading scale as the default.
- Implement the following 6 effective grading practices:
  1. Provide no extra credit,
  2. Use M's to indicate late or missing work,
  3. Exclude attendance from the academic grade,

4. Eliminate group grades,
  5. Abandon curving, and
  6. Exclude practice from the grade.
- Assessments of the learning objectives counted as part of the achievement grade can be retaken or revised at least once without penalty or restrictions on the grade, except for the final exam or any assessment taken within the last two weeks of the semester.

### **Final Exams**

- While final exams/assessments are permitted, there will not be three days set aside for finals to be administered as in previous years.
- Given the circumstances of hybrid and remote learning and ISBE guidance to ensure no learning loss, with the exception of second semester senior year, final exam exemptions will not be offered this year.
- Course teams must be consistent in their approach to finals with no final exam being more than 20% of the semester grade.

### **Additional Grading Items to Note:**

- M's will be used to indicate late or missing work and Infinite Campus will not convert them to zeroes.
- M's for assignments that are graded (because they are not "practice") will have to be converted by the teacher to the lowest percentage once the deadline for retake or revision has passed.
- M's for assignments that are "practice" (like homework or classwork) will be excluded from all calculations and not converted to a percentage.
- Course Teams may establish timeframes for retakes/revision and missing work in their course; however, the **minimum** time frame is **two weeks** from the due date or event.
- Course teams must determine and communicate on their course map/syllabus what students must do prior to sitting for a retake of a summative assessment. This must be common across the entire course team. Additional practice prior to a retake is expected and encouraged.
- As long as teams agree to it, grades may still use a mean calculation for the 2020-2021 school year.
- A new report card will be delayed until the 2021-2022 school year.
- The use of process marks will be delayed until the 2021-2022 school year.

## Additional Information

- Students **will not** have access to lockers. Books will be left at home and brought to school in a backpack daily.
- Teachers will communicate a day in advance if students must bring books, supplies or equipment to school.
- Commuting students will still be bussed from campus to campus.
- Students **will not** change for Physical Education and **will not** use PE locker rooms.

## REMOTE LEARNING for ALL STUDENTS

If conditions require a shift back to fully remote learning, additional guidance will be shared. The 50% Hybrid/Remote Model closely mirrors our original Remote model and any shift back to remote will be made with as few disruptions as possible.

## Special Education

Members of the Special Education Division will collaborate with IEP Teams and parents to determine the most appropriate means of delivering the services stipulated in students' IEPs in the Hybrid and Remote models.

### Service Delivery:

- In a hybrid format, select students will have the option to attend in-person for the full day on all in-person Gold/Blue days (typically Monday, Tuesday, Thursday, and Friday). This determination will be based upon the services that each student receives per the IEP, as well as facility capacities. All other special education students will follow the alpha split for in-person attendance.
- Related services may be provided either in-person or remotely dependent upon the nature of the services and special education programming. Priority should be given to the student's participation in class unless an IEP team, in working with the student and family, determines otherwise.
- Paraprofessional support will be provided to those students who require it per the IEP. This may include in-person and remote supports delivered by a paraprofessional.

### IEP Meetings and Student Evaluations:

- IEP meetings (annual and triennial) will be conducted via Zoom to limit the number of visitors to the school buildings and to adhere to physical distancing guidelines.

- Student evaluations may be completed either in-person or remotely dependent upon the evaluation methods. Practitioners will determine the appropriateness of completing evaluation components remotely. In either a hybrid or fully remote learning environment, arrangements may be made with parents in order for students to complete evaluations in the building, as long as students are permitted to be on-site per local and state ordinances. The symptom screener must be completed before a student is allowed on campus, and PPE and physical distancing requirements must be adhered to while conducting one-on-one evaluations.

