



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

**Reber Center & Virtual
100 South Brainard Avenue
La Grange, Illinois 60525
Monday, October 19, 2020 - 7:30 PM**

AGENDA

The meeting will be held in person and remotely. Details to join the meeting and how to address the Board will be posted on the BOE Meeting Dates page on the District website.

- I. OPENING & ROLL CALL (7:30)**
- II. AGENDA APPROVAL/ORDER OF BUSINESS (7:30) 3**
Approval of agenda as prepared or members may request consideration of modification to the agenda. Changes will be determined by a majority of the Board.
- III. OPEN SESSION & PLEDGE (7:30)**
- IV. BOARD REORGANIZATION (7:30)**
- V. COMMUNICATIONS - Public Comment (7:35)**
- VI. STUDENT REPRESENTATIVE TO THE BOARD OF EDUCATION REPORT (Ms. Meehan) (7:40)**
- VII. SUPERINTENDENT'S DISTRICT REPORT (7:45)**
 - A. TTO Litigation Update
 - B. Miscellaneous
 - C. Monthly FOIA Report
 - D. September 16, 2020 LTCAC Meeting Consensus (Ms. Kelly) 4
- VIII. UNFINISHED BUSINESS (8:00)**
 - A. Action
 - 1. District Policy Updates (PRESS Issues 102, 103, 104, 105) - 2nd Reading (Mr. Piotrowski) 6
 - 2. 2021-2022 School Term Calendar - 2nd Reading (Mr. Eggerding) 77
 - 3. 2021-2022 Curriculum Change Proposals - 2nd Reading (Mr. Eggerding) 82
 - B. Information
 - 1. Floyd Cobb Equity Follow-Up (Dr. Kilrea)
- IX. NEW BUSINESS (8:25)**
 - A. Action
 - 1. Construction Change Order (Mr. Stachacz) 114
 - B. Information
 - 1. 2020 Summer Workshop Report (Mr. Eggerding) 116
 - 2. 2020 Summer School Report (Mr. Eggerding) 170
 - 3. 2020 AP Test Report (Mr. Eggerding, Ms. Smith) 173
 - 4. Hybrid Learning Update (Dr. Waterman, Mr. Eggerding)
 - 5. Grading Practices Update (Mr. Eggerding) 193
 - 6. Superintendent Search Update (Mr. Piotrowski)
 - 7. School Board Calendar for November 2020
- X. CONSENT AGENDA (8:55)**

A. Payment of Bills and Financial Statements (Mr. Stachacz)	
1. Lyons Township High School - Approval is requested for payment of bills within various funds	199
2. Lyons Township High School - The financial statement for the month ending September 30, 2020, is presented for Board approval	200
3. LaGrange Area Department of Special Education (LADSE) - Approval is requested for payment of bills within various funds	203
4. LaGrange Area Department of Special Education (LADSE) - The financial statement for the month ending September 30, 2020, is presented for Board approval	204
B. Human Resources (Mr. Piotrowski)	
1. LTHS Certified and/or Classified Staff Employment Recommendations	205
2. LADSE Staff Employment Recommendations	207
C. Minutes	
1. Regular Meeting - September 21, 2020	
2. Committee of the Whole - September 26, 2020	
3. Special Meeting - October 1, 2020 - Open and Closed Sessions	
4. Special Meeting - October 7, 2020	
5. Facilities/Finance Committees - October 7, 2020	
6. Curriculum Committee - October 8, 2020	
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8. Curriculum/Technology Committees - October 15, 2020	
D. Additional LTCAC Member 2020-2021 (Dr. Kilrea)	208
E. Donation to Music Department: Cello, Bow and Case (Ms. Nardi)	
F. Bid Recommendation: Wrestling Mat (Mr. Stachacz, Ms. Moran)	209
G. Disposal of Surplus Equipment (Mr. Stachacz, Ms. Moran)	210
XI. ADJOURNMENT (9:00)	

TO: Board of Education
FROM: Timothy B. Kilrea
DATE: October 19, 2020
RE: Agenda Approval/Order of Business

Suggested Motion

. . . that the Board of Education approves the agenda as presented, including the Closed Session, if applicable.

LT Community Advisory Council
Consensus of Table Discussions – September 16, 2020

Following a presentation on remote learning at LT in Quarter 1 2020-21, the Council was asked to provide both positive things and areas for improvement in remote learning. A summary of the responses appears below.

1. What are positive things about LTHS remote learning?

- a. MUCH better than spring; remote model has more clarity
- b. Wonderful job providing supplies for classes when necessary
- c. Parents able to see/participate in classes more freely; better understanding student life
- d. Counselors reaching out to students with college info
- e. Group supports the slow/staggered return to in-person learning, prioritizing certain groups
- f. Consistent model and schedule
- g. Chance for some students to hone executive functioning skills/time management
- h. Later start time positive for students (*repeated by many groups)
- i. Lion Day (Monday) allows chance for students/teachers to meet; appreciate VP time
- j. For some teachers, use of breakout room (small group or solo) in the 75 min class
- k. “No Learning on Mondays” helps to catch up
- l. Block schedule works
- m. If time is used well, delving deeper into topic
- n. Keeps kids healthy in remote setting
- o. Workload comparable to in-person
- p. Appreciated seeing what other districts are doing
- q. Appreciated openness to feedback and changes
- r. Canvas plans are helpful, easy to navigate
- s. PE is doing SEL
- t. Teachers are helpful and want kids to succeed; administration extra effort noted
- u. Grateful that arts and other “specials” are continuing in new ways
- v. No snow days

2. What are areas that need improvement?

- a. Delay/confusion on grades/assignments in Infinite Campus (is 0 missing or earned ?)
- b. Some teachers going too fast, hard to keep up
- c. 75 min is too long per class; teachers need to add in breaks
- d. Some teachers lecture 75 min – lack of interaction and engagement: hard to focus, boring
- e. Inconsistent teachers: slides don’t cover material, hard to understand; some do individual sessions and others don’t; kids need to be able to ask questions and for help
- f. Dept heads should survey on format and consistency, esp. with new grading (poor reviews)
- g. Real deficit for college applicants – late info, lists thrown at families, chaos
- h. Teachers are giving assignments on days that the class doesn’t meet
- i. PE is weird; hard to do full work out and then get back on Zoom for next class
- j. Curriculum night should have been sooner than 9-17-20 so expectations were clear
- k. Canvas is difficult for parents to navigate to help student; tutorial or slide show could help
- l. AP is breakneck speed, no breaks, long tests, huge packets of work
- m. Hard to get group discussions going on Zoom and in breakout rooms: some not working and too slow to get there, so place info⁴ breakout during a quick stretch break

- n. Technology-related challenges
- o. Anxiety and stress over tests/quizzes that are only parts for grade now
- p. Not enough time for lunch on Gold and Blue days (sometimes only 20 min); 5 min between remote classes not enough time
- q. Confusion about transitioning to hybrid model and then potentially returning to remote fully
- r. Counselors/staff should be reaching out for wellness checks; SEL from them and in class
- s. Professional development for teachers to avoid Zoom burnout
- t. Assumption that students learned concepts in spring remote learning to build upon; didn't happen
- u. Adapting to online testing – can't go back and check work
- v. Some teachers spending unnecessary time on student attire with hoods/hats

3. **Additional questions/thoughts**

- a. Is D102 saliva testing something LT should follow?
- b. When students return, what is plan for those (teachers/faculty) exposed or symptomatic and can't come to school? Plan in advance and communicate to all
- c. Parents would like to support teachers by knowing the expectations better
- d. Clarification on attendance for each class related to tardy, OK to sign off, OK to turn video off
- e. Recording teacher or providing notes on Canvas for review for all learning types
- f. Teachers reaching out to students who are struggling
- g. Teachers should audio check periodically, how to screen share
- h. Clarify grading and communicating that system
- i. Create mindful SEL Google classrooms with meditation, mindfulness, or fun breaks
- j. Record lessons so student can return to it – 3 days on Cloud and auto delete?
- k. Blue light blocking glasses – would they help?
- l. Send digital notes after class (some do)
- m. If student doesn't have printer (for math printing), how to turn assignment in? OK to scan? Give info on scan apps
- n. Creative outlets to keep students engaged – how can we make sure students are engaged and not losing confidence
- o. Canvas tutorial for parents
- p. Chance for counselor/teacher time after remote learning day ends?

LYONS TOWNSHIP HIGH SCHOOL



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EDWARD M. PIOTROWSKI
Director of Human Resources

TO: Board of Education

FROM: Edward M. Piotrowski, Director of Human Resources

DATE: October 19, 2020

RE: District Policy Updates (PRESS Issues 102, 103, 104 and 105) – 2nd Reading

The District maintains its policies through the PRESS service provided by the Illinois Association of School Boards (IASB). We recently received several PRESS updates, and recommendations are outlined below. All policies to be reviewed are attached to this memorandum.

Section 1. The following policies include changes that are administrative in nature, including updates to legal references, terminology or the addition of new language as a result of amendments to existing laws. Such updates should not affect how the policies are interpreted.

Policy 6:300, Graduation Requirements: Language updates effective June 1, 2020, include the requirement that students complete a FAFSA application or ISBE waiver form to graduate. Note this policy was presented for a first reading in December 2019 and a second reading was held pending ISBE's implementation of the FAFSA Nonparticipation Form. A copy of the form is included with this memo for information purposes and is not made part of the policy. (PRESS 102)

Policy 2:125, Board Member Compensation; Expenses: The policy is updated in response to the Grant Accountability and Transparency Act. (PRESS 103)

Policy 5:60, Expenses: The policy is updated in response to the Grant Accountability and Transparency Act. (PRESS 103)

Policy 5:150, Personnel Records: Legal references are updated in response to the Freedom of Information Act. (PRESS 103)

Policy 8:110, Public Suggestions and Concerns: Legal references are updated in response to the Illinois Educational Labor Relations Act. (PRESS 103)

Policy 2:220, School Board Meeting Procedure: The policy and legal references are updated in response to amendments to the Open Meetings Act that allows participation of a quorum by audio or video during the issuance by the IDPH of a disaster declaration related to a public health emergency. (PRESS 104)

Policy 7:40, Nonpublic School Students: The policy is unchanged. Cross references are updated in response to a five-year review. (PRESS 104)

Policy 7:340, Student Records: Cross references are updated to include new Policy 7:345 (discussed below). (PRESS 104)

Policy 5:220, Substitute Teachers: Policy is updated to extend until June 30, 2021 the limit of days/hours a TRS annuitant can work as a substitute teacher in a school year. (PRESS 105)

Section 2. The following policies have been reviewed by our legal counsel, and the recommendations provided are excerpted from the September 4, 2020, memorandum provided by counsel.

Policy 7:90, Release During School Hours (PRESS 103): We recommend inclusion of the optional “voting” language so that the community has notice both of students’ right to the excusal and to the District’s ability to designate the appropriate times. For clarity, we recommend rephrasing the addition to state: “Any student entitled to vote in a general, primary, or special election or any election at which propositions are submitted to a popular vote in Illinois may be absent from school for a period of two hours during the school day to vote beginning the 15th day before such an election through the day of the election. The Superintendent or designee shall specify the hours during which eligible students may be absent to vote.” We also recommend adding the same language to the student handbook.

Policy 4:180, Pandemic Preparedness; Management; and Recovery (PRESS 104): The recommended revisions on the attached redlined version of the policy are as follows:

- The recommended change to the introductory paragraph more narrowly frames the District’s role in a pandemic.
- The recommended change to the second paragraph more closely follows the CDC definition of pandemic.
- The recommended change to the third paragraph focuses the expectation of the Superintendent or designee to learn about how the levels of government impact the District.
- The section “Board Meeting Procedure” refers to Policy 2:220 governing board meetings by video or audio conference without the physical presence of a quorum. (Note this policy is updated as outlined in Section 1, above.)

Policy 7:345, Protection of Student Personal Information Online (PRESS 104): This is a new policy to comply with amendments to the Student Online Personal Protection Act (SOPPA), which go into effect on July 1, 2021.

Section 3. The following policies relate to recent amendments to Title IX regulations (PRESS 105):

Policy 2:265, Title IX Sexual Harassment Grievance Procedure: This is a new policy to comply with Title IX implementing regulations. It is also recommended the administration review corresponding procedures to assist with implementation of this policy and compliance with new Title IX rules.

The following policies were reviewed by legal counsel and recommended changes incorporate new Policy 2:265 noted above and align to Title IX implementing regulations.

- **Policy 5:20, Workplace Harassment Prohibited**
- **Policy 7:20, Harassment of Students Prohibited**

In addition, the following policies are updated with minor language changes and references related to new Policy 2:265 noted above:

- **Policy 2:260, Uniform Grievance Procedure**
- **Policy 5:10, Equal Employment Opportunity and Minority Recruitment**
- **Policy 5:100, Staff Development Program**
- **Policy 7:10, Equal Educational Opportunities**
- **Policy 7:180, Prevention of and Response to Bullying, Intimidation and Harassment**
- **Policy 7:185, Teen Dating Violence Prohibited**

RECOMMENDATION

We recommend the District policies listed above and attached to this memorandum be adopted as presented.

Document Status: Draft Update

INSTRUCTION

6:300 Graduation Requirements

To graduate from high school, unless otherwise exempted, each student is responsible for:

1. Completing all District graduation requirements that are in addition to the State requirements.
2. Completing all courses as provided in the School Code, [105 ILCS 5/27-22](#).
3. Completing all minimum requirements for graduation as specified by Illinois State Board of Education rule, [23 Ill.Admin.Code §1.440](#).
4. Passing an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance. Beginning with the class of 2020, successful completion of the state civics coursework requirement will substitute for the examination.
5. Participating in State assessments that are required for graduation by the School Code, 105 ILCS 5/2-3.64a-5(c).
6. Beginning with the 2020-2021 school year, filing one of the following: (1) a Free Application for Federal Student Aid (FAFSA) with the U.S. Dept. of Education, (2) an application for State financial aid, or (3) an Ill. State Board of Education (ISBE) waiver form indicating that the student understands what these aid opportunities are and has chosen not to file an application. If the student is not at least 18 years of age or legally emancipated, the student's parent/guardian must file one of these documents on the student's behalf.

A student is exempt from this requirement if: (1) the student is unable to file a financial aid application or an ISBE waiver due to extenuating circumstances, (2) the Building Principal attests the District made a good faith effort to assist the student or the student's parent/guardian with filing a financial aid application or an ISBE waiver form, and (3) the student has met all other graduation requirements. [PRESSPlus1](#)

The Superintendent or designee is responsible for:

1. Maintaining a description of all course offerings that comply with the above graduation requirements.
2. Notifying students and their parents/guardians of graduation requirements.
3. Developing the criteria for #4 above.
4. Complying with State law requirements for students who transfer during their senior year because their parent(s)/guardian(s) are on active military duty. This includes making reasonable adjustments to ensure graduation if possible, or efforts to ensure that the original (transferor) school district issues the student a diploma.
5. Taking all other actions needed or necessary to implement this policy.

As a requirement for graduation and the granting of a diploma from Lyons Township High School, each student must earn twenty three (23) Carnegie Unit credits and successfully complete the following courses.

