



PUBLIC NOTICE

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

**THURSDAY, SEPTEMBER 17, 2020 - 7:00 AM
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
ROOM 251 & VIRTUAL
100 SOUTH BRAINARD AVENUE
LA GRANGE, ILLINOIS 60525**

AGENDA

I. Curriculum Committee

- | | |
|--|----|
| A. 2020-2021 Textbook Change Requests (Final Update) | 2 |
| B. 2020-2021 Calendar Update | 9 |
| C. 2021-2022 School Term Calendar (First Reading) | 11 |
| D. 2021-2022 Curriculum Change Proposals (First Reading) | 14 |
| E. Remote Learning Update (Verbal) | |

II. Technology Committee

- | | |
|---------------------------|----|
| A. Technology Plan Update | 49 |
|---------------------------|----|

LYONS TOWNSHIP HIGH SCHOOL

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

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



SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott D. Eggerding

DATE: September 17, 2002

RE: 2020-21 Textbook/Instructional Material Change Requests (Final Update)

BACKGROUND

In January, textbook change requests were brought forward for initial review and in February they were approved by the Board. It was noted in January that an addition book or books would be brought forward for the Indiana University literature course that runs second semester, following the teachers attending summer training through Indiana University. That book, the Norton Anthology, is included here. We were also informed that an Embry Riddle University book had been dropped. Lastly, no book was proposed for the new Forensics class, an oversight that has been corrected with access to an electronic book. I include it here for approval.

While it is customary to hold two readings for textbook additions, given that the Indiana University book is a requirement of the course by Indiana University and the Forensics class already has access to the digital text, I request a waiver of the second reading and the adoption of the two texts at the September Board meeting.

RECOMMENDATION

I recommend that the Board approve the textbook change requests for 2020-21 as presented.

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2020-2021 Textbook/Core Reading/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 20, 3:00 p.m.
- Submit form electronically *and* hard copy.
- Nota Bene: examination copy of text/material must accompany request.
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Math/Science
Department	Science
Course Title	Forensic Science
Course Number(s)	SN7512
Course Level	Accel
Projected Enrollment for 2020-2021	7 Sections

II. ADD or DROP FOR YEAR		
	ADD	DROP
2020-21	X	
2021-22		
2022-23		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Forensic Science: Fundamentals & Investigations	
Author(s)	Bertino & Bertino	
Publisher	South-Western, a division of National Geographic/Cengage Learning	
Copyright Date/Edition	2020/3 rd Edition	
ISBN 13#	9780357361788 / 9780357490617 (6 yrs)	
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level	High School	
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback		E-book (6 years)	126
Hardback w/digital	25	CD Rom	
Paperback		Website/subscription	
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			2
Blackline Masters		Software	
Workbooks/Lab Manuals		CD Roms	
Wraparound Editions		E-book	2
Study Guides		Test Banks	2
Videos		Other	

VI. Comments (Box will expand as needed)
See Quote #4360002

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT = District purchase - student rental, CS = District purchase - class set, IL = State purchase - student rental, CN = Student purchase	
District (DT) Online Access (6 years)	\$88
District (CS)	\$118
State Textbook Loan Program IL	
Student (CN)	
Grant (specify)	
Total cost to student for course (CN above + other CN and fees for the course)	\$0

VIII. RATIONALE AND SIGNATURES

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

New course.

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

1.	Teacher(s)	Serena Lerma			Date 5/20/2020
2.	Recommend	Do Not Recommend		Assistant Division Chair	Date
3.	Approved	Not Approved		Division Chair	Date
4.	Approved	Not Approved		Director of Curriculum/Instruction	Date

IX. FOR BOOKSTORE USE ONLY

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

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



For Fastest Order Processing and Fulfillment, please use our electronic order entry below, instead of fax or email.