## Student Services Support

The Student Services Division provides a variety of specialized services to the students and families of LTHS including school counseling, social work, health services, post-secondary (college and career) planning, and management of Section 504 Plans. In preparation for the 2020-2021 school year, the student service delivery plan can be utilized in both fully remote and hybrid instructional models. Students and families can expect high-quality counseling and support services, in a safe manner, that assist students in making progress and achieving success academically, as well as socially/emotionally, so that each student is able to pursue the future of their choice upon graduation.

### School Counseling:

School counselors will continue to work with their students on course selection, class scheduling, social/emotional support, problem solving, and 4-year and post-secondary planning. Technology use will increase in order to maintain physical distancing guidelines and to be mindful of students' class time in a hybrid model.

- Group Guidance curriculum will be delivered at each grade level; however, most sessions will be conducted via Zoom. Resources will be provided, with accessibility for families, for reference.
- Individual appointments with counselors will be honored, both in-person and remotely; however, they will be scheduled ahead of time via an electronic format to reduce time away from class, avoid any waiting within the counseling office, and to secure meeting space that adheres to physical distancing guidelines.
- School counselors will continue to communicate with students, families, and teachers regarding the implementation of Section 504 Plans.
- School counselors will continue to be available for all inquiries during regular school hours.

### School Social Work:

School social workers will continue to provide mental health services to students on both a scheduled and as-needed basis. These services typically include social work groups, individual sessions, consultation with outside therapists/mental health professionals, and management of mental health crises. Technology use will increase in order to maintain physical distancing guidelines and to be mindful of students' class time in a hybrid model.

- Social work groups will be facilitated by each social worker; however, most sessions will be conducted via Zoom to maximize student attendance in class, as well as to adhere to physical distancing guidelines.
- Signed, informed consent for the delivery of services in an alternate (i.e., internet-based) format will be obtained prior to initiation of services for new and returning students.
- Consultation with outside therapists and mental health professionals/services will continue without interruption
- Any student mental health emergency or crisis will continue to be given priority with space allocated that adheres to COVID-19 health and safety guidelines.
- School counselors will continue to be available for all inquiries during regular school hours.

### **College and Career Center:**

Our College and Career Coordinator, as well as our Senior Class School Counselors, will continue to support students in the planning and preparation for all post-secondary college and career options. Technology use will increase in order to maintain physical distancing guidelines and to be mindful of students' class time in a hybrid model.

- Evolving college admissions information will be provided to students and families as it is received.
- College presentations and information sessions will be offered either via Zoom or on campus in a space that adheres to all physical distancing guidelines
- Our College and Career Center will be open to students; however, appointments will be scheduled ahead of time via an electronic format to reduce time away from class, avoid any waiting within the Center, and to ensure that meetings adhere to physical distancing guidelines.
- Our College and Career Coordinator will provide resources, with accessibility for families, for reference in regards to career training opportunities, financial aid deadlines, admissions deadlines, etc.

- Our College and Career Coordinator will be available for all inquiries during regular school hours.

### **Section 504 Plans:**

A Section 504 Plan is an individualized plan for students with a physical or mental impairment that substantially limits one or more major life activities. Students with active 504 Plans will continue to receive the accommodations/modifications/services listed in their plans in both remote and hybrid learning models.

- New requests or referrals for Section 504 Plans will be considered by a multidisciplinary student support team.
- Section 504 meetings (annual and triennial) will be conducted via Zoom with few exceptions to limit the number of visitors to the school buildings and to adhere to physical distancing guidelines.
- Section 504 Plans will be shared, confidentially, with student's teachers and consultation with Student Services Staff is available for questions, explanation, or support with implementation.

All other Student Services Division responsibilities will be fulfilled without interruption during any remote or hybrid instructional model. Whenever possible, and without detriment to students or the service provided, technological solutions will be used to avoid potential COVID-19 exposures.

## **Health Services**

LTHS Health Services will continue to provide routine and specialized school health services during the COVID-19 pandemic. These services include, but are not limited to: management of mandated school health examinations, immunizations and screenings; management of acute illness/injury during the school day; participation in the identification and evaluation of students with disabilities; and management of chronic health conditions during the school day.