Prior to the Class of 2020

Subject Area/Course	Required Credits (Prior to the Class of 2020)
Consumer Education	1/2 (.5)
Creative Arts ¹	1 (1.0)
Driver Education ²	1/2 (.5)
English	4 (4.0)
Health Education	⁹ 1/2 (.5)

Mathematics	3 (3.0)
Physical Education	3 1/2 (3.5)
Practical Arts ³	1 (1.0)
Science	2 (2.0)
United States History 1 (1.0)	1 (1.0)
World History 1 (1.0)	1 (1.0)
Other Social Studies	1/2 (.5)
Electives	4 1/2 (4.5)
TOTAL 23 (23.0)	

Beginning with the Class of 2020

Subject Area/Course	Required Credits (Beginning with the Class of 2020)
Consumer Education	1/2 (.5)
Creative Arts ⁴	1 (1.0)
Driver Education ⁵	1/2 (.5)
English	4 (4.0)
Health Education	1/2 (.5)
Mathematics	3 (3.0)
Physical Education	3 1/2 (3.5)
Science	2 (2.0)
United States History	1 (1.0)
The change to creative and practical arts is indicated here. Civics has also replaced the "Other Social Studies" elective from the adjacent column.	
World History 1 (1.0)	1 (1.0)
Civics	1/2 (.5)
Creative Arts	>1 (1.0) ⁶
The change to creative and practical arts is indicated here. Civics has also replaced the "Other Social Studies" elective from the adjacent column.	
Practical Arts ⁷	
Additional Electives	10 5 1/2 (5.5)
TOTAL 23 (23.0)	

In addition to twenty three (23) Carnegie Unit credits required for graduation, each student must earn u-passing grade on a test covering the Constitutions of the State of Illinois and the United States or, beginning with the class of 2020, pass the designated civics course. Each student is also required to participate in any mandated State assessments.

Early Graduation

The Superintendent or designee shall implement procedures for students to graduate early, provided they finish seven semesters of high school and meet all graduation requirements.

Certificate of Completion

A student with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the student's four years of high school, qualifies for a certificate of completion after the student has completed four years of high school. The student is encouraged to participate in the graduation ceremony of his or her high school graduation class. The Superintendent or designee shall provide timely written notice of this requirement to children with disabilities and their parents/guardians.

Veterans of World War II, the Korean Conflict, or the Vietnam Conflict Service Member Diploma PRESSPlus2

Upon application, The District will award a diploma to a service member who was killed in action while performing active military duty with the U.S. Armed Forces or an honorably discharged veteran of World War II, the Korean Conflict, or the Vietnam Conflict will be awarded a diploma, provided that he or she (1) resided within an area currently within the District at the time he or she left high school, (2) left high school before graduating in order to serve in the U.S. Armed Forces, and (3) has not received a high school diploma.

LEGAL REF.:

[105 ILCS 5/2-3.64a-5, 5/22-27, 5/27-3, 5/27-22, and 5/27-22.10.](#)

[105 ILCS 70/](#), Educational Opportunity for Military Children Act.

[23 Ill.Admin.Code §1.440.](#)

CROSS REF.: 6:30 (Organization of Instruction), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 6:320 (High School Credit for Proficiency), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

Adopted: May 21, 2018

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/22-85 (final citation pending), added by P.A. 101-180, eff. 6-1-20. See 6:300-E3, *Form for Exemption from Financial Aid Application Completion*, available at PRESS Online by logging in at www.iasb.com. **Issue 102, October 2019**

PRESSPlus 2. Optional. 105 ILCS 5/22-27, amended by P.A. 101-131. See 6:300-E1, *Application for a Diploma for a Service Member Killed in Action or for Veterans of WWII, the Korean Conflict, or the Vietnam Conflict*, available at PRESS Online by logging in at www.iasb.com. **Issue 102, October 2019**

PRESS Footnotes

- ¹Creative Arts: one (1) credit selected from Music, Visual Arts, Speech/Theatre, and/or Dance Studies.
- ²Driver Education: per State law, only the classroom phase must be passed. If a student satisfies the Driver Education requirement through an approved, off-site program, then this requirement and 1/2 (.5) credit requirement will have been deemed waived.
- ³Practical Arts: one (1) credit selected from Family and Consumer Sciences, Applied Technology, and/or Business

Education.

4. ¹Creative Arts: one (1) credit selected from Music, Visual Arts, Speech/Theatre, and/or Dance Studies.
5. ²Driver Education: per State law, only the classroom phase must be passed. If a student satisfies the Driver Education requirement through an approved, off-site program, then this requirement and 1/2 (.5) credit requirement will have been deemed waived.
6. ⁴Beginning with the class of 2020, students must choose 1 Carnegie Unit from a pool of designated creative and practical arts courses.
7. ³Practical Arts: one (1) credit selected from Family and Consumer Sciences, Applied Technology, and/or Business Education.



Illinois State Board of Education

FAFSA Nonparticipation Form

Starting in school year 2020-21, to receive a diploma from a public high school a student must complete the Free Application for Federal Student Aid (FAFSA)¹ or, if applicable, the Alternative Application for Illinois Financial Aid². Local school district staff must provide support and assistance to students and parents/guardians in the application process. Additional assistance with completing an application is available from the Illinois Student Assistance Commission³.

Alternatively, a parent/guardian must file a waiver if they choose to opt a child out of this graduation requirement by completing this Nonparticipation form; students who are at least 18 years of age or legally emancipated may complete the form themselves. If you wish to opt yourself or your student out of the Financial Aid Application graduation requirement, please complete this form and return it to your local high school counselor by the date established at your local school district.

School Name:	
School District Name:	
Student Name:	Birth Date:
Parent or Legal Guardian Name:	
Home Address:	City, State, & Zip:
Phone Number:	Email:

I have read the information on the reverse, I understand what the FAFSA and Alternative Application for Illinois Financial Aid are, and I choose not to submit a completed financial aid application. I certify that I am the parent or legal guardian of the student listed above, or I am the student and I am either at least 18 years of age, or a legally emancipated minor.

Please check here if you agree to the statement in bold above: Yes

Print Name:	Date:
Signature:	

¹ Illinois School Code (105 ILCS 5/22-85)

² **Most students should file the FAFSA (fafsa.gov).** For details on who is eligible to file the Alternative Application, see <https://www.isac.org/students/before-college/financial-aid-planning/retention-of-illinois-rise-act/>

³ See <https://www.isac.org/students/> for more resources

Frequently Asked Questions about the Free Application for Federal Student Aid (FAFSA™)

“What is the FAFSA?” The Free Application for Federal Student Aid (FAFSA) is the online application that allows a student to apply simultaneously for federal student aid (including the Pell Grant, work-study opportunities, and federal student loans) and the Illinois Monetary Award Program (MAP) grant. Many colleges and universities use it for their aid programs, too. The Alternative Application for Illinois Financial Aid is a similar application that provides a path for some students who do not qualify for federal aid to apply for state and school-funded assistance. The maximum state MAP grant for the 2020-21 school year is \$5,340. The maximum federal Pell grant for the 2020-21 school year is \$6,345.

“Isn’t the application too long and difficult to complete?” Most applicants complete the FAFSA in about 30 minutes. If you have questions, talk to your school counselor. Help is also available for FREE from the Illinois Student Assistance Commission (studentportal.isac.org).

“If I want to learn a trade, can the FAFSA still be of assistance to me?” The FAFSA isn’t just for associate’s or bachelor’s degree programs! Students can receive need-based Pell grants, federal student loans, and other federal student aid for technical, trade, and vocational programs at community colleges and at many other schools and training programs. Students can check with the school they want to attend or use the federal government’s online College Navigator tool to find out which institutions participate in the programs: <https://nces.ed.gov/collegenavigator/>

“Does my family make too much money to benefit from the FAFSA?” Financial aid is left on the table every year by students who didn’t apply because they erroneously thought they were ineligible. You really don’t know until you apply! Income and assets are factors in determining your eligibility, but so are things like the number of students in the family who are in school and the age of the parent(s). For students from families that **do** make too much to qualify for need-based grant aid, the FAFSA can still be helpful, since it’s needed for work-study, an AIM HIGH grant from one of our public universities, or a federal student loan (usually at competitive rates and with more borrower protections than private loans, including options for income-based repayment and forgiveness programs for some careers). Your college may offer aid based on your FAFSA info too, and your eligibility may be different depending on your school. Additionally, some scholarship programs use information from the FAFSA as part of the application process. As most financial aid is awarded in date order based on FAFSA filing date, it is a very good idea to complete the FAFSA as early as possible. This “place in line” can be used for opportunities that come up later, and also can be used if family financial circumstances suddenly change.

“What if I don’t want a student loan?” Filing the application **doesn’t** commit you to anything. You’ll just find out whether you might be eligible for aid!

“How is FAFSA data protected?” I don’t want my information sold, and I don’t want my school to have it.” By law, your personally identifiable Information (PII) in the FAFSA can only be used in furtherance of administering financial aid, including research. Although your high school will know whether you completed the FAFSA, it will not have access to the information that you provide on your FAFSA.

“If I choose to file an application, how will I know that my application is complete?” Once you submit the FAFSA or the Alternative Application for Illinois Financial Aid, you will receive a confirmation of receipt at the email address you provided in the application. This will allow you to demonstrate that you’ve met the requirement of filing an application even if there are circumstances that will need to be addressed with the college/university’s financial aid office later.

Document Status: Draft Update

SECTION 2 -BOARD OF EDUCATION

2:125 Board Member Expenses

Board Member Compensation Prohibited

Board of Education members provide volunteer service to the community and may not receive compensation for services, except that a Board member serving as the Board Secretary may be paid an amount up to the statutory limit if the Board so provides.

Roll Call Vote

All Board member expense requests for travel, meals, and/or lodging must be approved by roll call vote at an open meeting of the Board.

Regulation of School District Expenses

The Board regulates the reimbursement of all travel, meal, and lodging expenses in the District by resolution. No later than approval of the annual budget and when necessary, the Superintendent will recommend a maximum allowable reimbursement amount for expenses to be included in the resolution. The recommended amount should be based upon the District's budget and other financial considerations.

Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the Board member, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event.

Exceeding the Maximum Allowable Reimbursement Amount(s)

All requests for expense advancements, reimbursements, and/or purchase orders that exceed the maximum allowable reimbursement amount set by the Board may only be approved by it when:

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.

Advancements

The Board may advance to its members actual and necessary expenses to be incurred while attending:

1. Meetings sponsored by the Illinois State Board of Education or by the appropriate Intermediate Service Center;
2. County or regional meetings and the annual meeting sponsored by any school board association complying with [Article 23](#) of the School Code; and
3. Meetings sponsored by a national organization in the field of public school education.

Expense advancement requests must be submitted to the Superintendent or designee on the Board's standardized estimated expense approval form. After spending expense advancements, Board members must use the Board's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts. A Board member must return to the District any portion of an expense advancement not used. If an expense advancement is not requested, expense reimbursements may be issued by the Board to its members for the activities listed in numbers one through three, above, along with registration fees or tuition for a course(s) that allowed compliance with the mandatory trainings described in policy 2:120, *Board Member Development* and other professional development opportunities that are encouraged by the School Code (see the **Reimbursements and Purchase Orders** subhead, below). Expense advancements and vouchers shall be presented to the Board in its regular bill process.

Reimbursements and Purchase Orders

Expense reimbursement is not guaranteed and, when possible, Board members should seek pre-approval of expenses by providing an estimation of expenses on the Board's standardized estimated expense approval form, except in situations when the expense is diminutive. When pre-approval is not sought, Board members must seek reimbursement on the Board's standardized expense reimbursement form. Expense reimbursements and purchase orders shall be presented to the Board in

its regular bill process.

Credit and Procurement Cards

Credit and procurement cards shall not be issued to Board members.

Standardized Expense Form(s) Required

All requests for expense advancement, reimbursement, and/or purchase orders in the District must be submitted on the appropriate itemized, signed standardized form(s). The form(s) must show the following information:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and office of the Board member who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense advancement or reimbursement will be or was expended.
4. The nature of the official business conducted when the expense advancement or reimbursement will be or was expended.

Types of Official Business for Expense Advancements, Reimbursements, and Purchase Orders

1. Registration. When possible, registration fees will be paid by the District in advance.
2. Travel. The least expensive method of travel will be used, providing that no hardship will be caused to the Board member. Board members will be reimbursed for:
 - a. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Fees for the first checked bag will be reimbursed. Copies of airline tickets and baggage receipts must be attached to the expense form. Q1
 - b. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
 - c. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
 - d. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
 - e. Taxis, airport limousines, ride sharing, or other local transportation costs.
3. Meals. Meals charged to the School District should represent mid-fare selections for the hotel/meeting facility or general area, consistent with the maximum allowable reimbursement amount set by the Board. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.
4. Lodging. Board members should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Board members should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.
5. Miscellaneous Expenses. Board members may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

Additional Requirements for Travel Expenses Charged to Federal and State Grants [PRESSPlus1](#)

All Board member expenses for travel charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act (30 ILCS 708/) must comply with Board policy 5:60, Expenses, and its implementing procedures. Travel expenses include costs for transportation, lodging, meals, and related items.

LEGAL REF.:

105 ILCS 5/10-20 and 5/10-22.32.

30 ILCS 708/ Government Accountability and Transparency Act

Local Government Travel Expense Control Act, 50 ILCS 150/ Local Government Travel Expense Control Act

CROSS REF.: 2:100 (Board Member Conflict of Interest), 2:120 (Board Member Development), 2:240 (Board Policy Development), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards), 5:60 (Expenses)

ADOPTED: February 20, 2018

Questions and Answers:

***Required Question 1. This optional language reflects the standard for expenses permitted for federal and State grants. 41 C.F.R. §301-12.2.

Does the Board reimburse baggage fees?

- Yes (default)
 - No (IASB will remove the sentence regarding checked bag reimbursement and the text "and baggage receipts.")
-

PRESSPlus Comments

PRESSPlus 1. Required by the Grant Accountability and Transparency Act (GATA), 30 ILCS 708/130. Boards are required to follow this subhead, policy 5:60's subhead Additional Requirements for Travel Expenses Charged to Federal and State Grants, and 5:60-AP (available at PRESS Online by logging in at www.iasb.com) when they use grant money to reimburse Board member travel expenses charged to federal pass-through grants and State grants covered by GATA.

Federal travel regulations state that requests for authorization for actual expense reimbursement should be made *in advance* of travel. 2 C.F.R. §301-11.302. 2:125-E2, *Board Member Estimated Expense Approval Form*, can be used as a form for pre-approval. See policy 5:60 and the **PRESS** Update Memo for more information.

Issue 103, March 2020

Document Status: Draft Update

General Personnel

5:60 Expenses

The Board regulates the reimbursement of all travel, meal, and lodging expenses by resolution. Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the employee, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event. The District is not responsible for losses due to an employee's own negligence, losses due to normal wear, or losses due to theft, unless the theft was a result of the District's negligence. Employees must submit the appropriate itemized, signed, standardized form(s) to support any requests for expense advancements, reimbursements, or purchase orders that show the following:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and title of the employee who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense advancement, reimbursement, or purchase order will be or was expended.
4. The nature of the official business conducted when the expense advancement, reimbursement, or purchase order will be or was expended.