Confidential Price Quote (4360002)

[Submit Customer Purchase Order Here](#)

8/17/2020

Pricing on this Proposal Guaranteed: **10/6/2020**

Presented To: Serena Lerma, slerma@lths.net

Prepared By: Lori Shumpert-Bazillion, (630) 800-9884, lori.bazillion@cengage.com

SHIP TO: Lyons Twp High School BILL TO: Lyons Twp High School Cengage Learning
 South South ATTN: Order Fulfillment
 Serena Lerma Serena Lerma 10650 Toeppen Drive
 4900 Willow Springs Rd 4900 Willow Springs Rd Independence, KY 41051
 Western Springs, IL 60558 Western Springs, IL 60558 (800) 354-9706
 USA USA <http://NGL.Cengage.com/CustomerSupport>

[View Quote in CAD](#)

Quoted Products: Science - Forensic Science 2020

Qty	Update Qty	Product	Price	Quoted Price	Total
126	<input type="checkbox"/>	Forensic Science: Fundamentals & Investigations MindTap (6-years) Bertino/Bertino 3rd Edition [K12, 2021] 9780357490617 / 0357490614	\$88.00	\$88.00	\$11,088.00
25	<input type="checkbox"/>	Bundle: Forensic Science: Fundamentals and Investigations, 3rd Student Edition + MindTap™ (6-year access) Bertino/Bertino 3rd Edition [K12, 2021] 9780357490594 / 0357490592	\$118.00	\$118.00	\$2,950.00
	<input type="checkbox"/>	3P-EBK: FORENSIC SCIENCE FUNDA MENTALS & INVESTIGATIONS Bertino 3rd Edition [K12, 2021]			
151	<input type="checkbox"/>	3P-EBK: FORENSIC SCIENCE FUNDA MENTALS & INVESTIGATIONS Bertino 3rd Edition [K12, 2021] 9780357361788 / 0357361784	\$52.99	\$0.00	FREE
2	<input type="checkbox"/>	Annotated Instructor's Edition and Working Teacher's Edition for Bertino/Bertino's Forensic Science: Fundamentals & Investigations, 3rd Bertino/Bertino 3rd Edition [K12, 2021] 9780357361726 / 0357361725	\$88.00	\$0.00	FREE
2	<input type="checkbox"/>	Instructor's Website for Bertino/Bertino's Forensic Science: Fundamentals & Investigations, 3rd Bertino/Bertino 3rd Edition [K12, 2021] 9780357361733 / 0357361733	\$0.00	\$0.00	FREE
2	<input type="checkbox"/>	Cengage Testing, powered by Cognero® for Bertino/Bertino's Forensic Science: Fundamentals & Investigations, Instant Access Bertino/Bertino 3rd Edition [K12, 2021] 9780357361801 / 0357361806	\$59.00	\$0.00	FREE

5

Sub-Total:	\$14,038.00
+ Estimated Shipping and/or Process Fee:	\$1,123.04

TOTAL: \$15,161.04
Total Savings: \$8,295.49

[Submit Customer Purchase Order Here](#)

Thank you for your interest in Cengage Learning products.

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LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2020-2021 Textbook/Core Reading/Instructional Material Adoption/Change Form

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- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Global Studies Division
Department	Applied Technology
Course Title	Drones: UAS
Course Number(s)	AT5171, AT5172, AT5176, AT 5177
Course Level	IV
Projected Enrollment for 2020-2021	

II. ADD or DROP FOR YEAR		
	ADD	DROP
2020-21		x
2021-22		
2022-23		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title		Foundations of Unmanned Aircraft Systems
Author(s)		Embry Riddle Aeronautical University
Publisher		
Copyright Date/Edition		
ISBN 13#		
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

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

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

VI. Comments (Box will expand as needed)

This book does not have an ISBN number because it was proprietary from Embry University. The book was an "on demand print" from the university. The university has abandoned this workbook.

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

VIII. RATIONALE AND SIGNATURES

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

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

1.	Teacher(s)	Dave Root	Date
2.	Recommend	Do Not Recommend	Date
3.	Approved	Not Approved	Date
4.	Approved	Not Approved	Date

Assistant Division Chair: *Paul [Signature]* Date: *6-9-2020*
 Division Chair: *[Signature]* Date: *9/4/20*
 Director of Curriculum/Instruction: *[Signature]*

IX. FOR BOOKSTORE USE ONLY

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

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

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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott D. Eggerding 

DATE: September 17, 2020

RE: 2020-2021 Calendar Update

BACKGROUND:

The Board will recall a number of changes to the Calendar upon adopting remote and hybrid models of instruction. At the time, we did not consider what parent teacher conferences might look like under remote learning. As we get closer to that model and as we consider the impact of the state required day off for elections on November 3, we did not like the idea of having a Friday with no school, the following Monday with school, and Tuesday with no school again. Instead, we would like to move the November 30 day off to November 2, thereby creating a four-day weekend rather than a three-day weekend followed by a Tuesday off.