In addition, LTHS Health Services will actively support evidence based COVID-19 mitigation strategies in coordination with school and public health officials including: clinical oversight of the screening process, isolation/evaluation of ill individuals, contact tracing and case tracking.

### **Health Office Visits:**

- School nurses will be available for tele-health support during regular school hours. If you believe a student or staff member requires a health office visit, contact the health office. The nurse will determine whether someone will come to you or if the ill/injured individual should report to the office.
- Health Office through traffic will be strictly prohibited.
- Students who receive routine, scheduled health services during the school day will enter the health office through an alternate entrance.
- Students/staff who require intermittent health services will be screened immediately upon entrance to the health office and triaged for care accordingly.
- Routine administration of Tylenol without a student specific Medication Authorization Form will be suspended due to the potential for masking fever.
- In an effort to maintain physical distance in the health office, we ask that routine first aid and minor complaints be managed by the student outside of the health office. Common situations and suggested self care are outlined in the table below.

<b><i>Situation</i></b>	<b><i>Suggested Self Care</i></b>
Anxiety	Deep breathing. Refer to a counselor or social worker.
Fatigue with no other symptoms.	Movement break. Water. Snack.
Headache with no other symptoms.	Deep breathing. Water. Snack.
Menstrual cramps	Water. Movement break.
Small bumps and bruises.	Apply a cold pack* for 10 minutes.
Small paper cuts, blisters, minor abrasions.	Wash with soap and water. Apply adhesive bandage*.

*\* Disposable cold packs and adhesive bandages will be distributed to staff mailboxes at the start of the school year and may be replenished in the health office as needed*

## V. FOOD SERVICE

- During hybrid learning there will be no food service provided during the school day.
- Students who sign up for Vita Plena may be provided a space in the cafeteria to eat a lunch brought from home.
- Students will be permitted to have a snack during the school day in accordance with safety guidelines and classroom expectations.
- Please remember that some students must eat during the day due to Diabetes and other medical conditions.
  - 1) Snacks will be eaten in classrooms
  - 2) Students may remove their masks to eat a snack, but must maintain 6 feet social distancing
  - 3) Students are asked to clean their desks/surfaces after eating and use hand sanitizer.

## VI. TRANSPORTATION

### **Route and Stop Services:**

- Full transportation services will be available for all eligible students in the morning and afternoon.
- Student capacity for all buses will not exceed 50 students.

### **Cleaning and Health Safety**

- First Student has offered two cleaning processes for buses for ongoing cleaning due to COVID-19. The district is currently evaluating which option will be used.
- Students are required to wear a face covering before boarding a bus, unless they have a documented medical exemption, and will not be permitted to board a bus if they are not wearing a face covering.
- Students who do not comply with wearing a face covering on the bus and do not have a documented medical exemption will be reported to the grade level Assistant Principal.

### **Communication Plan**

- Complete route information will be sent to eligible families via email.
- Families assigned a bus route will be asked to indicate their specific transportation preferences prior to the start of school in an effort to ensure the number of student riders follows ISBE requirements.
- Safe Health Expectations will be posted on the LT website.
- Signage for Health Expectations on the bus will be visible for all riders.

## VI. ATHLETICS & ACTIVITIES

As of October 5, 2020, six fall sports (girls and boys cross country, girls and boys golf, girls swimming and diving and girls tennis) have been conducted as offered by the IHSA. The fall sports will conclude by October 31. Three fall sports have been moved to the spring season (football, boys soccer and girls volleyball) and will begin on February 15. The winter season is scheduled to begin on November 16. The sports that will be competing during the winter season has yet to be confirmed.

Fall contact days have been approved and started on September 30. Nineteen sports and activities have chosen to participate in fall contact days. The fall contact days will conclude prior to October 31, 2020.