Advancements

The Superintendent may advance expenses to teachers and other licensed employees for the anticipated actual and necessary expenses to be incurred while attending meetings that are related to their duties and will contribute to their professional development, provided they fall below the maximum allowed in the Board's expense regulations.

Expense advancement requests must be submitted to the Superintendent or designee on the District's standardized estimated expense approval form for employees. After spending expense advancements, employees must use the District's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts. Any portion of an expense advancement not used must be returned to the District. Expense advancements and vouchers shall be presented to the Board in its regular bill process.

Reimbursements and Purchase Orders

Expense reimbursements and purchase orders may be issued by the Superintendent or designee to employees, along with other expenses necessary for the performance of their duties, provided the expenses fall below the maximum allowed in the Board's expense regulations.

Expense reimbursements and purchase order approvals are not guaranteed and, when possible, employees should seek pre-approval of expenses by providing an estimation of expenses on the District's standardized estimated expense approval form for employees, except in situations when the expense is diminutive. When pre-approval is not sought, employees must seek reimbursement on the District's standardized expense reimbursement form for employees. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

Use of Credit and Procurement Cards

Credit and procurement card usage is governed by policy 4:55, *Use of Credit and Procurement Cards*.

Exceeding the Maximum Allowable Expense Amount(s)

All requests for expense advancements, reimbursements, and purchase orders exceeding the maximum allowed in the Board's expense regulations may only be approved when:

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.

Registration

When possible, registration fees will be paid by the District in advance.

Travel

The least expensive method of travel will be used, provided that no hardship will be caused to the employee. Employees will be reimbursed for:

1. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Fees for the first checked bag will be reimbursed. Copies of airline tickets and baggage receipts must be attached to the expense form. Q1
2. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
3. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
4. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
5. Taxis, airport limousines, ride sharing services, or other local transportation costs.

Meals

Meals charged to the District should represent mid-fare selections for the hotel/meeting facility or general area. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.

Lodging

Employees should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Employees should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.

Miscellaneous Expenses

Employees may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

Additional Requirements for Travel Expenses Charged to Federal and State Grants [PRESSPlus1](#)

All grant-related travel expenses must be pre-approved by the Superintendent or designee.

Expenses for travel, including expenses for transportation, lodging, meals, and related items incurred by employees and charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act (30 ILCS 708) must also meet the following requirements:

1. The participation of the employee is necessary to the award, and the costs are specifically related to the award.
2. Expenses must be permissible under the terms and conditions of the award.
3. Expenses must be reasonable and consistent with this policy.
4. The Board does not reimburse actual expenses or pay a per diem allowance unless the employee is on official travel status for more than 12 hours. However, employees remain eligible for mileage reimbursement (minus regular commuting mileage/costs) and other transportation expenses if on travel status less than 12 hours.
5. Expenses may be charged based on an actual cost basis or on a per diem basis in lieu of actual costs incurred; however, only one method may be applied per trip.
6. Commercial airfare costs in excess of the least expensive coach or economy class are prohibited except when such accommodations would: (1) require circuitous routing; (2) require travel during unreasonable hours; (3) excessively prolong travel; (4) result in additional costs that would offset transportation savings; or (5) offer accommodations not reasonably adequate for the traveler's medical needs. Qualifying circumstances must be explained on the expense form, and Board approval of the additional expense is required.
7. Per diem rates and actual reimbursement amounts for mileage, meals, and lodging may not exceed the rates established by the Governor's Travel Control Board or federal travel regulations, whichever is less. These limits do not apply when: (1) an employee stays in the lowest-priced room available at or near a hotel where a conference or seminar is located or in accommodations arranged by the conference/seminar organization, or (2) lodging at or below the established rate is unavailable. In those cases, the employee will be reimbursed for actual lodging expenses with prior approval, but in no case will the reimbursement exceed 300% of the applicable maximum per diem rate. If a conference fee includes a meal, the meal or per diem allowance will be reduced by the actual value of the meal or the applicable meal allowance.

whichever is less.

8. Employees must use the least expensive compact car available when using a rental car for travel, unless an exception is approved. The Board does not reimburse employees for collision damage waiver or theft insurance.
9. The Board will reimburse travel expenses not chargeable to an award from other District funds consistent with this policy.

LEGAL REF.:

2 C.F.R. §200.474.

30 ILCS 708/130. Grant Accountability and Transparency Act.

50 ILCS 150/ Local Government Travel Expense Control Act.

105 ILCS 5/10-22.32.

820 ILCS 115/9.5. Ill. Wage Payment and Collection Act.

CROSS REF.: 2:125 (Board Member Compensation; Expenses), 2:240 (Board Policy Development), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards)

Adopted: February 19, 2019

Questions and Answers:

***Required Question 1. This optional language reflects the standard for expenses permitted for federal and State grants. 41 C.F.R. §301-12.2.

Does the Board reimburse baggage fees?

Yes (default)

No (IASB will remove the sentence regarding checked bag reimbursement and the text "and baggage receipts.")

PRESSPlus Comments

PRESSPlus 1. Required by the Grant Accountability and Transparency Act, 30 ILCS 708/130. Boards are required to follow this subhead and 5:60-AP (available at PRESS Online by logging in at www.iasb.com) when they use grant money to reimburse employee travel expenses charged to federal pass-through grants and State grants covered by GATA.

Federal travel regulations state that requests for authorization for actual expense reimbursement should be made *in advance* of travel. 2 C.F.R. §301-11.302. 5:60-E2, *Board Member Estimated Expense Approval Form*, can be used as a form for pre-approval. See the footnotes of policy 5:60, available at PRESS Online by logging in at www.iasb.com, and the PRESS Update Memo for more information.

Issue 103, March 2020

Document Status: Draft Update

General Personnel

5:150 Personnel Records

The Superintendent or designee shall manage the maintenance of personnel records in accordance with State and federal law and School Board policy. Records, as determined by the Superintendent, are retained for all employment applicants, employees, and former employees given the need for the District to document employment-related Decisions, evaluate program and staff effectiveness, and comply with government recordkeeping and reporting requirements. Personnel records shall be maintained in the District's administrative office, under the Superintendent's direct supervision.

Access to personnel records is available as follows:

1. An employee will be given access to his or her personnel records according to State law and guidelines developed by the Superintendent.
2. An employee's supervisor or other management employee who has an employment or business-related reason to inspect the record is authorized to have access.
3. Anyone having the respective employee's written consent may have access.
4. Access will be granted to anyone authorized by State or federal law to have access.

All other requests for access to personnel information are governed by Board policy 2:250, *Access to District Public Records*.

An employee will be given access to his or her personnel records according to State law and guidelines developed by the Superintendent. No one else may have access to an employee's personnel files and personal information except for: (1) a supervisor or management employee who has an employment or business-related reason to inspect the record, or (2) anyone who has the employee's written consent.

LEGAL REF.:

~~325 ILCS 5/4. Abused and Neglected Child Reporting Act.~~ [PRESSPlus1](#)

~~745 ILCS 46/10. Employment Record Disclosure Act.~~

~~820 ILCS 40/. Personal Record Review Act.~~

[23 Ill.Admin.Code §1.660.](#)

CROSS REF.: 2:250 (Access to District Public Records), 7:340 (Student Records)

~~ADOPTED: January 21, 2014~~

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 103, March 2020**

Document Status: Draft Update

COMMUNITY RELATIONS

8:110 Public Suggestions and Concerns

The Superintendent shall be responsible for establishing procedures for responding promptly to questions and concerns by the public. The procedures shall include, but not be limited to, the identification of resource personnel whom citizens can call for the prompt answering of questions and the resolution of problems and a procedure for the resolution of questions and concerns when informal methods are not productive.

LEGAL REF.: [PRESSPlus1](#)

115 ILCS 5/14(c-5). III. Educational Labor Relations Act.

CROSS REF.: 2:140 (Communications To and From the Board), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), 2:260 (Uniform Grievance Procedure), 3:30 (Chain of Command), 6:260 (Complaints About Curriculum, Instructional Materials and Programs), 8:10 (Connection with the Community)

ADOPTED: January 21, 2014

PRESSPlus Comments

PRESSPlus 1. The Legal References have been updated. **Issue 103, March 2020**

Document Status: Draft Update

SECTION 2 -BOARD OF EDUCATION

2:220 Board of Education Meeting Procedure

Agenda

The Board of Education President is responsible for focusing the Board meeting agendas on appropriate content. The Superintendent shall prepare agendas in consultation with the Board President. The agenda must set forth the general subject matter of any resolution or ordinance that will be the subject of final action at the meeting. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require extensive discussion before Board action. Upon the request of any Board member, an item will be withdrawn from the consent agenda and placed on the regular agenda for independent consideration.

Any Board member may submit suggested agenda items to the Board President for his or her consideration. Items may be added to the agenda at the beginning of a regular meeting; no action will be taken on such items.

The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each Board member at least 48 hours before each meeting, except a meeting held in the event of an emergency. The meeting agenda shall be posted in accordance with Board policy 2:200, *Types of Board of Education Meetings*.

The Board President shall determine the order of business at regular Board meetings. Upon consent of a majority of members present, the order of business at any meeting may be changed.

Voting Method

Unless otherwise provided by law, when a vote is taken upon any measure before the Board, with a quorum being present, a majority of the votes cast shall determine its outcome. . A vote of "abstain" or "present," or a vote other than "yes" or "no," or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of "abstain" or "present," or a vote other than "yea" or "nay," or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law. The sequence for casting votes is rotated.

On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote shall be taken and entered in the Board's minutes. An individual Board member may request that a roll call vote be taken on any other matter; the President or other presiding officer may approve or deny the request but a denial is subject to being overturned by a majority vote of the members present.

Minutes

The Recording Secretary shall keep written minutes of all Board meetings (whether open or closed), which shall be signed by the President and the Secretary. The minutes include:

1. The meeting's date, time, and place;
2. Board members recorded as either present or absent;
3. A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;
4. On all matters requiring a roll call vote, a record of who voted "yes" and "no";
5. If the meeting is adjourned to another date, the time and place of the adjourned meeting;
6. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act (OMA) authorizing the closed meeting;
7. A record of all motions, including individuals making and seconding motions;
8. The type of meeting, including any notices and, if a reconvened meeting, the original meeting's date.

The minutes shall be submitted to the Board for approval or modification at its next regularly scheduled open meeting. Minutes for open meetings must be approved within 30 days after the meeting or at the second subsequent regular meeting, whichever is later.

At least semi-annually in an open meeting, the Board: (1) reviews minutes from all closed meetings that are currently unavailable for public release, and (2) decides which, if any, no longer require confidential treatment and are available for public inspection. The Board may meet in a prior closed session to review the minutes from closed meetings that are currently unavailable for

public release.

The Board's meeting minutes must be submitted to the Board Treasurer at such times as the Treasurer may require.

The official minutes are in the custody of the Board Secretary. Open meeting minutes are available for inspection during regular office hours within 10 days after the Board's approval; they may be inspected in the District's main office, in the presence of the Secretary, the Superintendent or designee, or any Board member.

Minutes from closed meetings are likewise available, but only if the Board has released them for public inspection, except that Board members may access closed session minutes not yet released for public inspection (1) in the District's administrative offices or their official storage location, and (2) in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. The minutes, whether reviewed by members of the public or the Board, shall not be removed from the District's administrative offices or their official storage location except by vote of the Board or by court order.

The Board's open meeting minutes shall be posted on the District website within 10 days after the Board approves them; the minutes will remain posted for at least 60 days.

Verbatim Record of Closed Meetings

The Superintendent, or the Board Secretary when the Superintendent is absent, shall audio record all closed meetings. If neither is present, the Board President or presiding officer shall assume this responsibility. After the closed meeting, the person making the audio recording shall label the recording with the date and store it in a secure location. The Superintendent shall ensure that: (1) an audio recording device and all necessary accompanying items are available to the Board for every closed meeting, and (2) a secure location for storing closed meeting audio recordings is maintained within the District's main office.

After 18 months have passed since being made, the audio recording of a closed meeting is destroyed provided the Board approved: (1) its destruction, and (2) minutes of the particular closed meeting.

Individual Board members may access verbatim recordings in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. Access to the verbatim recordings is available at the District's administrative offices or the verbatim recording's official storage location. Requests shall be made to the Superintendent or Board President. While a Board member is listening to a verbatim recording, it shall not be re-recorded or removed from the District's main office or official storage location, except by vote of the Board or by court order.

Before making such requests, Board members should consider whether such requests are germane to their responsibilities, service to District, and/or Oath of Office in policy 2:80, *Board Member Oath and Conduct*. In the interest of encouraging free and open expression by Board members during closed meetings, the recordings of closed meetings should not be used by Board members to confirm or dispute the accuracy of recollections.

Quorum and Participation by Audio or Video Means

A quorum of the Board must be physically present at all Board meetings. A majority of the full membership of the Board constitutes a quorum.

Provided a quorum is physically present, a Board member may attend a meeting by audio conference if he or she is prevented from physically attending because of: (1) personal illness or disability, (2) employment or District business, or (3) a family or other emergency. If a member wishes to attend a meeting by video or audio means, he or she must notify the recording secretary or Superintendent at least 24 hours before the meeting unless advance notice is impractical. The recording secretary or Superintendent will inform the Board President and make appropriate arrangements. A Board member who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the Board meeting including voting on any item.

No Physical Presence of Quorum and Participation by Audio or Video: Disaster Declaration ^{PRESSPlus1}

The ability of the Board to meet in person with a quorum physically present at its meeting location may be affected by the Governor or the Director of the Ill. Dept. of Public Health issuing a disaster declaration related to a public health emergency. ^{PRESSPlus2} The Board President or, if the office is vacant or the President is absent or unable to perform the office's duties, the Vice President determines that an in-person meeting or a meeting conducted under the **Quorum and Participation by Audio or Video Means** subhead above, is not practical or prudent because of the disaster declaration. If neither the President nor Vice President are present or able to perform this determination, the Superintendent shall serve as the duly authorized designee for purposes of making this determination. ^{PRESSPlus3}

The individual who makes this determination for the Board shall put it in writing, include it on the Board's published notice and agenda for the audio or video meeting and in the meeting minutes. ^{PRESSPlus4} and ensure that the Board meets every OMA requirement for the Board to meet by video or audio conference without the physical presence of a quorum. ^{PRESSPlus5}

Unless State law or Board-adopted rules apply, the Board President, as the presiding officer, will use Robert's Rules of Order, Newly Revised (11th Edition), as a guide when a question arises concerning procedure.

Broadcasting and Recording Board Meetings

Any person may record or broadcast an open Board meeting. Special requests to facilitate recording or broadcasting an open Board meeting, such as seating, writing surfaces, lighting, and access to electrical power, should be directed to the Superintendent at least 24 hours before the meeting.

Recording meetings shall not distract or disturb Board members, other meeting participants, or members of the public. The Board President may designate a location for recording equipment, may restrict the movements of individuals who are using recording equipment, or may take such other steps as are deemed necessary to preserve decorum and facilitate the meeting.