As we continue to determine how parent teacher conferences might be organized, we could also use a portion of the 2nd as a time for teachers and faculty to meet since the non-attendance day is in exchange for teachers working the equivalent of a full day over two evenings to staff conferences.

Change: _____
Non-Attendance Day | November 2

This calendar has been shared with Joseph Maffey, President of the LTHS Faculty Association.

RECOMMENDATION:

Approve the 2020-2021 Updated Hybrid and Remote Learning Calendar as presented.



LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204

Updated COVID-19 Phase IV 2020-2021 SCHOOL CALENDAR

Updated 9/11/20

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 SAT for Seniors, Juniors no school
- October 14 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 1st semester
- March 5 Q3 3rd quarter
- June 1 Ω 4th quarter & End of 2nd 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.

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: September 17, 2020

RE: 2021-2022 Calendar (First Reading)

BACKGROUND:

The attached draft calendar is the only one presented this year for a first consideration. The calendar follows our usual assumptions of starting sometime after August 17 and continuing the practice of ending the semester before winter break. Details include:

- 176 school days
- 83 days First Semester, 93 days Second Semester
- 183 teacher work days
- 187 total days, including emergency days

Significant Dates:

	Proposed Calendar
First day of school	August 19
Last day of Semester 1	December 22
First day of Semester 2	January 4
Spring Break	March 28-April 1
Last day of Semester 2	May 25
Teacher Work Day	May 26
Graduation	May 29

This draft calendar has been shared with the LTHS Faculty Association and will be shared with other constituent groups prior to any Board action. Following the Committee meeting, the calendar will be on public display via the website for community input. It will also be shared with Associate Schools.

For informational purposes, a chart with potential start/end dates for future years has also been included.

RECOMMENDATION:

No recommendation at this time.



LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204 2021-2022 DRAFT SCHOOL CALENDAR

Updated 9/11/2020

August 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				

September 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		

October 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						

November 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				

December 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	

January 2022

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 19, 2021 (A) First Day of School
- May 25, 2022 (Ω) Last Day of School

STUDENT NON-ATTENDANCE DAYS (*)

- August 17 District Institute Day
- August 18 Teacher Work Day
- September 6 Labor Day
- October 8 District Institute Day
- October 11 Columbus Day
- October 29 Non-Attendance Day
- November 24 Non-attendance Day
- November 25-26 Thanksgiving Holidays
- Dec. 20-31 Winter Break
- January 17 M.L. King, Jr. Day
- February 21 Presidents' Day
- February 28 District Institute Day
- March 28 - April 1 Spring Break
- April 15 Non-attendance Day
- May 26 Teacher Work Day
- May 30 Memorial Day

PARENT-TEACHER CONFERENCE DAYS (▲)

- October 27 5:00-9:00 p.m.
- October 28 5:00-8:30 p.m.

GRADING PERIODS

- Aug. 30 - Oct. 15 Q1 1st quarter
- Oct. 18 - Dec. 21 S1 2nd quarter & End of 1st semester
- Jan. 4 - Mar. 11 Q3 3rd quarter
- Mar. 14 - May 25 Ω 4th quarter & End of 2nd semester

COMMENCEMENT (☞)

- Sunday, May 29 2:00 p.m. NC Fieldhouse

MISCELLANEOUS

- August 11, 12, 13 ☞ Book Pick-up Days
- August 25 ⚡ Frosh Experience Day
- September 2 ☞ S. C. Open House
- September 9 ☞ N. C. Open House
- May 26, 27, 31 & June 1-2 ☉ Emergency Days
- June 6 Summer School Begins

LATE START DAYS - 8:45 A.M. START

TBD

Semester 1 = 83 days, Semester 2 = 93 days

February 2022

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 2022

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 2022

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 2022

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 2022

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 2022

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.