An additional twenty activities have been approved for in-person meetings, effective September 28. The addition of more activities to the in-person meeting listing will be considered once hybrid education begins on October 19, 2020.

The following guidelines and safety precautions have been put in place for all athletic teams.

### Student Safety

- Students will be assigned in groups of no more than fifty (50) people, including coaches.
- Coaches will supervise all students to maintain physical distancing at all times.

- Signage regarding symptoms and transmission of COVID-19 will be posted throughout the facilities.
- Coaches and trainers will wear masks at all times.
- Participants will check in and be screened for COVID-19 symptoms prior to each session.
- Students will not be allowed to participate if they exhibit any symptoms of COVID-19.
- Equipment will be cleaned after every session.
- Students will not share individual equipment such as water bottles, shoes, head gear, etc.
- Each facility will have a check-in station with face masks and cleaning supplies.
- All families must sign the COVID-19 waiver prior to participating in the program.
- Custodial staff will provide the coaches with proper cleaning supplies to clean the equipment during sessions.
- Custodial staff will clean the facilities daily, including washrooms near the activity location.
- Custodial staff will clean the training room each day following training sessions.
- Training rooms will create a plan to see students and provide treatment while maintaining physical distancing measure.

## Coach Expectations

- Coaches must review all safety expectations and physical distancing requirements with their students.
- Coaches will properly wear masks at all times.
- Coaches will supervise students and maintain procedures at all times.
- Coaches will maintain accurate attendance logs at all times.
- Coaches will clean and disinfect equipment between uses.
- Coaches will ensure that students using individual equipment will not share their items with other students.
- For teams greater than fifty participants, coaches will assign groups and ensure that there is no crossover or contact between the groups.

- Coaches will screen all participants prior to starting practices/meetings.
- Coaches will ensure that all physical distancing requirements are met.
- Coaches will wash their hands prior to and after practices.

## Practices

- All participants must complete a symptom screener prior to arrival and check in with the sponsor upon arrival.
- No spectators will be allowed in the facilities or at training sessions.
- All participants need to bring their own water bottle, mask, shoes, and personal equipment and put their items in a location six feet from any other students or items.
- Shirts and appropriate practice clothing must be worn at all times to minimize sweat from transmitting to surfaces or equipment.
- Individuals should sanitize or wash their hands prior to participating in any activity.
- Individuals should sanitize or wash their hands at the conclusion of their work outs/activities.
- Individual equipment must be cleaned between sessions.
- All participants need to physically distance for the duration of the activity.
- At the conclusion of the activity, students should immediately return home to shower and clean their clothing.

## Club Meeting Expectations

- Online meetings are preferred and do not require advance notice.
  - Sponsors are expected to inform the Student Activities Office of those meetings so that that information can be shared with students.
- Sponsors will apply to the Director of Student Activities to hold in-person club meetings in advance.
  - Students will sign up in advance to attend in-person club meetings.
  - Sponsors must submit their expected list of students to the Student Activities Office by 11 a.m. the morning of the planned meeting.

- Expected roster will be shared with front desk security.
  - Students who were not on campus at the end of the day must check in at the front desk before heading to the club meeting.
- All participants must complete a symptom screener prior to arrival and record their status with the sponsor upon arrival.
- Students will not be allowed to wander the halls looking for a meeting. If they haven't signed up for a meeting, they have to go home.
- Individuals should sanitize or wash their hands prior to participating in any activity.
- Individuals must wear an appropriate face covering for the duration of the activity.
- Individuals should sanitize or wash their hands at the conclusion of their work outs/activities.
- Individual equipment must be cleaned between sessions.
- All participants need to physically distance for the duration of the activity.

## Communication

- Families need to sign the COVID-19 waiver prior to participating in any activity.
- Coaches need to review all safety, health and physical distancing requirements with all participants on the first day of participation.
- Coaches must also review all safety, health and physical distancing requirements with any new students as they are added to the group.
- Families will need to complete the symptom screener each day to be allowed to participate.
- Expectations for cleaning individual items, laundry and showering will be shared with families.
- Clear expectations will be delivered explaining how drop off and pick up will be done with physical distancing requirements in place.