LEGAL REF.:

5 ILCS 120/2a, 120/2.02, 120/2.05, ~~and 120/2.06~~ and 120/7.

105 ILCS 5/10-6, 5/10-7, 5/10-12, and 5/10-16.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:150 (Committees), 2:200 (Types of School Board Meetings), ~~2:150 (Committees)~~, 2:210 (Organizational Board of Education Meeting), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board)

Adopted: January 21, 2020

PRESSPlus Comments

PRESSPlus 1. 5 ILCS 120/2.01 and 120/7(e)(1)-(10), amended by P.A. 101-640. See also 105 ILCS 5/10-6 and 5/10-12. During the 2020 COVID-19 pandemic, Ill. Gov. Pritzker issued Executive Order (EO) 2020-07 pursuant to 20 ILCS 3305/7 (disaster proclamation due to public health emergency) that temporarily suspended OMA's physical quorum requirement. The Governor extended this OMA relief through subsequent Executive Orders as the crisis continued. See EOs 2020-18, 2020-33, and 2020-39. During the period covered by EO 2020-39, 5 ILCS 120/7(e), amended by P.A. 101-640 was enacted, immediately requiring public bodies to meet a number of conditions before suspending the physical quorum requirement.

Boards must remember that public comment is still required when a quorum is not physically present at the meeting location. See Public Comment section of the Ill. Atty. Gen.'s guidance entitled *Guidance to Public Bodies on the Open Meetings Act and the Freedom of Information Act During the COVID-19 Pandemic* on p. 5 at: www.foia.ilattorneygeneral.net/pdf/OMA_FOIA_Guide.pdf. **Issue 104, June 2020**

PRESSPlus 2. The phrase "due to public health emergency" aligns with Ill. Emergency Act (IEMA), 20 ILCS 3305/4 and 7, which provides the governor with the power to declare a disaster. 5 ILCS 120/7(e)(1), amended by P.A. 101-640, uses the phrase "related to public health concerns because [the governor has declared] a disaster" and while not aligning with IEMA text, means "public health emergency." For ease of understanding and alignment with IEMA, this policy uses "public health emergency."

To avoid confusion, note that the triggers under 5 ILCS 120/7(e), amended by P.A. 101-640, for when a school board may conduct its meetings by audio or video conference without the physical presence of a quorum are a bit more broad than the School Code's triggers to implement remote and/or blended remote learning days (RLD/BRLDs). OMA states (1) the "governor or the director of IDPH has issued a disaster declaration of a disaster as defined in 20 ILCS 3305/" This means that it is possible for the board to meet remotely if the director of IDPH declares a disaster under OMA, but that may not mean a district must implement RLD/BRLDs because the School Code states that the governor must declare the disaster. **Issue 104, June 2020**

PRESSPlus 3. 5 ILCS 120/7(e)(2), amended by P.A. 101-640 states "the head of the public body as defined in [the Freedom of Information Act (FOIA), 5 ILCS 140/2(e), FOIA]." FOIA defines *head of the public body* to mean the *president* or "such person's duly authorized designee." 5 ILCS 140/2(e). Policy 2:110, *Qualifications, Term, and Duties of Board Officers*, designates the vice president to perform the duties of the president if that office is vacant or he or she is absent or unable to perform the office's duties.

For practical purposes if a disaster is declared due to a public health concern, this policy designates the superintendent as "[the president or vice president's] duly authorized designee" pursuant to the authority of 5 ILCS 140/2(e) for the board to move forward with the required determination to meet by audio or video with no physical presence of a quorum. **Issue 104, June 2020**

PRESSPlus 4. While this phrase of the sentence is not required in OMA, many attorneys agree that transparency best practices

in this situation include the individual making the determination to: (1) put it in writing referring to the specific disaster declaration applicable to the board's jurisdiction and the public health concern/public health emergency that applies to not having an in-person meeting; and (2) include that written determination (a) on the board's published notice and agenda for the audio or video meeting, and (b) in the meeting minutes. **Issue 104, June 2020**

PRESSPlus 5. See 2:220-E9, *Requirements for No Physical Presence of Quorum and Participation by Audio or Video During Disaster Declaration*. Find this sample Board exhibit at your PRESS Plus dashboard under the Status **Draft Update - New**. **Issue 104, June 2020**

Document Status: 5-Year-Review - Needs Review

STUDENTS

7:40 Nonpublic School Students, Including Parochial and Home-Schooled Students

Part-Time Attendance

The District accepts nonpublic school students, including parochial and home-schooled students, who live within the District for part-time attendance in the District's regular education program on a space-available basis. Requests for part-time attendance must be submitted to the Building Principal. All requests for attendance in the following school year must be submitted before May 1.

A student accepted for partial enrollment must comply with all discipline and attendance requirements established by the school. He or she may participate in any co-curricular activity associated with a District class in which he or she is enrolled. The parent(s)/guardian(s) of a student accepted for partial enrollment must pay all fees, pro-rated on the basis of a percentage of full-time fees. Transportation to and/or from school is provided on regular bus routes to or from a point on the route nearest or most easily accessible to the nonpublic school or student's home. This transportation shall be on the same basis as the District provides transportation for its full-time students. Transportation on other than established bus routes is the responsibility of the parent(s)/guardian(s).

Students with a Disability

The District accepts for part-time attendance those children for whom it has been determined that special education services are needed, are enrolled in nonpublic schools, and otherwise qualify for enrollment in the District. Requests must be submitted by the student's parent/guardian. Special educational services shall be provided to such students as soon as possible after identification, evaluation, and placement procedures provided by State law, but no later than the beginning of the next school semester following the completion of such procedures. Transportation for such students shall be provided only if required in the child's individualized educational program on the basis of the child's disabling condition or as the special education program location may require.

Co-Curricular

Nonpublic school students who attend District 204 on a part-time basis may submit a written request to participate in a co-curricular activity to the Principal (or his/her designee). Students will be granted permission to participate in a co-curricular activity at the discretion of the Principal (or his/her designee) only if:

1. Participation in the activity is required for completion of a class in which the student is currently enrolled; or
2. The student is enrolled in the District for a minimum of 20 credit hours (four classes) of high school work per week both the semester prior to and the semester during co-curricular participation, and the student meets all other student eligibility criteria under Board Policy and Illinois High School Association (IHSA) bylaws. Verification of passing grades in private school courses may be required before permission to participate in a co-curricular activity will be granted.

Assignment When Enrolling Full-Time in a District School

Grade placement by, and academic credits earned at, a nonpublic school will be accepted if the school has a Certificate of Nonpublic School Recognition from the Illinois State Board of Education, or, if outside Illinois, if the school is accredited by the state agency governing education.

A student who, after receiving instruction in a non-recognized or non-accredited school, enrolls in the District will: (1) be assigned to a grade level according to academic proficiency, and/or (2) have academic credits recognized by the District if the student demonstrates appropriate academic proficiency to the school administration. Any portion of a student's transcript relating to such instruction will not be considered for placement on the honor roll or computation in class rank.

Notwithstanding the above, recognition of grade placement and academic credits awarded by a nonpublic school is at the sole discretion of the District. All school and class assignments will be made according to Board of Education policy 7:30, *Student Assignment*, as well as administrative procedures implementing this policy.

LEGAL REF.:

[105 ILCS 5/10-20.24](#) and [5/14-6.01](#).

CROSS REF.: 4:110 (Transportation), 6:170 (Title I Programs), [6:190](#) (Extracurricular and Co-Curricular Activities), 6:320 (High

School Credit for Proficiency), 7:30 (Student Assignment), 7:300 (Extracurricular Athletics)

~~ADOPTED: February 16, 2016~~

Document Status: Draft Update

STUDENTS

7:340 Student Records

School student records are confidential. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 17 years who has been arrested or taken into custody.

School student records are confidential and information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.

State and federal law grants students and parents/guardians certain rights, including the right to inspect, copy, and challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to ~~object to~~ ~~opt-out of~~ the release of ~~directory~~ information regarding his or her child. However, the District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the student's parent/guardian. [PRESSPlus1](#)

The Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

LEGAL REF.:

[20 U.S.C. §1232g, Family Educational Rights and Privacy Act, implemented by 34 C.F.R. Part 99.](#)

[50 ILCS 205/7.](#)

[105 ILCS 5/10-20, 21b, 5/20.37, 5/20.40, and 5/14-1.01 et seq.](#)

[105 ILCS 10/, Ill. School Student Records Act.](#)

[105 ILCS 85/, Student Online Personal Protection Act.](#)

[325 ILCS 17/, Children's Privacy Protection and Parental Empowerment Act.](#)

[750 ILCS 5/602.11, Ill. Marriage and Dissolution of Marriage Act.](#)

[23 Ill. Admin. Code Parts 226 and 375.](#)

[Owasso I.S.D. No. 1-011 v. Falvo, 534 U.S. 426 \(2002\).](#)

[Chicago Tribune Co. v. Chicago Bd. of Ed., 332 Ill.App.3d 60 \(1st Dist. 2002\).](#)

[Chicago Tribune Co. v. Chicago Bd. of Ed., 332 Ill.App.3d 60 \(1st Dist. 2002\).](#)

~~Quasso I.S.D. No. 1011 v. Falvo, 534 U.S. 426 (2002);~~

~~Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, implemented by 34 C.F.R. Part 99;~~

~~Children's Privacy Protection and Parental Empowerment Act, 325 ILCS 17/;~~

~~105 ILCS 5/10-20.21b, 5/20.37, 5/20.40, and 5/14-1.01 et seq;~~

~~105 ILCS 10/, Illinois School Student Records Act;~~

~~60 ILCS 205/7;~~

~~750 ILCS 5/602.11;~~

~~23 Ill. Admin. Code Parts 226 and 375;~~

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct), 7:346 (Use of Educational Technologies: Student Data Privacy and Security)

Adopted: May 21, 2018

PRESSPlus Comments

PRESSPlus 1. Updated with continuous improvement changes based on feedback from the Ill. Council of School Attorneys. **Issue 104, June 2020**

Document Status: Draft Update

Professional Personnel

5:220 Substitute Teachers

The Superintendent may employ substitute teachers as necessary to replace teachers who are temporarily absent.

A substitute teacher must hold either a valid teaching or substitute license and may teach in the place of a licensed teacher who is under contract with the Board of Education. There is no limit on the number of days that a substitute teacher may teach in the District during the school year, except as follows:

1. A substitute teacher holding a substitute license may teach for any one licensed teacher under contract with the District only for a period not to exceed 90 paid school days in any one school term.
2. A teacher holding a Professional Educator License or Educator License with Stipulations may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 paid school days.

The Illinois Teachers' Retirement System (TRS) limits a substitute teacher who is a TRS annuitant to substitute teaching for a period not to exceed 120 paid days or 600 paid hours in each school year, but not more than 100 paid days in the same classroom. Beginning July 1, 2021, [PRESSPlus1](#) a substitute teacher who is a TRS annuitant may substitute teach for a period not to exceed 100 paid days or 500 paid hours in any school year, unless the subject area is one where the Regional Superintendent has certified that a personnel shortage exists.

The Board establishes a daily rate of pay for substitute teachers. Substitute teachers receive only monetary compensation for time worked and no other benefits.

Emergency Situations

A substitute teacher may teach when no licensed teacher is under contract with the Board if the District has an emergency situation as defined in State law. During an emergency situation, a substitute teacher is limited to 30 calendar days of employment per each vacant position. The Superintendent shall notify the appropriate Regional Office of Education within five business days after the employment of a substitute teacher in an emergency situation.

LEGAL REF.:

[105 ILCS 5/10-20.68](#), [5/21B-20\(2\)](#), [5/21B-20\(3\)](#), and [5/21B-20\(4\)](#).

[23 Ill.Admin.Code §1.790](#) (Substitute Teacher) and [§25.520](#) (Substitute Teaching License).

CROSS REF.: 5:30 (Hiring Process and Criteria)

Adopted: January 21, 2020

PRESSPlus Comments

PRESSPlus 1. Updated in response to 40 ILCS 5/16-118, amended by P.A. 101-645, extending until June 30, 2021, the limit of 120 paid days or 600 paid hours that a TRS annuitant can work as substitute teacher in a school year. **Issue 105, August 2020**

Document Status: Draft Update

STUDENTS

7:90 Release During School Hours

For safety and security reasons, a prior written or oral consent of a student's custodial parent/guardian is required before a student is released during school hours: (1) at any time before the regular dismissal time or at any time before school is otherwise officially closed, and/or (2) to any person other than a custodial parent/guardian.

Early Dismissal Announcement

The Superintendent or designee shall make reasonable efforts to issue an announcement whenever it is necessary to close school early due to inclement weather or other reason.

Voting^{Q1}

~~Any student entitled to vote in a general, primary, or special election or any election at which propositions are submitted to a popular vote in Illinois may be absent from school for a period of two hours during the school day to vote beginning the 15th day before such an election through the day of the election. The Superintendent or designee shall specify the hours during which eligible students may be absent to vote. The Superintendent or designee shall specify the hours during which students who are entitled to vote at a primary, general, or special election, or any election at which propositions are submitted to a popular vote in Illinois, may be absent from school for a period of two hours to vote. Students are entitled to be absent from school to vote beginning the 15th day before the primary, general, or special election, or any election at which propositions are submitted to a popular vote in Illinois, or on the day of such election.~~

LEGAL REF.:

10 ILCS 5/7-42(b) and 5/17-15(b), Election Code.

CROSS REF.: 4:170 (Safety)

ADOPTED: January 21, 2014

Questions and Answers:

***Required Question 1. 10 ILCS 5/7-42 and 10 ILCS 5/17-15, amended by P.A. 101-624, eff. 6-1-20, provide that beginning on the 15th day before a primary, general, or special election or on the day of any such election, any student who is eligible to vote is entitled to be absent for two hours during the school day to vote. Districts may specify the hours during which eligible students may be absent from their schools. See the footnotes of sample policy 7:90, available at **PRESS** Online by logging in at www.iasb.com, for more information.

Including this subhead aligns with best practice and serves several policy functions and purposes: ensuring legal compliance, directing or authorizing the superintendent or staff members, and/or providing information. However, including this information in policy is not required.

Has the Board adopted the Voting subhead?

- Yes (default)
- No (IASB will remove the Voting subhead and the Legal Reference to it from this policy, and the references to it from policy 7:70)

Document Status: Draft Update - Rewritten

OPERATIONAL SERVICES

4:180 Pandemic Preparedness, Management, and Recovery

Title has been updated. Original Title: Pandemic Preparedness

The School Board recognizes that the District will play an ~~essential~~ important role along with the local health department and emergency management agencies in protecting the public's community's health and safety during a pandemic. [PRESSPlus1](#)

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges, which ~~to~~ infects individuals ~~people~~ easily and, because there is ~~people~~ have little to no pre-existing immunity against the new virus, it spreads efficiently and sustainably. [PRESSPlus2](#)

To prepare the School District community for a pandemic, the Superintendent or designee shall: (1) learn and understand how the roles that the federal, State, and local government ~~function~~ impact the District; (2) form a pandemic planning team consisting of appropriate District personnel and community members to identify priorities and oversee the development and implementation of a comprehensive pandemic school action plan; and (3) build awareness of the final plan among staff, students, and community.