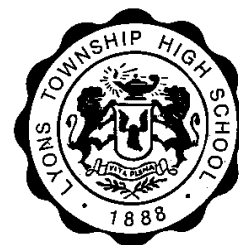
Year	Leap?		Start Date	Sem 1 End	Spring Break	Sem 2 End	Grad	1st Sem days	2nd Sem days	Total
2017-2018	N		8/21	12/22		5/31	6/3	83	93	176
2018-2019	N		8/20	12/21		5/30	6/2	83	93	176
2019-2020	Y		8/19	12/20		5/28	5/31	83	93	176
2020-2021	N		8/17	12/18	3/22-26	2/26	5/30	83	93	176
2021-2022	N		8/23	12/22	3/28-4/1	5/25	5/29	83	93	176
2022-2023	N	A	8/22	12/22	3/27-30	6/1	6/4	83	93	176
		B	8/15	12/16		5/24	5/28	84	93	177
2023-2024	Y		8/21	12/22	3/25-29	5/30	6/2	83	93	176
2024-2025	N		8/19	12/20	3/24-28	5/30	6/1	83	93	176

updated September, 2020

LYONS TOWNSHIP HIGH SCHOOL

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Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott D. Eggerding *SE*

DATE: September 17, 2019

RE: 2021-22 Curriculum Change Proposals (First Reading)

Beginning last fall, the process for approving curricular changes was altered significantly to ensure more information was included in the proposals and provide multiple point along the way for input and feedback. A chart of the process is attached for reference.

The enclosed Curriculum Change Proposal report has 2 parts:

1. A list of proposals organized by division, including the vote tally from the Curriculum and Staff Development Team.
2. Copies of original requests which include division, department, course/program, nature of change, rationale/description, cost estimate, and presentation slides submitted for review.

As is our custom, all proposals that were submitted have been included for the first reading. A formal recommendation by the administration will be included prior to the second reading. Any further information required to make a decision will be gathered, shared with the Division Chair, deliberated by the CSD Team, reviewed by administration, and presented to the Board for a final decision.

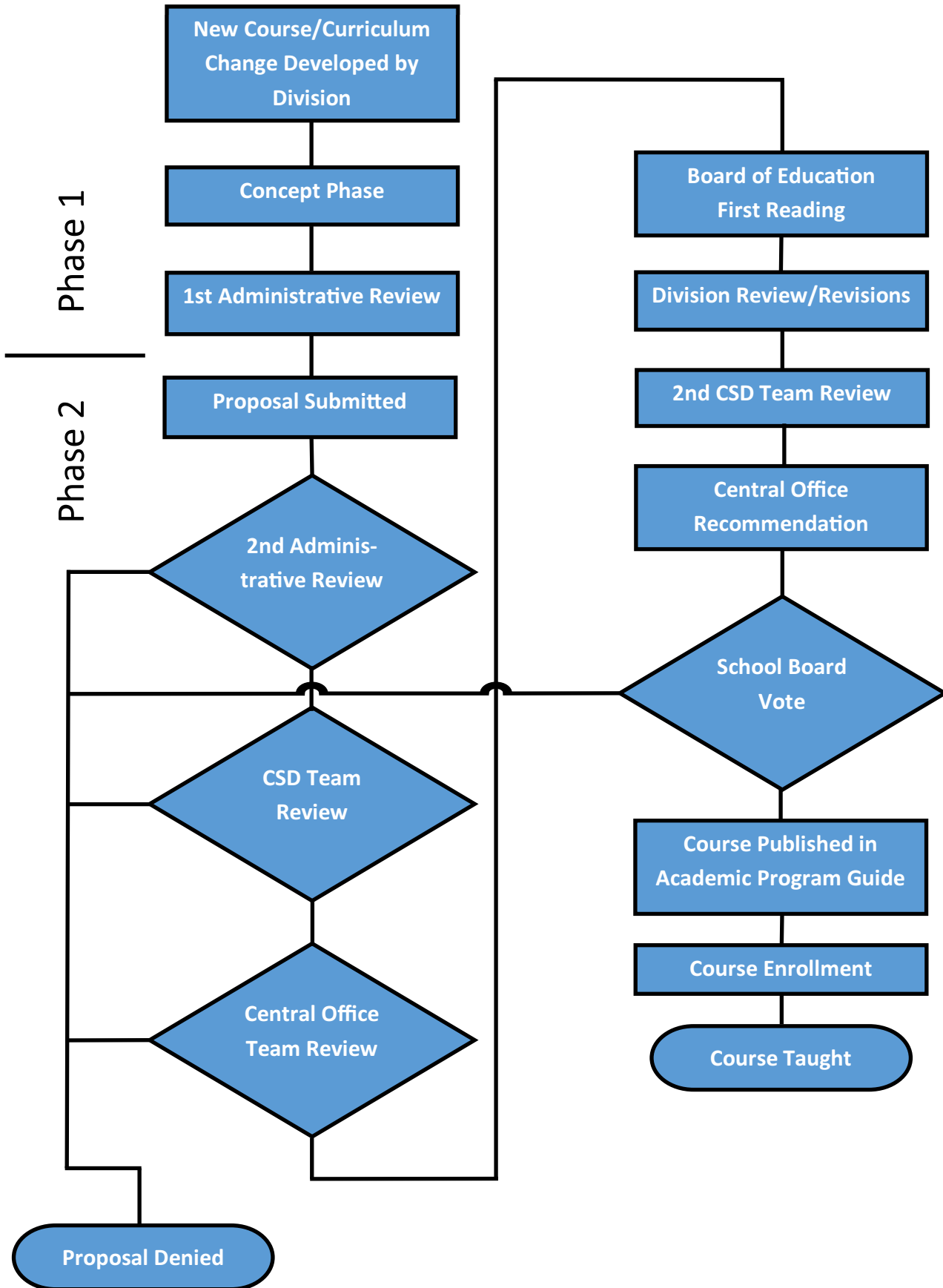
A few brief explanatory notes are also in order.