# VII. APPENDIX



## LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204 Updated COVID-19 Phase IV 2020-2021 SCHOOL CALENDAR

Updated 9/24/20

### August 2020

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

### September 2020

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

### October 2020

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

### November 2020

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

### December 2020

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

### January 2021

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

#### OPENING/CLOSING DAYS OF SCHOOL

- August 20 (A) First Day of School
- June 1 (Ω) Last Day of School

#### STUDENT NON-ATTENDANCE DAYS (✳)

- August 13 District Institute Day
- August 14, 17, 18, 19 Teacher Work Days
- September 7 Labor Day
- October 9 District Institute Day
- October 12 Non-Attendance Day
- October 14 SAT for Seniors, Juniors no school
- October 30 Non-Attendance Day
- November 2 Non-Attendance Day
- November 3 Non-Attendance Day
- November 25 Non-Attendance Day
- November 26-27 Thanksgiving Holiday
- Dec. 21 – Jan. 1 Winter Break
- January 4 District Institute Day
- January 18 Dr. M.L. King, Jr. Day
- February 15 Presidents Day
- March 22-26 Spring Break
- April 2 Non-attendance Day
- April 13 SAT for Juniors, Seniors no school
- May 31 Memorial Day

#### GRADING PERIODS

- October 8 Q1 1st quarter
- December 18 S1 2nd quarter & End of 1<sup>st</sup> semester
- March 5 Q3 3rd quarter
- June 1 Q4 4th quarter & End of 2<sup>nd</sup> semester

#### COMMENCEMENT (☞)

- May 30 2:00 p.m. NC Fieldhouse

#### MISCELLANEOUS

- August 4-7, 10-12 ☞ Book Pick-up Days (By Appointment Only)
- June 14 Summer School Begins

### February 2021

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

### March 2021

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

### April 2021

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

### May 2021

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

### June 2021

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

### July 2021

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

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

# Hybrid Learning Calendar

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
October	19 A-L 1-4	20 A-L 8-5	21 LION	22 M-Z 1-4	23 M-Z 8-5
	26 A-L 1-4	27 A-L 8-5	28 M-Z 1-4	29 M-Z 8-5	30
November	2	3	4 LION	5 M-Z 1-4	6 M-Z 8-5
	9 A-L 1-4	10 A-L 8-5	11 LION	12 M-Z 1-4	13 M-Z 8-5
	16 A-L 1-4	17 A-L 8-5	18 LION	19 M-Z 1-4	20 M-Z 8-5
	23 A-L 1-4	24 A-L 8-5	25	26	27
December	30 A-L 1-4	1 A-L 8-5	2 LION	3 M-Z 1-4	4 M-Z 8-5
	7 A-L 1-4	8 A-L 8-5	9 LION	10 M-Z 1-4	11 M-Z 8-5
	14 A-L 1-4	15 A-L 8-5	16 LION	17 M-Z 1-4	18 M-Z 8-5

# Remote Learning Calendar

## Semester 1

	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>August</b>	10		11		12		13	Opening Institute	14	Teacher Work Day
	17	Teacher Work Day	18	Teacher Work Day	19	Teacher Work Day	20	4-1	21	5-8
	24	1-8	25	4-1	26	5-8	27	4-1	28	5-8
<b>September</b>	31	1-8	1	4-1	2	5-8	3	4-1	4	5-8
	7	Labor Day	8	4-1	9	5-8	10	4-1	11	5-8
	14	1-8	15	4-1	16	5-8	17	4-1	18	5-8
	21	1-8	22	4-1	23	5-8	24	4-1	25	5-8
	28	1-8	29	4-1	30	5-8	1	4-1	2	5-8