Emergency School Closing [PRESSPlus3](#)

In the case of a pandemic, the Governor may declare a disaster due to a public health emergency that may affect any decision for an emergency school closing. Decisions for an emergency school closing will be made by the Superintendent in consultation with and, if necessary, at the direction of the Governor, Ill. Dept. of Public Health, District's local health department, emergency management agencies, and/or ~~Regional Office of Education~~ Intermediate Service Center. [Q1](#)

During an emergency school closing, the Board President and the Superintendent ^{Q2} may, to the extent the emergency situation ~~allows~~ requires, examine existing Board policies pursuant to Policy 2:240, *Board Policy Development*, and recommend to the Board for consideration any needed amendments or suspensions to address mandates that the District may not be able to accomplish or implement due to a pandemic. [PRESSPlus4](#)

Board Meeting Procedure: No Physical Presence of Quorum and Participation by Audio or Video [PRESSPlus5](#)

A disaster declaration related to a public health emergency ^{PRESSPlus6} may affect the Board's ability to meet in person and generate a quorum of members who are physically present at the location of a meeting. Policy 2:220, *School Board Meeting Procedure*, governs Board meetings by video or audio conference without the physical presence of a quorum.

Payment of Employee Salaries During Emergency School Closures [PRESSPlus7](#)

The Superintendent shall consult with the Board to determine the extent to which continued payment of salaries and benefits will be made to the District's employees, pursuant to Board policies 3:40, *Superintendent*, 3:50, *Administrative Personnel Other Than the Superintendent*, 5:35, *Compliance with the Fair Labor Standards Act*, 5:200, *Terms and Conditions of Employment and Dismissal*, and 5:270, *Employment At-Will, Compensation, and Assignment*, and consistent with: (1) applicable laws, regulations, federal or State or local emergency

declarations, executive orders, and agency directives; (2) collective bargaining agreements and any bargaining obligations; and (3) the terms of any grant under which an employee is being paid.

Suspension of In-Person Instruction; Remote and/or Blended Remote Learning Day Plan(s)^{PRESSPlus8}

When the Governor declares a disaster due to a public health emergency pursuant to 20 ILCS 3305/7, and the State Superintendent of Education declares a requirement for the District to use *Remote Learning Days* or *Blended Remote Learning Days*, the Superintendent shall approve and present to the Board for adoption^{PRESSPlus9} a Remote and/or Blended Remote Learning Day Plan (Plan) that:^{Q3}

1. Recommends to the Board for consideration any suspensions or amendments to curriculum-related policies to reduce any Board-required graduation or other instructional requirements in excess of minimum curricular requirements specified in School Code that the District may not be able to provide due to the pandemic;^{PRESSPlus10}
2. Implements the requirements of 105 ILCS 5/10-30; and
3. Ensures a plan for periodic review of and/or amendments to the Plan when ~~needed~~ warranted and/or required by statute, regulation, or State guidance.

LEGAL REF.:

105 ILCS 5/10-16.7, 5/10-20.5, 5/10-20.56, and 5/10-30.

5 ILCS 120/2.01 and 120/7(e), Open Meetings Act.

20 ILCS 2305/2(b), Ill. Dept. of Public Health Act (Part 1).

20 ILCS 3305/, Ill. Emergency Management Agency Act.

115 ILCS 5/, Ill. Educational Labor Relations Act.

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 2:20 (Powers and Duties of the School Board; Indemnification), 2:220 (School Board Meeting Procedure), 2:240 (Board Policy Development), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:70 (Succession of Authority), 4:170 (Safety), 5:35 (Compliance with the Fair Labor Standards Act), 5:200 (Terms and Conditions of Employment and Dismissal), 5:270 (Employment At-Will, Compensation, and Assignment), 6:20 (School Year Calendar and Day), 6:60 (Curriculum Content), 6:300 (Graduation Requirements), 7:90 (Release During School Hours), 8:100 (Relations with Other Organizations and Agencies)

Questions and Answers:

***Required Question 1. Is your district served by an Intermediate Service Center rather than an ROE (suburban Cook County)?

- o No. (default)
- o Yes. (IASB will replace "Regional Office of Education" with "Intermediate Service Center")

***Required Question 2. This sample policy uses the board president and superintendent as the default text because during a pandemic, it may be difficult for a board policy committee to meet pursuant emergency executive orders that are issued, etc. See policies 2:150, *Committees*, and 2:240, *Board Policy Development*. Does the board prefer its policy committee to engage in this work?

- o No. (default)
- o Yes. (IASB will replace "Board President and the Superintendent" with "Board Policy Committee")

***Required Question 3. Remote Learning Days (RLDs) and Blended Remote Learning Days (BRLDs) are different from *e-learning days/e-learning programs*. RLD/BRLDs are for use when the governor declares a disaster under 20 ILCS 3305/ and the state superintendent has declared a requirement for the district to use them to provide remote instruction to pre-kindergarten through grade 12 that count as pupil attendance days under 105 ILCS 5/10-19.05(j-5), amended by P.A. 101-643. 105 ILCS 5/10-30(1), added by P.A. 101-643. BRLDs allow districts to utilize "hybrid models of in-person and remote instruction. E-learning days are part of an e-learning program that require a board to, among other things, hold a public hearing and obtain approval by the Regional Office of Education (or Intermediate Service Center) to allow the district to provide instruction to students electronically while they are not physically present due to inclement weather and other unexpected events. 105 ILCS 5/10-20.56(b), amended by P.As. 101-12 and 101-643. School districts with e-learning programs may adapt them for use during RLDs and BLRDs (105 ILCS 5/10-20.56(a), amended by P.As. 101-12 and 101-643, and 5/10-30(2), added by P.A. 101-643.

Has the board adopted an e-learning program pursuant to 105 ILCS 5/10-20.56, added by P.A. 101-12?

- o No. (default)
- o Yes. (IASB will add the following text to number two after 105 ILCS 5/10-30: "by adapting into a Plan the District's e-learning program implemented pursuant to 105 ILCS 5/10-20.56")

PRESSPlus Comments

PRESSPlus 1. This policy is renamed from *Pandemic Preparedness* to *Pandemic Preparedness; Management; and Recovery*. It is updated in response to the General Assembly, the Ill. State Board of Education (ISBE), Ill. Attorney General, and the U.S. Dept. of Education taking a number of actions and/or issuing guidance documents to address the ongoing COVID-19 pandemic as it affects public school operations and student learning. Its purpose is to establish board direction about pandemic preparedness, management, and recovery issues and inform the community about the board's role during a pandemic.

Certain subheads of this policy are required; see further PRESS Plus comments for more information.

A redlined version showing the changes and more information in the footnotes can be found at PRESS Online, accessed by logging in at www.iasb.com. **Issue 104, June 2020**

PRESSPlus 2. This paragraph embodies the CDC's pandemic definition. See www.cdc.gov/coronavirus/2019-ncov/cases-updates/summary.html. The **Illinois Pandemic Influenza Preparedness and Response Plan**, Version 5.0, May 2014, also defines pandemic at page 9; however, that definition is specific to influenza. The new COVID-19 coronavirus is not an influenza virus yet was characterized as a pandemic by the World Health Organization. At the time of publication during the 2020 COVID-19 pandemic, it was not clear whether this Illinois resource's definition will be amended. **Issue 104, June 2020**

PRESSPlus 3. In times of emergency, the functions of different levels of State and federal government often become cloudy, and determining what governmental entity has powers to take a particular action can be confusing. The concept of federalism, or the coexistence of federal and state governments with their own local powers, was utilized during the response to the 2020 COVID-19 pandemic. Federalism is premised on the Constitutional limits of federal power. See U.S. Const. Art. I, Sec. 8 (limiting powers of Congress providing only those powers enumerated). Generally, during the 2020 COVID-19 pandemic, Illinois and other states were left with these remaining powers of government to respond to the crisis. In general, President Trump's administration set broad national policy, particularly with respect to international travel and the approval of treatments, and suggested guidance that States could follow regarding mitigation measures. The states' governors and local leaders made other state-specific or locality-specific decisions based upon the local conditions in each community. Depending upon the federal administration in power at the time of a pandemic, the federal government may seek to play a greater or lesser role in the management of a pandemic.

During the 2020 COVID-19 pandemic, the Governor and ISBE issued many directives and/or guidance, including reliance upon the advice and recommendations of local public health departments. See www.isbe.net/Documents/ISBE-Guidance-to-School-Coronavirus.pdf. And see other 2020 COVID-19 guidance documents as follows:

- Ill. Gov. Pritzker, ISBE, Ill. Association of School Admin., Ill. Principals' Assoc., Ill. Ed. Assoc., and Ill. Fed. of Teachers Joint Statement: www.isbe.net/Documents/Joint-Statement-Updated%203-27-20.pdf.

- IDPH-ISBE joint schools guidance: www.dph.illinois.gov/topics-services/diseases-and-conditions/diseases-a-z-list/coronavirus/schools-guidance
- IDPH-ISBE joint workplace health and safety guidance: www.dph.illinois.gov/covid19/community-guidance/workplace-health-and-safety-guidance
- Restore Illinois Plan: www2.illinois.gov/dceo/Pages/RestoreILP3.aspx.

During the 2020 COVID-19 pandemic, several protests occurred and many lawsuits were filed challenging Ill. Gov. Pritzker's extensions of disaster declaration emergency power under IEMA, 20 ILCS 3305/7. See the 2020 COVID-19 Executive Orders (EO) at: coronavirus.illinois.gov/s/resources-for-executive-orders. Controversies existed across party and regional lines with all branches of government looking to balance the need to protect human life against the desire to preserve personal liberty. Gov. Pritzker's EOs faced unsettled challenges in both the courts of law and public opinion as a five-phased plan to re-open Illinois was also being introduced a/k/a *Restore Illinois Plan* (coronavirus.illinois.gov/s/restore-illinois-introduction). **Issue 104, June 2020**

PRESSPlus 4. Examples include, but are not limited to, policies 6:20, *School Year Calendar and Day*, 6:300, *Graduation Requirements*, 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*. For Executive Orders addressing these issues, see the footnotes available at PRESS Online by logging in at www.iasb.com. **Issue 104, June 2020**

PRESSPlus 5. 5 ILCS 120/2.01 and 120/7(e), amended by P.A. 101-640. See also 105 ILCS 5/10-6 and 5/10-12. See policy 2:220 and Board exhibit 2:220-E9 for more information. **Issue 104, June 2020**

PRESSPlus 6. While 5 ILCS 120/7(e)(1), amended by P.A. 101-640, uses the phrase "related to public health concerns," the text "due to public health emergency" aligns with Ill. Emergency Act (IEMA), 20 ILCS 3305/4 and 7, the governing statute of disaster declarations. For ease of understanding and alignment with IEMA, this policy uses "public health emergency." **Issue 104, June 2020**

PRESSPlus 7. Required if a district wishes to continue to charge employee salaries and benefits to a grant during an extended school closure, depending upon the specific terms of government orders and/or guidance issued during a pandemic. 2 C.F.R. Part 200 (see www.whitehouse.gov/wp-content/uploads/2020/03/M-20-17.pdf, extended until 9-30-20 by www.whitehouse.gov/wp-content/uploads/2020/06/M-20-26.pdf) and 30 ILCS 708/.

During the 2020 COVID-19 pandemic, Gov. Pritzker and ISBE issued directives and/or guidance regarding payment of school district employees that may impact a board's decision regarding continued payment of employees during an extended closure. ISBE and the Governor suspended in-person learning and issued a Joint Statement (JS) with other school administrator and union groups, which purported to mandate that all school district employees on the district's payroll be paid as if districts were functioning normally and they were performing their normal work. See www.isbe.net/Documents/Joint-Statement-Updated%203-27-20.pdf. The JS cited no specific authority for the payment mandate. Additionally, changes to wages, hours, terms and conditions of employment, even when made during an extraordinary circumstance such as a pandemic, remain subject to collective bargaining obligations.

See sample procedure 4:180-AP3, *Grant Flexibility; Payment of Employee Salaries During a Pandemic*, and its footnotes, available at PRESS Online by logging in at www.iasb.com. **Issue 104, June 2020**

PRESSPlus 8. 105 ILCS 5/10-30(3), added by P.A. 101-643, requires the "[board] to adopt and the superintendent to approve" these plans upon the following statutory triggers: (1) the governor declaring a disaster pursuant to 20 ILCS 3305/, and (2) the state superintendent of education declaring a requirement for a school district, multiple school districts, a region, or the entire State.

See sample administrative procedure 6:20-AP, *Remote and/or Blended Remote Learning Day Plan(s)*, available at PRESS Online by logging in at www.iasb.com, for the specifics of implementing Remote Learning Days (RLDs) and/or Blended Remote Learning Days (BLRDs).

Implementing a plan under this subhead contains items on which collective bargaining may be required. Any policy that impacts wages, hours, or terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. This subhead of the policy concerns an area in which the law is unsettled. See 105 ILCS 5/10-30(7), added by P.A. 101-643 (stating that it does not increase or diminish any collective bargaining rights under existing law, and that aspects of the plan that impact the wages or other terms or conditions of employment will need to be bargained with the exclusive bargaining representative(s)).

To avoid confusion, note that the triggers under the Open Meetings Act (OMA), 5 ILCS 120/7, amended by P.A. 101-640, for when a school board may conduct its meetings by audio or video conference without the physical presence of a quorum are a bit more broad: (1) the "governor or the director of IDPH has issued a disaster declaration of a disaster as defined in 20 ILCS 3305/, and (2) all or part of the jurisdiction of the [school board] is covered by the disaster area. This means that it is possible for the board to meet remotely under OMA if the director of IDPH declares a disaster, but the School Code requires the governor to be the one to declare the disaster under 20 ILCSA 3305/ in order for the state superintendent of education to declare that a district implement RLD/BRLDs. **Issue 104, June 2020**

[PRESSPlus 9](#). 105 ILCS 5/10-30(3), added by P.A. 101-643 states "the district shall adopt a remote and blended remote learning day plan approved by the district superintendent." For ease of administration, to avoid confusion during implementation, and to align with the IASB Foundational Principles of Effective Governance (www.iasb.com/principles_popup.cfm), this policy assigns the duty to *adopt* the remote and blended remote learning day plan (plan) by "the district" to the board. In alignment with this policy, administrative procedure 6:20-AP, *Remote and/or Blended Remote Learning Day Plan(s)*, requires the superintendent to *approve* the plan and present it to the board for *adoption* prior to district-wide implementation and posting on the district's website. **Issue 104, June 2020**

[PRESSPlus 10](#). 105 ILCS 5/10-30(8), added by P.A. 101-643 does not excuse districts from completing all statutory and regulatory curricular mandates and offerings. **Issue 104, June 2020**

Students

Protection of Student Personal Information Online

As authorized by state and federal law, the District may outsource institutional services or functions that involve the disclosure of education records/school student records to contractors, consultants, volunteers, and other third parties acting as “school officials” as defined by the Illinois School Student Records Act (ISSRA) and the Family Educational Rights and Privacy Act (FERPA).

Such *school officials*:

- Perform institutional services or functions for which the District would otherwise use employees;
- Are under the direct control of the District with respect to the use and maintenance of education records;
- Only use personally identifiable information (PII) from education records for the purposes for which the disclosure was made and do not redisclose PII from education records without the District’s permission; and
- Meet the criteria specified in the District’s annual notification of FERPA rights for being a school official with a legitimate educational interest in the education records.