1. Proposals have been submitted from Physical Welfare (1), Special Education (1), Math Science (5), Fine Arts (1), and Language Arts (3).
2. Proposals were discussed within departments/divisions and then brought forward to the CSD Team for its consideration, debate, and vote. The CSD Team considered these proposals on September 10 and 11, 2020, with vote tallies noted in the attachment.
3. Estimated costs are included in the proposals, with the ability to obtain additional costs or impact to budget and facilities prior to a final vote.

RECOMMENDATION:

I recommend that the Board consider the 2021-2022 Curriculum Change Proposals for review and comment as submitted for first reading. No action is required by the Board at this time.

LTHS Process for New Course and Curriculum Change Proposals



2021-2022 Curriculum Proposals with CSD Team Votes

Division/Department	Course	Change	Vote
<i>Fine Arts</i>			
World Languages	Spanish for Heritage Speakers	Title	17 Ayes - 0 Nays - 3 Absent
<i>Special Education</i>			
	Social Awareness & Perspective Taking	Level Clarification	17 Ayes - 0 Nays - 3 Absent
<i>Physical Welfare</i>			
PE	Strength Training for Sophomores	New Course	19 Ayes - 0 Nays - 1 Absent
<i>Language Arts</i>			
English	English III Prep Literature & Composition	Year-long English Course	18 Ayes - 0 Nays - 1 Absent - 1 Abstain
	English IV Prep Composition	Move Comp to Senior Year	19 Ayes - 0 Nays - 1 Absent
	Multicultural American Literature	New Course	20 Ayes - 0 Nays
<i>Math/Science</i>			
Math	Financial Algebra	New Course	19 Ayes - 0 Nays - 1 Absent
	Probability & Chance	New Course	No Vote - Proposal Pulled
<i>Science</i>			
	Environmental Science	Offer as Annual Course	17 Ayes - 0 Nays - 3 Absent
	STEM Research	New Course	16 Ayes - 0 Nays - 4 Absent
	Sustainable Urban Agriculture	New Course	No Vote - Proposal Pulled