Some *school officials* and other technology vendors are operators of Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes; these entities are defined as “operators” under the Illinois Student Online Personal Protection Act, 105 ILCS 85/ *et seq.* (SOPPA).

The use of such *operators’* services and technologies may involve the creation or sharing of “covered information,” as defined by SOPPA, which means student PII or information linked to PII in any media or format that is not publicly available and is any of the following:

- (1) created by or provided to an operator by a student or the student’s parent/guardian in the course of the student’s or parent/guardian’s use of the operator’s site, service or application;
- (2) created by or provided to an operator by an employee or agent of the District; or
- (3) gathered by an operator through the operation of its site, service, or application.

The sharing of *covered information* with *operators* must comply with all requirements of ISSRA, FERPA, and SOPPA.

The Board designates the Superintendent to serve as Privacy Officer, who shall ensure the District complies with the duties and responsibilities required of it under SOPPA, ISSRA, and FERPA, including, but not limited to, all requirements related to posting information about the use and disclosure of *covered information*, providing notice of a breach of *covered information*, and implementing and maintaining reasonable security procedures and practices.

The Privacy Officer designates which District employees are authorized to enter into written agreements with operators for those contracts that do not require separate Board approval. Such designation does not limit individual school employees outside of the scope of their employment from entering into agreements with operators on their own behalf and for non-“K through 12 school

purposes,” as that term is defined in SOPPA, provided that no *covered information* is provided to the operators. Any agreement or contract entered into for *K through 12 school purposes* by an employee without designation by the Privacy Officer is void and unenforceable as against public policy.

LEGAL REF.: 20 U.S.C. §1232g, Family and Educational Rights and Privacy Act, implemented by 34 C.F.R. Part 99.

105 ILCS 10/, Ill. School Student Records Act.

105 ILCS 85/, Student Online Personal Protection Act.

CROSS REF.: 4:15 (Identity Protection), 4:60 (Purchases and Contracts), 6:235 (Access to Electronic Networks), 7:340 (Student Records)

Document Status: Draft Update - New

2:265 Title IX Sexual Harassment Grievance Procedure

New/Unpublished Section

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. As required by Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106), ~~t~~The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) ^{PRESSPlus1} concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties. ^{PRESSPlus2}

Title IX Sexual Harassment Prohibited

Sexual harassment as defined in the Title IX implementing regulations ("*Title IX Sexual Harassment*") is prohibited. Any person, including a District employee or agent, or student, engages in *Title IX Sexual Harassment* whenever that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following: ^{PRESSPlus3}

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; ^{PRESSPlus4} or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(10), *domestic violence* as defined in 34 U.S.C. §12291(a)(8), or *stalking* as defined in 34 U.S.C. §12291(a)(30). ^{PRESSPlus5}

Examples of *Title IX Sexual Harassment* ~~sexual harassment can~~ include, but are not limited to, touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, spreading rumors related to a person's alleged sexual activities, rape, sexual battery, sexual abuse, and sexual coercion.

Definitions from 34 C.F.R. §106.30

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Education program or activity includes locations, events, or circumstances where the District has substantial control over both the *Respondent* and the context in which alleged *Title IX Ssexual Hharassment* occurs.

Formal Title IX Sexual Harassment Complaint means a document filed by a *Complainant* or signed by the Title IX Coordinator alleging sexual harassment against a *Respondent* and requesting that the District investigate the allegation.

Respondent means an individual who has been reported to be the perpetrator of the conduct that could constitute *Title IX Ssexual Hharassment*.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the *Complainant* or the *Respondent* before or after the filing of a *Formal Title IX Sexual Harassment Complaint* or where no *Formal Title IX Sexual Harassment Complaint* has been filed. ^{PRESSPlus6}

Title IX Sexual Harassment Prevention and Response

~~The District's Title IX Coordinator, identified in Board policy, or designee will~~ Superintendent or designee [DAK1] will oversee the District's efforts to prevent ensure that the District prevents and responds to allegations of Title IX Sexual Harassment, which shall include the following, at minimum: as follows:

- ~~The~~ Ensures that the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*, will incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
- ~~The District will incorporate~~ education and training for school staff as required by law or, at the Superintendent and Title IX Coordinator's discretion, pursuant to policy 5:100, Staff Development Program, and as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, ^{Q1}Dean of Students, ^{Q2}or a Complaint Manager. [PRESSPlus7](#)
- ~~The District will n~~ otifyies applicants for employment, students, parents/guardians, employees, and collective bargaining units of its nondiscrimination policy, this policy and ~~and~~ contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons. [PRESSPlus8](#)

Making a Report

A person who wishes to make a report ~~of under this Title IX Sexual Harassment grievance procedure may make a report~~ is encouraged to do so to the Title IX Coordinator, ~~Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students/Assistant Principal, a Complaint Manager, or teacher~~ any employee with whom the person is comfortable speaking. [PRESSPlus9](#) A person who wishes to make a report may choose to report to a person of the same gender and to any employee of the District.

School employees must promptly forward any report of Title IX ~~shall respond to incidents of~~ sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge.

Inquiries about Title IX, its implementing regulations, or any policy or procedure prohibiting Title IX Sexual Harassment may be directed to the Title IX Coordinator or to the U.S. Department of Education's Office for Civil Rights (OCR) at (312) 730-1560 or OCR.Chicago@ed.gov.

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator. [PRESSPlus10](#)

Title IX Coordinator:

Name
Address
Email
Telephone

Any person may report sex discrimination under Title IX, including Title IX Sexual Harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination under Title IX or Title IX Sexual Harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Processing and Reviewing a Report or Complaint

Upon receipt of a report, the Title IX Coordinator and/or designee will promptly contact the *Complainant* to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's* wishes with respect to *supportive measures*, (3) inform the *Complainant* of the availability of *supportive measures* with or without the filing of a *Formal Title IX Sexual Harassment Complaint*, and (4) explain to the *Complainant* the process for filing a *Formal Title IX Sexual Harassment Complaint*.^{PRESSPlus11}

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it.^{PRESSPlus12} For any report received, the Title IX Coordinator shall review Board policies 2:260, *Uniform Grievance Procedure*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 5:120, *Employee Ethics; Conduct; and Conflict of Interest*;^{PRESSPlus13} 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, *Student Behavior*, to determine if the allegations in the report require further action under those policies.

Reports of alleged *Title IX Sexual Harassment* will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of sexual harassment.

Formal Title IX Sexual Harassment Complaint Grievance Process

When a *Formal Title IX Sexual Harassment Complaint* is filed, the Title IX Coordinator, with oversight by the Superintendent, shall implement this Title IX Grievance Process ~~will investigate it or appoint a qualified person to undertake the investigation.~~^{PRESSPlus14}

~~The Superintendent or designee shall implement procedures to ensure that for all *Formal Title IX Sexual Harassment Complaints*, are which processed and reviewed according to a Title IX grievance process that fully complies with the Title IX implementing regulations, at 34 C.F.R. §106.45.~~^{PRESSPlus15}

The District's grievance process shall, at a minimum:

1. Require the Title IX Coordinator to investigate all *Formal Title IX Sexual Harassment Complaints* or appoint a qualified person to undertake the investigation.
- ~~1.2.~~ Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with the Title IX implementing regulations, 34 C.F.R. §106.45, before the imposition of any disciplinary sanctions or other actions against a *Respondent*.
- ~~2.3.~~ Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a *Complainant*, *Respondent*, or witness.
- ~~3.4.~~ Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
 - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
 - b. Receive training on the definition of sexual harassment, the scope of the District's *education program or activity*, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
- ~~4.~~ 5. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
- ~~2.~~ 6. Require that any individual designated by the District as a decision-maker receive training on ⁰³issues of relevance of questions and evidence, including when questions and evidence about the *Complainant's* sexual predisposition or prior sexual behavior are not relevant.

- ~~3.~~ 7. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- ~~4.~~ 8. Include reasonably prompt timeframes for conclusion of the grievance process.
- ~~5.~~ 9. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
- ~~6.~~ 10. Base all decisions upon the *preponderance of evidence* standard.^{Q4}
- ~~7.~~ 11. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
- ~~8.~~ 12. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
- ~~9.~~ 13. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.^{PRESSPlus16}

Enforcement

Any District employee who is determined, at the conclusion of the grievance process, to have engaged in *Title IX sSexual Hharassment* will be subject to disciplinary action up to and including discharge consistent with any applicable laws, policies, or agreements addressing procedures for implementing employee discipline. Any third party who is determined, at the conclusion of the grievance process, to have engaged in *Title IX Ssexual Hharassment* will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, at the conclusion of the grievance process, to have engaged in *Title IX Ssexual Hharassment* will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with any applicable laws, policies, or procedures addressing procedures for implementing student discipline. student behavior policies.^{PRESSPlus17} Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.^{PRESSPlus18}

Retaliation Prohibited

The District prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation using Board policy 2:260, *Uniform Grievance Procedure*.^{PRESSPlus19}

Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.:

20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:100

(Staff Development Program), 5:120 (Employee Ethics; Conduct, and Conflict of Interest), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior)

Questions and Answers:

*****Required Question 1.** Does the District employ Assistant Principals?

- o Yes (default)
- o No (IASB will remove Assistant Building Principal references from the policy)

*****Required Question 2.** Does the District employ a Dean of Students?

- o Yes (default)
- o No (IASB will remove Dean of Students references from the policy)

*****Required Question 3.** 34 C.F.R. §106.45(b)(1) lists the basic requirements for a grievance process. While live hearings are only required for postsecondary institutions, elementary and secondary schools may choose to offer them as part of their grievance process. **Consult the board attorney if the board wants the district to use a live hearing in its grievance process.**

Will the District use a live hearing during the grievance process?

- o No (default)
- o Yes (IASB will amend #5 by inserting the following after "receive training on": "any technology to be used at a live hearing and on")

*****Required Question 4.** 34 C.F.R. §106.45(b)(1)(vii) requires the Title IX sexual harassment grievance process to state the standard of evidence it will use to determine responsibility of the respondent. The standard of evidence selected must be applied "consistently to formal complaints alleging Title IX sexual harassment regardless of whether the respondent is a student or an employee." 85 Fed. Reg. 30373. This policy uses the *preponderance of the evidence* standard, not the *clear and convincing evidence* standard. *Preponderance of evidence* is a standard used in civil cases. It means "the greater weight of the evidence, not necessarily established by the greater number of witnesses testifying to a fact but by evidence that has the most convincing force." See *Black's Law Dictionary, 11th ed. 2019*. *Preponderance of the evidence* is the standard used in sample policy 2:260, *Uniform Grievance Procedure*. *Clear and convincing* is a higher standard, requiring more than *preponderance of the evidence* but less than proof beyond a reasonable doubt. It means "evidence indicating that the thing to be proved is highly probable or reasonably certain." See *Black's Law Dictionary, 11th ed. 2019*. **Consult the board attorney regarding the appropriate standard for the district, as well as implications if a different standard is used in this policy than in 2:260, *Uniform Grievance Procedure*.** Ensure the same standard of evidence is used in the district's implemented administrative procedure 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*.

Which standard of proof has the Board adopted for policy 2:265?

- o Preponderance of evidence (default)
- o Clear and convincing evidence (IASB will replace "preponderance of" with "clear and convincing")

PRESSPlus Comments

PRESSPlus 1. The final Title IX regulations are eff. 8-14-20; however, their complexity and scope means that districts are unlikely to finalize policies until after the effective date. It is important for school officials to discuss Title IX requirements with their board attorneys, to ensure full implementation and to reduce risks based on Title IX's intersection with local and State laws and regulations. See the **PRESS Issue 105 Update Memo**, available at **PRESS Online** by logging in at www.iasb.com, for more information. **Issue 105, August 2020**

PRESSPlus 2. Title IX of the Education Amendments of 1972 (Title IX)(20 U.S.C. §1681 *et seq.*) requires this subject matter be covered by policy and controls this policy's content. This policy contains items on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. Employee grievance procedures are a mandatory subject of bargaining and cannot be changed without the employee exclusive representative's consent. This policy and its companion policy 2:260, *Uniform Grievance Procedure*, are in addition to, and not a substitute for, the employee grievance procedure contained in a collective bargaining agreement.

For the sake of consistency and ease of administration, this policy addresses only Title IX sexual harassment grievances, except those contained in collective bargaining agreements. See the cross references for the policies referring to this Title IX sexual harassment grievance procedure policy.

A district must have at least one policy explicitly stating it does not discriminate on the basis of sex in its education programs or activities under Title IX and its implementation regulations (34 C.F.R. Part 106). 34 C.F.R. §106.8(b)(1). Title IX jurisdiction is geographically limited to discrimination against a person in the United States. 34 C.F.R. §106.8(d). Though all complaints of sexual harassment may not constitute sexual harassment under Title IX, Title IX's reach is broad because an alleged complainant or alleged respondent may be *anyone* in the District's educational program or activity in the United States – including applicants for employment, students, parents/guardians, any employee, and third parties. **Issue 105, August 2020**

PRESSPlus 3. 34 C.F.R. §106.30. The definition of *sexual harassment* in the policy and in Title IX includes *unwelcome* conduct. *Id.* However, case law does not always distinguish between *welcome* and *unwelcome* conduct. See *Mary M. v. North Lawrence Community Sch. Corp.*, 131 F.3d 1220 (7th Cir. 1997) (8th grade student did not need to show that a school employee's sexual advances were *unwelcome* in order to prove sexual harassment). **Issue 105, August 2020**

PRESSPlus 4. 34 C.F.R. §106.30. This behavior is commonly called *quid pro quo* sexual harassment. See 85 Fed. Reg. 30036, f/n 94. By using the term *individual*, Title IX regulations do not limit *quid pro quo* sexual harassment to situations where the provision of an aid, benefit or service by an employee is conditioned on a current *student's* participation in unwelcome sexual conduct. By way of example, *quid pro quo* Title IX sexual harassment involving an employee and an individual other than a current student may be implicated when: an employee tells a former student she can only get a letter of recommendation if she participates in unwelcome sexual conduct; an employee selects a volunteer for a coveted field trip chaperone position if he participates in unwelcome sexual conduct; or a supervisory employee subjects a subordinate employee to unwelcome sexual conduct in exchange for a promotion. **Issue 105, August 2020**

PRESSPlus 5. See sample exhibit 2:265-E, *Title IX Sexual Harassment Glossary of Terms*, available at **PRESS Online** by logging in at www.iasb.com, for these definitions and other definitions of italicized terms in this policy. **Issue 105, August 2020**

PRESSPlus 6. See sample administrative procedure 2:265-AP1, *Title IX Sexual Harassment Response*, available at **PRESS Online** by logging in at www.iasb.com, for further discussion of supportive measures. **Issue 105, August 2020**

PRESSPlus 7. If the Board's policy 5:100, *Staff Development Program*, does not include the paragraphs listing trainings (from footnote 4 of sample policy 5:100), IASB will remove the phrase *pursuant to policy 5:100, Staff Development Program*, and. **Issue 105, August 2020**

PRESSPlus 8. A district must prominently display its Title IX non-discrimination policies (policy 2:260, *Uniform Grievance Procedure*, and this policy 2:265, *Title IX Sexual Harassment Grievance Procedure*) and contact information for its Title IX coordinator(s) on its website, if any, and in each handbook made available to students, applicants for employment, parents/guardians, employees, and collective bargaining units. 34 C.F.R. §106.8(a) and (b). Notifications must state that nondiscrimination extends to employment, and that inquiries about the application of Title IX and its regulations may be referred to the district's Title IX coordinator, to the U.S. Dept. of Education's Assistant Secretary of Education, or both. 34 C.F.R. §106.8(b). See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, available at **PRESS Online** by logging in at www.iasb.com. **Issue 105, August 2020**

PRESSPlus 9. Using "or any employee with whom the Complainant is comfortable speaking" ensures Title IX compliance because Title IX deems "any employee" of an elementary or secondary school who has notice of sexual

harassment or allegations of sexual harassment to have *actual knowledge*. Therefore, a report to any employee triggers a district's duty to respond. 34 C.F.R. §106.30. This policy contains an item upon which collective bargaining may be required. Any policy that impacts wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. **Issue 105, August 2020**

PRESSPlus 10. Title IX regulations require districts to designate and authorize at least one employee to coordinate its efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). Districts must identify the Title IX coordinator by name, office address, email address, and telephone number. A district's nondiscrimination coordinator often also serves as its Title IX coordinator. See policy 2:260, *Uniform Grievance Procedure*.

While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored. **Issue 105, August 2020**

PRESSPlus 11. Required by 34 C.F.R. §106.44(a) and (b) regardless of whether a formal Title IX sexual harassment complaint is filed. **Issue 105, August 2020**

PRESSPlus 12. See sample exhibit 2:265-E, *Title IX Sexual Harassment Glossary of Terms*, available at **PRESS** Online by logging in at www.iasb.com, for a discussion of Title IX sexual harassment and non-Title IX sexual harassment. Consult the board attorney for further guidance. **Issue 105, August 2020**

PRESSPlus 13. See also sample administrative procedure 5:120-AP2, *Employee Conduct Standards*, available at **PRESS** Online by logging in at www.iasb.com. **Issue 105, August 2020**

PRESSPlus 14. This policy gives Title IX coordinators the flexibility to appoint another qualified individual to conduct an investigation. This may be appropriate when the neutrality or efficacy of the Title IX coordinator is an issue, and/or where the district wishes to have the expertise that an in-house or outside attorney may afford to an investigation. Alternative appointments are often made in consultation with the superintendent or other district-level administrator (except in cases involving complaints about those individuals) and the board attorney. If a complaint involves the superintendent or other district-level administrator, alternative appointments are often made in consultation with the board and the board attorney. **Issue 105, August 2020**

PRESSPlus 15. See sample administrative procedures 2:265-AP1, *Title IX Sexual Harassment Response*, and 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*, available at **PRESS** Online by logging in at www.iasb.com. **Issue 105, August 2020**

PRESSPlus 16. Examples of legally-recognized privileges include attorney-client privilege, doctor-patient privilege, and spousal privilege. See 85 Fed. Reg. 30277. **Issue 105, August 2020**

PRESSPlus 17. See policies 7:190, *Student Behavior*, and 7:230, *Misconduct by Students with Disabilities*. See also policies 7:200, *Suspension Procedures*, and 7:210, *Expulsion Procedures*, for due process requirements when student suspension or expulsion is recommended following a determination of responsibility for Title IX sexual harassment. **Issue 105, August 2020**

PRESSPlus 18. Examples of rights the district or parties may exercise ancillary to this Title IX sexual harassment grievance procedure include, but are not limited to: disciplinary processes for suspensions and expulsions of students under 105 ILCS 5/10-22.6; tenured teacher dismissal proceedings under 105 ILCS 5/24-12; any other pre-termination process required by an applicable collective bargaining agreement, employment policy or procedure, or employment contract; and student appeal of a sex equity grievance decision under 23 Ill. Admin. Code §200.40 (see policy 7:10, *Equal Educational Opportunities*). **Issue 105, August 2020**

PRESSPlus 19. Retaliation complaints must be processed under policy 2:260, *Uniform Grievance Procedure*, because they are covered under the district's grievance procedure for resolving non-sexual harassment Title IX complaints. See 34 C.F.R. §106.8(c). Title IX sexual harassment regulations state that "[c]omplaints alleging retaliation may be filed according to the grievance procedures for sex discrimination required to be adopted under §106.8(c)." 34 C.F.R. §106.71. **Issue 105, August 2020**

Document Status: Draft Update

General Personnel

5:20 Workplace Harassment Prohibited

A ~~learning and~~ working environment that is free from discrimination, including harassment will be maintained. It will be a violation of policy for any member of the District staff ~~or for any District student~~ to harass any ~~individual~~ District staff member or student, through conduct or communications, on the basis of that individual's race, color, religion, national origin, ancestry, sex, sexual orientation, age, citizenship status, disability, pregnancy, marital status, order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other status identified by District policy or procedure or State or federal law.

Harassment on the basis of a person's race, religion, national origin, sexual orientation, age, citizenship status, disability, or other protected status under state or federal law includes any intimidating, demeaning, or threatening remarks or conduct made to a person as a result of that person's race, religion, national origin, sexual orientation, age, citizenship status, disability, or other protected status under state or federal law. Religious harassment includes pressure to join or not to join a particular religion.

The District will take remedial and corrective action to address unlawful workplace harassment, including sexual harassment.

Sexual Harassment Prohibited PRESSPlus1

~~Sexual harassment prohibited by this policy includes verbal and written remarks and physical conduct. The terms intimidating, hostile and offensive include, but are not limited to, remarks or conduct which have the effect of humiliation, embarrassment or discomfort. Conduct will be evaluated in light of all circumstances to determine if it rises to the level of sexual harassment. The District provides annual sexual harassment prevention training in accordance with State law.~~ PRESSPlus2

Sexual harassment consists of, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other ~~inappropriate verbal or written remarks, physical, or other~~ unwelcome conduct or communication of a sexual nature ~~that constitutes sexual harassment under state or federal law~~, when:

1. Submission to such remarks or conduct is made either explicitly or implicitly a term or condition of an individual's ~~employment or education~~;
2. Submission to or rejection of such remarks or conduct by an individual is used as the basis for employment ~~or academic~~ decisions; or
3. Such remarks or conduct have the purpose or effect of substantially interfering with an individual's professional ~~or academic~~ performance or if such remarks or conduct have the purpose or effect on a person of reasonable sensibilities of creating an intimidating, hostile, or offensive employment ~~or education~~ environment.

Sexual harassment prohibited by this policy includes, but is not limited to, verbal and written communication and physical conduct. The terms intimidating, hostile, and offensive include, but are not limited to, remarks or conduct which have the effect of humiliation, embarrassment, or discomfort. Conduct will be evaluated in light of all circumstances.

Sexual harassment, as defined above, may include, but is not limited to:

1. Sexual oriented "kidding", abuse or harassment;
2. Pressure for sexual activity;
3. Repeated remarks to a person with sexual or demeaning implications;
4. Unwelcome touching such as patting, pinching, or constant brushing against another's body; and
5. Suggestions or demands for sexual involvement accompanied by implied or explicit threats concerning one's grades, employment status or similar personal concerns.

The District provides annual sexual harassment prevention training in accordance with State law. ^{PRESSPlus2} ~~Harassment on the basis of a person's race, religion, national origin, sexual orientation, age, citizenship status, disability or other protected status under state or federal law includes any intimidating, demeaning or threatening remarks or conduct made to a person as a result of that person's race, religion, national origin, sexual orientation, age, citizenship status, disability or other protected status under state or federal law. Religious harassment includes pressure to join or not to join a particular religion.~~

Making a Report or Complaint

Employees and *nonemployees* (persons who are not otherwise employees and are directly performing services for the District pursuant to a contract with the District, including contractors, and consultants) are encouraged to promptly report information regarding violations of this policy. ~~Individuals may choose to report to a person of the individual's same gender.~~ Every effort should be made to file such reports or complaints as soon as possible, while facts are known and potential witnesses are available.

Aggrieved individuals, if they feel comfortable doing so, should directly inform the person engaging in the harassing conduct or communication that such conduct or communication is offensive and must stop.

No aggrieved person is required to confront a person engaging in harassing behavior, however, and no negative inference shall be drawn by the failure to do so.

~~Employees should report claims of harassment to the Nondiscrimination Coordinator and/or use the Board policy 2:260, *Uniform Grievance Procedure*. Employees may choose to report to a person of the employee's same sex. There are no express time limits for initiating complaints and grievances under this policy; however, every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available.~~

Whom to Contact with a Report or Complaint

An employee should report claims of harassment, including making a confidential report, to any of the following: his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager. Employees may also report claims using Board policy 2:260, *Uniform Grievance Procedure*. ~~If a claim is reported using Board policy 2:260, then the Complaint Manager shall process and review the complaint/claim according to that policy, in addition to any response required by this policy.~~ Individuals may choose to report to a person of the individual's same gender.

~~Students should report claims of sexual harassment to any adult staff member of the District, who should in turn report the harassment to the relevant building principal.~~

~~There are no express time limits for initiating complaints and grievances under this policy, and no negative inference shall be drawn by failure to immediately report harassment. However, every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available.~~

~~Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee supervisor or administrator who fails to promptly forward a report or complaint may be disciplined, up to and including discharge. The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the School District's legal obligations and with the necessity to investigate allegations of harassment and to take corrective action when harassment has occurred.~~

Whom to Contact with a Report or Complaint

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator. ^{PRESSPlus3}

Nondiscrimination Coordinator:

Ed Piotrowski, Director of Human Resources
100 S. Brainard, LaGrange, IL 60525
Email
708/579-6456

Complaint Managers:

Shanna Lewis, Associate Principal - South
4900 S. Willow Springs Rd., Western
Springs, IL 60558
slewis@lths.net
708/579-6500

Kevin Brown, Associate Principal - North
100 S. Brainard, LaGrange, IL 60525
Emailkbrown@lths.net
708/579-6300

Investigation Process

~~Supervisors, Building Principals, or administrators Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee supervisor or administrator who fails to promptly forward a report or complaint may be disciplined, up to and including discharge.~~

~~The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the School District's legal obligations and with the necessity to investigate allegations of harassment and to take corrective action when harassment has occurred.~~ Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain a workplace environment that is productive, respectful, and free of unlawful discrimination, including harassment. ~~The District shall investigate alleged workplace harassment when the Nondiscrimination Coordinator or a Complaint Manager becomes aware of an allegation, regardless of whether a written report or complaint is filed.~~

~~For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Coordinator or designee ^{PRESSPlus4} shall consider determine whether action under policy 2:265, Title IX Sexual Harassment Grievance Procedure, should will be initiated.~~

For any other alleged workplace harassment that does not require action under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under policy 2:260, *Uniform Grievance Procedure*, and/or 5:120, *Employee Ethics: Conduct, and Conflict of Interest*,^{PRESSPlus5} should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel^{PRESSPlus6}

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, or policy 2:260, *Uniform Grievance Procedure*.

Enforcement

A violation of this policy by an employee may result in discipline, up to and including discharge. A violation of this policy by a third party will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, i.e., vendor, parent, invitee, etc. Any ~~person~~employee making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, which for an employee may be up to and including discharge.

Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing ~~bona fide~~complaints or providing information about harassment is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*), and depending upon the law governing the complaint, whistleblower protection may be available under the State Officials and Employees Ethics Act (5 ILCS 430/), the Whistleblower Act (740 ILCS 174/), and the Ill. Human Rights Act (775 ILCS 5/).

An employee should report allegations of retaliation to his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Employees who retaliate against others for reporting or complaining of violations of this policy or for participating in the reporting or complaint process will be subject to disciplinary action, up to and including discharge.

Recourse to State and Federal Fair Employment Practice Agencies

The District encourages all employees who have information regarding violations of this policy to report the information pursuant to this policy. The following government agencies are available to assist employees: the Ill. Dept. of Human Rights and the U. S. Equal Employment Opportunity Commission.

The Superintendent shall also use reasonable measures to inform staff members, applicants, and nonemployees of this policy, which shall include posting on the District website and/or making this policy available in the District's administrative office, and including this policy in the appropriate handbooks.

LEGAL REF.:

Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e et seq.](#), implemented by [29 C.F.R. §1604.11](#).

Title IX of the Education Amendments of 1972, [20 U.S.C. §1681 et seq.](#), implemented by [34 C.F.R. Part 106](#).

State Officials and Employees Ethics Act, [5 ILCS 430/70-5\(a\)](#).

Ill. Human Rights Act, [775 ILCS 5/2-101\(E\)](#) and (E-1), [5/2-102\(A\)](#), (A-10), (D-5), [5/2-102\(E-5\)](#), [5/2-109](#), [5/5-102](#), and [5/5-102.2](#).

[56 Ill. Admin. Code Parts 2500](#), [2510](#), [5210](#), and [5220](#).

[Burlington Industries v. Ellerth](#), 524 U.S. 742 (1998).

[Crawford v. Metro. Gov't of Nashville & Davidson County](#), 555 U.S. 271 (2009).

[Faragher v. City of Boca Raton](#), 524 U.S. 775 (1998).

[Franklin v. Gwinnett Co. Public Schools](#), 503 U.S. 60 (1992).

[Harris v. Forklift Systems](#), 510 U.S. 17 (1993).

[Jackson v. Birmingham Bd of Educ.](#), 544 U.S. 167 (2005).

[Meritor Savings Bank v. Vinson](#), 477 U.S. 57 (1986).

[Oncale v. Sundowner Offshore Services](#), 523 U.S. 75 (1998).

[Porter v. Erie Foods International, Inc.](#), 576 F.3d 629 (7th Cir. 2009).

[Sangamon County Sheriff's Dept. v. Ill. Human Rights Com'n](#), 233 Ill.2d 125 (Ill. 2009).

[Vance v. Ball State University](#), 133 S. Ct. 2434 (2013).

CROSS REF.: 2:260 (Uniform Grievance Procedure), [2:265 \(Title IX Sexual Harassment Grievance Procedure\)](#), [4:60 \(Purchases and Contracts\)](#), 5:10 (Equal Employment Opportunity and Minority Recruitment), [5:90 \(Abused and Neglected Child Reporting\)](#), [5:120 \(Employee Ethics; Conduct; and Conflict of Interest\)](#), 7:20 (Harassment of Students Prohibited), [8:30 \(Visitors to and Conduct on School Property\)](#)

PRESSPlus Comments

PRESSPlus 1. See policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, (Draft Update - New) for the definition of Title IX sexual harassment (20 U.S.C. §1681 *et seq.*), and see the Draft's PRESS Plus Comment 4 for examples of employee sexual harassment that may violate Title IX. Title IX's reach is broad because an alleged complainant or alleged respondent may be *anyone* in the district's educational program or activity. This includes applicants for employment, students, parents/guardians, any employee, and third parties. Districts are liable for Title IX sexual harassment when *any* district employee has *actual knowledge* of sexual harassment or allegations of sexual harassment against anyone in the district (except when the only employee with knowledge is the perpetrator of the alleged sexual harassment). 34 C.F.R. §106.30. **Issue 105, August 2020**

PRESSPlus 2. For IDHR's online model program, see its *Model Sexual Harassment Prevention Training Program* page at: <https://www2.illinois.gov/dhr/Training/Pages/State-of-Illinois-Sexual-Harassment-Prevention-Training-Model.aspx>. **Issue 105, August 2020**

PRESSPlus 3. Title IX regulations require districts to designate and authorize at least one employee to coordinate their efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). Districts must identify the Title IX Coordinator by name, office address, email address, and telephone number.