Curriculum Change Proposals for 2021-2022

Department/Division	Summary of Proposal	CSD Team Vote
FINE ARTS - World Languages		
Spanish for Heritage Speakers	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.	17 Ayes - 0 Nays - 3 Absent
SPECIAL EDUCATION		
Social Awareness & Perspective Taking	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.	17 Ayes - 0 Nays - 3 Absent
PHYSICAL WELFARE - PE		
Strength Training for Sophomores	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	19 Ayes - 0 Nays - 1 Absent
LANGUAGE ARTS - English		

<p>English III Prep Literature & Composition</p>	<p>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</p> <ol style="list-style-type: none"> 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. <p>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.</p>	<p>18 Ayes - 0 Nays - 1 Absent - 1 Abstain</p>
<p>English IV Prep Composition</p>	<p>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.</p>	<p>19 Ayes - 0 Nays - 1 Absent</p>
<p>Multicultural American Literature</p>	<p>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.</p>	<p>20 Ayes - 0 Nays</p>

MATH/SCIENCE - Math		
Financial Algebra	<p>1.Students who have failed a semester of math could take this course rather than a staggered course.</p> <p>2.Seniors who have 3 years of math credit could take a high interest math course.</p> <p>3.Having an additional algebra based course will provide students with skill development and application prior to the SAT and/or college entrance exams.</p> <p>4.Math elective available to Juniors & Seniors</p> <p>5.Uses financial concepts and real world contexts to develop Algebra skills.</p> <p>6.An alternative to a semester of Algebra II or Geometry for students that don't want to follow the traditional pathway or have struggled.</p> <p>7.This class could also be a math elective for students seeking a fourth year of mathematics.</p> <p>8.A math class based on finance could spark the interest of many students.</p>	19 Ayes - 0 Nays - 1 Absent
Probability & Chance	<p>This is a new course which will serve multiple purposes.</p> <p>1.Students who have failed a semester of math could take this course rather than a staggered course.</p> <p>2.Seniors who have 3 years of math credit could take a high interest math course.</p> <p>3.Having an additional algebra based course will provide students with skill development and application prior to the SAT and/or college entrance exams.</p> <p>4.Math elective available to Juniors & Seniors</p> <p>5.Uses games and real world contexts to develop Algebra skills.</p> <p>6.An alternative to a semester of Algebra II or Geometry for students that don't want to follow the traditional pathway or have struggled.</p> <p>7.This class could also be a math elective for students seeking a fourth year of mathematics.</p> <p>8.A math class based on games could spark the interest of many students.</p>	No Vote - Proposal Pulled
MATH/SCIENCE - Science		
Environmental Science	<p>Environmental Science is currently a ½ credit course offered both semesters. This change would allow students to take the course 1st and 2nd semester for a full credit OR take only one semester.</p>	17 Ayes - 0 Nays - 3 Absent
STEM Research	<p>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).</p>	16 Ayes - 0 Nays - 4 Absent
Sustainable Urban Agriculture	<p>Adding a high interest science elective to increase exposure to the science and engineering practices, which is in line with current Biology, Chemistry, Physics, and Mathematics concepts and methodologies. This course provides an overview of sustainable agriculture. The course will have a focus on the hands-on production of food crops. The course looks at the sustainability of food production from farm resources through the global level. Students will explore the environmental problems caused by conventional agriculture/horticulture and recognize the challenges to alternative forms of sustainable agriculture. A variety of topics such as ecological, social and economic will be discussed within the framework of sustainability.</p>	No Vote - Proposal Pulled

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

*Dual Credit University Partner: College of DuPage

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

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

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

*Dual Credit University Partner: 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:

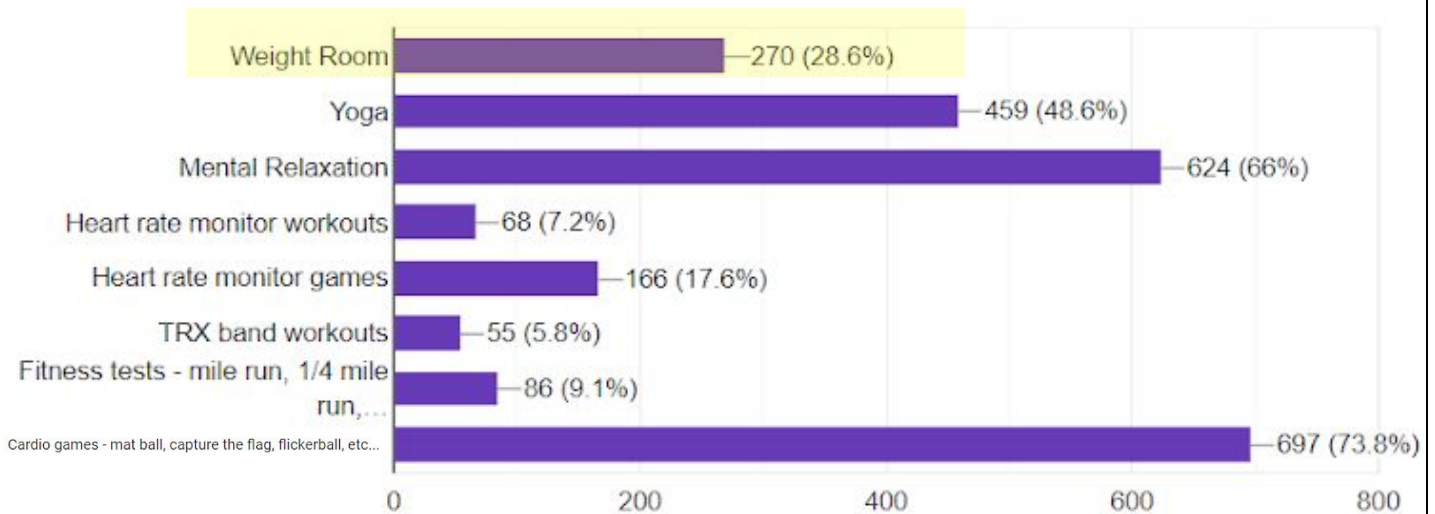
The philosophy of the Physical Education and Health Department is to fulfil the Mission Statement of Lyons Township High School which charges that our work will ...foster the full intellectual, physical, moral, and aesthetic growth of each student. The four-year required course of study will use a broad 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.

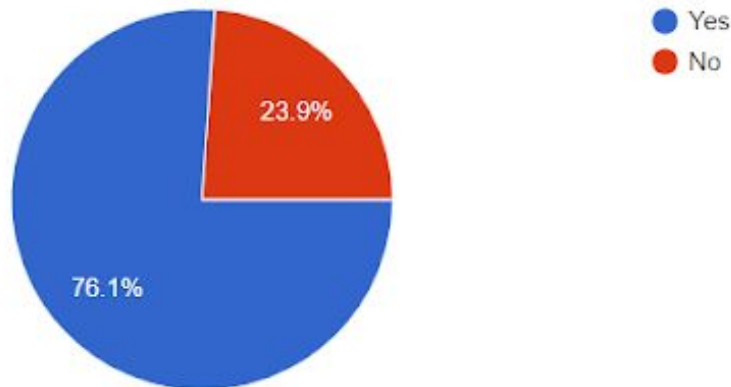
945 responses



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.

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, Neuqua 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

Movable weight rack x 2 (\$239/rack)	\$478.00
Urethane Bumper Plates – Set x 2 (\$1349/set)	\$2689.00
30 kg Olympic bars x 6 (\$289/bar)	\$1734.00

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

*Dual Credit University Partner:

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

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 narrative, 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 narrative, 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
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:

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
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)						
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Check the Appropriate Features of the New Course:

Graduation Requirement	X	North Only	X	Interdisciplinary		Summer School	
Elective Credit		South Only		Title I	X	Duplicate Credit	
Full Year		North & South		NCAA	X	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:

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
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: 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)						
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Check the Appropriate Features of the New Course:

Graduation Requirement	X	North Only	X	Interdisciplinary		Summer School	
Elective Credit		South Only		Title I	X	Duplicate Credit	
Full Year		North & South		NCAA	X	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:

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

Class sets of New Worlds of Literature: Writings from America's Many Cultures, 2nd Edition (or similar anthology)	\$45.00
Consumable - Student selected novel	\$10.00
(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 or concurrent	11, 12	III		

Concurrent Enrollment Info:

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

Graduation Requirement	x	North Only	x	Interdisciplinary		Summer School	
Elective Credit		South Only		Title I		Duplicate Credit	
Full Year		North & South		NCAA	X	Duplicate Credit Max	
Semester: 1, 2, B (oth)	B	Lab-Based		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 Juniors & Seniors
4. Uses financial concepts and real world contexts to develop Algebra skills.
5. An alternative to Pre-Calculus for students that don't want to follow the traditional pathway or have struggled.
6. This class could also be a math elective for students seeking a fourth year of mathematics.
7. 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)

See attached pages

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	\$87.75 each

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. Financial Algebra is an applications based learning approach to Algebra concepts. 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 1 & 2	.5 each sem.	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	X	North Only	x	Interdisciplinary		Summer School	
Elective Credit		South Only		Title I		Duplicate Credit	
Full Year	X	North & South		NCAA	X	Duplicate Credit Max	
Semester: 1, 2, B(oth)	B	Lab-Based	x	CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art		Dual Credit*		Online Delivery		State/Federal Change	

*Dual Credit University Partner:

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

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 course 1st and 2nd semester for a full credit OR take only one 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 the existing 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

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

<i>We would remove the level change prohibition.</i>
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Who was involved in developing this course proposal?

Adam Roubitchek Eric Nuss Kevin Murphy
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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: 1, 2, B(oth)		Lab-Based	x	CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art		Dual Credit*		Online Delivery		State/Federal Change	

*Dual Credit University Partner:

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

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 https://www.nsta.org/store/product_detail.aspx?id=10.2505/9781936137244	\$24.76 each
ISTI Mentor Program	Get Cost

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

Mostly stolen from OPRF:

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

EDWARD C. TENNANT
Director of Technology

DISTRICT OFFICE
NORTH CAMPUS
100 S. Brainard Ave.
LaGrange, IL 60525
SOUTH CAMPUS
4900 S. Willow Springs Rd.
Western Springs, IL 60558
(708) 579-6300

TO: Dr. Tim Kilrea
Board of Education
FROM: Ed Tennant 
DATE: September 13, 2020
RE: Technology Updates

INFORMATION:

School Tech Team Engagement

The fiber-optic cabling contractors referenced in the August update have submitted their project proposals after completing orientations with STT, as well as thorough site visits at the South Campus. STT is completing reviews of those project proposals, confirming adherence to design specifications and identifying value differences in the approaches and details offered by each organization.

STT also continues to identify and coordinate vendors to provide the various pieces of equipment and services needed to implement their plan for increased network capacity and performance. The evaluation of vendors to provide multiple, high-bandwidth paths to the Internet is included in these activities.

They have also begun the process of reviewing applications used by the district which are not compatible for installation/operation natively to Chromebook devices, in anticipation of recommending/implementing cloud-hosted alternatives making those applications available to Chromebook users through the Chrome browser operations.

Remote Learning Support

District technology remains vital to students' participation in remote learning. With approximately, six hundred twenty laptops loaned to LT students to start the year, and roughly two hundred seventy-five units, provided during the spring and summer terms, still in the hands of students for the fall term (with neither figure including devices provided to students as part of their IEP or 504 Plan accommodations), more than 20% of LT's students rely on devices provided by the school. Additionally, more than fifty students' families have received assistance from the district for basic Internet services. Presently, only about 10% of these families have required the secondary, T-Mobile option, not being serviceable by the primary, Comcast option.

Zoom remains the preferred solution for online class meetings and for various district teams / groups. Additional training and the enabling of Zoom authentication by way of the school-provided Google accounts is expected to combat instances of unexpected and unintended attendees joining online sessions.

Beyond the increased needs of faculty and staff operating under the remote learning model, students and parents continue to reach out to the HelpDesk and Discovery Centers for technical assistance. The district's technicians, specialists, systems administrators and Discovery Center team demonstrate immense skill and determination in identifying and implementing solutions and guiding those needing assistance through the often unfamiliar and complicated processes required to connect the multitudes of devices to myriad educational and support services, and conduct remote learning.

RECOMMENDATION:

Presented as information. No action is recommended.