The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, see the **PRESS Plus** Question in policy 2:260. **Issue 105, August 2020**

PRESSPlus 4. "Nondiscrimination Coordinator or designee" is used where Title IX is potentially implicated. In contrast, if Title IX is likely not implicated then "Nondiscrimination Coordinator or a Complaint Manager or designee" is used. **Issue 105, August 2020**

PRESSPlus 5. See also sample administrative procedure 5:120-AP2, *Employee Conduct Standards*, available at **PRESS** Online by logging in at www.iasb.com. **Issue 105, August 2020**

PRESSPlus 6. Required for districts located within a county served by an accredited Children's Advocacy Center (CAC). 105 ILCS 5/22-85 (final citation pending), added by P.A. 101-531 (governing the investigation of an *alleged incident of sexual abuse* of any child within any Illinois counties served by a CAC). For further discussion see f/n 14 in sample policy 5:90, *Abused and Neglected Child Reporting*, available at **PRESS** Online by logging in at www.iasb.com.

If your school district is not within a county served by an accredited CAC, strike this subsection and select "Adopted with Additional District Edits" as the Save Status. **Issue 105, August 2020**

Document Status: Draft Update

STUDENTS

7:20 Harassment of Students Prohibited

Bullying, Intimidation, and Harassment Prohibited

No person, including a School District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; PRESSPlus1 gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. Sexual harassment of students is prohibited. PRESSPlus2 See policies 2:265, Title IX Sexual Harassment Grievance Procedure, and 2:260, Uniform Grievance Procedure.

Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, services, or treatment; or
 - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms *intimidating*, *hostile*, and *offensive* include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term *sexual violence* includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member employee with whom the student is comfortable speaking. A student may choose to report to an employee person of the student's same sex gender.

An allegation that a student was a victim of any prohibited conduct perpetrated by school personnel, including a school vendor or volunteer, shall be processed and reviewed according to policy 5:90, *Abused and Neglected Child Reporting*, in addition to any response required by this policy. Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Sexual Harassment Grievance Procedure*. The Nondiscrimination Coordinator and/or Complaint Manager shall process and review the report according to the appropriate grievance procedure. Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

Nondiscrimination Coordinator:

Ed Piotrowski, Director of Human Resources
100 S. Brainard
LaGrange, IL 60525
708/579-6456

Complaint Managers:

Shanna Lewis, Associate Principal - South
4900 S. Willow Springs Rd.
Western Springs, IL 60558
slewis@lths.net
708/579-6500

Kevin Brown, Associate Principal - North
100 S. Brainard
LaGrange, IL 60525
kbrown@lths.net
708/579-6300

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.

1. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Supervisors, Building Principals, or administrators Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee supervisor or administrator who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

The District shall investigate alleged harassment of students when the Nondiscrimination Coordinator or a Complaint Manager becomes aware of an allegation, regardless of whether a written report or complaint is filed.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Coordinator or designee^{PRESSPlus5} shall consider determine whether action under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, should will be initiated.

For any other alleged student harassment that does not require action under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under policies 2:260, *Uniform Grievance Procedure*, 7:180, *Prevention of and Response to Bullying*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel^{PRESSPlus6}

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, or policy 2:260, *Uniform Grievance Procedure* any response required by this policy.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see policies 2:260, Uniform Grievance Procedure, and 2:265, Title IX Sexual Harassment Grievance Procedure).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

LEGAL REF.:

[20 U.S.C. §1681et seq.](#), Title IX of the Educational Amendments of 1972; [34 C.F.R. Part 106.](#)

[105 ILCS 5/10-20.12](#), [10-22.5](#), [5/27-1](#), and [5/27-23.7](#).

[775 ILCS 5/1-101et seq.](#), Illinois Human Rights Act.

[23 Ill.Admin.Code §1.240](#) and [Part 200.](#)

[Davis v. Monroe County Bd. of Educ.](#), 526 U.S. 629 (1999).

[Franklin v. Gwinnett Co. Public Schs.](#), 503 U.S. 60 (1992).

[Gebser v. Lago Vista Independent Sch. Dist.](#), 524 U.S. 274 (1998).

[West v. Derby Unified Sch. Dist. No. 260](#), 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), [2:265 \(Title IX Sexual Harassment Grievance Procedure\)](#), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

PRESSPlus Comments

PRESSPlus 1. Executive Order (EO) 2019-11, titled "Strengthening Our Commitment to Affirming and Inclusive Schools" established the Affirming and Inclusive Schools Task Force (Task Force) to identify strategies and best practices for ensuring welcoming, safe, supportive, and inclusive school environments for transgender, nonbinary, and gender nonconforming students. The Task Force delivered a report that served as the basis for two non-regulatory guidance documents entitled *Supporting Transgender, Nonbinary and Gender Nonconforming Students* and *Sample District Policy and Administrative Procedures* at www.isbe.net/supportallstudents. The Ill. State Board of Education (ISBE) hosts these documents on its website.

If the Board would like to incorporate ISBE's *Sample District Policy and Administrative Procedures* policy recommendation into this policy, see the **PRESS Plus** Question 1 for policy 7:10, *Equal Educational Opportunities*. **Issue 105, August 2020**

PRESSPlus 2. Two laws apply to sexual harassment of students in Illinois. Title IX of the Education Amendments of 1972 (Title IX) and the IHRA prohibit discrimination on the basis of sex and sexual

harassment in any educational program or activity receiving federal financial assistance. 20 U.S.C. §1681. Title IX defines sexual harassment as conduct on the basis of sex that meets one or more of the following: (1) a district employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; (2) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it denies a person equal access to the District's education program or activity; or (3) sexual assault, dating violence, domestic violence, or stalking as defined in federal law. 34 C.F.R. §106.30. Consult the board attorney to ensure the nondiscrimination coordinator and complaint managers are trained to appropriately respond to allegations of Title IX sexual harassment.

See policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, sample exhibit 2:265-E, *Title IX Sexual Harassment Glossary of Terms*, and sample procedures 2:265-AP1, *Title IX Sexual Harassment Response*, and 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*, available at **PRESS** Online by logging in at www.iasb.com.

The IHRA prohibits any district employee or agent from sexually harassing a student, and defines sexual harassment as any unwelcome sexual advances or requests for sexual favors made to a student, or any conduct of a sexual nature toward a student, when: (1) such conduct has the purpose of substantially interfering with the student's educational performance or creating an intimidating, hostile or offensive educational environment; or (2) the district employee or agent either explicitly or implicitly makes the student's submission to or rejection of such conduct as a basis for making various enumerated education-related determinations. 775 ILCS 5/5A-201(E).

The Ill. Dept. of Human Rights investigates charges of sexual harassment in violation of the IHRA, and it is a civil rights violation when a district fails to take remedial or disciplinary action against an employee the district knows engaged in sexual harassment. 775 ILCS 5/5A-102. **Issue 105, August 2020**

PRESSPlus 3. Using "or any employee with whom the student is comfortable speaking" ensures compliance with Title IX regulations providing that "any employee" of an elementary or secondary school who has notice of sexual harassment or allegations of sexual harassment is deemed to have *actual knowledge* which triggers a district's duty to respond. 34 C.F.R. §106.30. By including "any employee" in this list, this policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. **Issue 105, August 2020**

PRESSPlus 4. Title IX regulations require districts to designate and authorize at least one employee to coordinate their efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a), amended at 85 Fed. Reg. 30573. Districts must identify the Title IX Coordinator by name, office address, email address, and telephone number.

The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, see the **PRESS Plus** Question 1 in policy 2:260. **Issue 105, August 2020**

PRESSPlus 5. "Nondiscrimination Coordinator or designee" is used where Title IX is potentially implicated. In contrast, if Title IX is likely not implicated then "Nondiscrimination Coordinator or a Complaint Manager or designee" is used. **Issue 105, August 2020**

PRESSPlus 6. Required for districts located within a county served by an accredited Children's Advocacy Center (CAC). 105 ILCS 5/22-85 (final citation pending), added by P.A. 101-531 (governing the investigation of an *alleged incident of sexual abuse* of any child within any Illinois counties served by a

CAC). For further discussion see f/n 14 in sample policy 5:90, *Abused and Neglected Child Reporting*, available at **PRESS** Online by logging in at www.iasb.com.

If your school district is not within a county served by an accredited CAC, strike this subsection and select "Adopted with Additional District Edits" as the Save Status. **Issue 105, August 2020**

Document Status: Draft Update

SECTION 2 -BOARD OF EDUCATION

2:260 Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or have a complaint regarding any one of the following: [PRESSPlus1](#)

1. Title II of the Americans with Disabilities Act, [42 U.S.C. §12101 et seq.](#)
2. Title IX of the Education Amendments of 1972, [20 U.S.C. §1681 et seq.](#), excluding Title IX sexual harassment complaints governed by policy 2:265, [Title IX Sexual Harassment Grievance Procedure](#)
3. Section 504 of the Rehabilitation Act of 1973, [29 U.S.C. §791 et seq.](#)
4. Title VI of the Civil Rights Act, 42 U.S.C. §2000d [et seq.](#)
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e [et seq.](#)
6. Sexual harassment [prohibited by the](#) (State Officials and Employees Ethics Act, [5 ILCS 430/70-5\(a\)](#); Illinois Human Rights Act, [775 ILCS 5/](#); and Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e et seq.](#) and Title IX of the Education Amendments of 1972) [\(Title IX sexual harassment complaints are addressed under policy 2:265, Title IX Sexual Harassment Grievance Procedure\)](#)
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60
8. Bullying, 105 ILCS 5/27-23.7
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, 820 ILCS 180/
12. Illinois Equal Pay Act of 2003, 820 ILCS 112/
13. Provision of services to homeless students
14. Illinois Whistleblower Act, 740 ILCS 174/
15. Misuse of genetic information [prohibited by the](#) (Illinois Genetic Information Privacy Act ([GIPA](#)), 410 ILCS 513/1 and Titles I and II of the Genetic Information Nondiscrimination Act ([GINA](#)), 42 U.S.C. §2000ff [et seq.](#)
16. Employee Credit Privacy Act, [820 ILCS 70/](#)

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed under this policy shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

A complaint may be filed with the Department of Education, Office for Civil Rights. The Illinois Regional Office for Civil Rights is located in Chicago at:

Chicago Office for Civil Rights
U.S. Department of Education
Citigroup Center
500 West Madison Street, Suite 1475

Chicago, IL 60661

Phone: 312/730-1560

Fax: 312/730-1576

TDD: 877/521-2172

Email: OCR.Chicago@ed.gov

Deadlines

All deadlines under this policy may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, *school business days* means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy. For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Complaint Manager shall process and review the complaint according to that policy, in addition to any response required by this policy: [2:260, Uniform Grievance Procedure](#).

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law or this policy, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days ~~or after~~ the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time. The Superintendent will keep the Board informed of all complaints.

If a complaint contains allegations involving the Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy.

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by first class U.S. mail as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days ~~or after~~ the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall mail its written decision to the Complainant and the accused by first class U.S. mail as well as to the Complaint Manager. With regard to any review, deliberations, or determination by the Board of the Complaint Manager's or outside investigator's report and the related complaint, the Board

shall consider requiring the recusal of any board members who are parties or witnesses to the complaint.

This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing a Nondiscrimination Coordinator and Complaint Managers

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.^{Q1}

The Superintendent shall appoint at least one Complaint Manager to administer the ~~the complaint process in~~ this policy. If possible, the Superintendent will appoint two Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers. The Superintendent or designee shall ensure that students, parents/guardians, employees, and members of the community are informed of the contact information for the District's Nondiscrimination Coordinator and Complaint Managers on an annual basis.

Nondiscrimination Coordinator:

Ed Piotrowski, Director of Human Resources
100 S. Brainard
LaGrange, IL 60525
708/579-6456

Complaint Managers:

Shanna Lewis, Associate Principal - South	Kevin Brown, Associate Principal - North
4900 S. Willow Springs Rd.	100 S. Brainard
Western Springs, IL 60558	LaGrange, IL 60525
slewis@lths.net	
708/579-6500	708/579-6300

LEGAL REF.:

- Age Discrimination in Employment Act, [29 U.S.C. §621 et seq.](#)
- Americans With Disabilities Act, [42 U.S.C. §12101 et seq.](#)
- Equal Employment Opportunities Act (Title VII of the Civil Rights Act), [42 U.S.C. §2000e et seq.](#)
- Equal Pay Act, [29 U.S.C. §206\(d\).](#)
- Genetic Information Nondiscrimination Act, [42 U.S.C. §2000ff et seq.](#)
- Immigration Reform and Control Act, [8 U.S.C. §1324a et seq.](#)
- McKinney-Vento Homeless Assistance Act, [42 U.S.C. §11431 et seq.](#)
- Rehabilitation Act of 1973, [29 U.S.C. §791 et seq.](#)
- Title VI of the Civil Rights Act, [42 U.S.C. §2000d et seq.](#)
- Title IX of the Education Amendments, [20 U.S.C. §1681 et seq.](#) [34 C.F.R. Part 106](#)
- State Officials and Employees Ethics Act, [5 ILCS 430/70-5\(a\).](#)

[105 ILCS 5/2-3.8, 5/3-10, 5/10-20.7a, 5/10-20.60, 5/10-22.5, 5/22-19, 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.](#)

Illinois Genetic Information Privacy Act, [410 ILCS 513/](#).

Illinois Whistleblower Act, [740 ILCS 174/](#).

Illinois Human Rights Act, [775 ILCS 5/](#).

Victims' Economic Security and Safety Act, [820 ILCS 180/](#), [56 Ill.Admin.Code Part 280](#).

Equal Pay Act of 2003, [820 ILCS 112/](#).

Employee Credit Privacy Act, [820 ILCS 70/](#).

[23 Ill.Admin.Code §§1.240](#) and [200-40](#).

CROSS REF.: 2:105 (Ethics and Gift Ban), [2:265 \(Title IX Sexual Harassment Grievance Procedure\)](#), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), [5:90 \(Abused and Neglected Child Reporting\)](#), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), [7:185 \(Teen Dating Violence Prohibited\)](#), 7:315 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

Adopted: February 18, 2020

Questions and Answers:

***Required Question 1. A district must prominently display its Title IX non-discrimination policies (this policy 2:260, *Uniform Grievance Procedure*, and policy 2:265, *Title IX Sexual Harassment Grievance Procedure*) and contact information for its Title IX coordinator(s) on its website, if any, and in each handbook made available to students, applicants for employment, parents/guardians, employees, and collective bargaining units. 34 C.F.R. §106.8(a) and (b). Notifications must state that nondiscrimination extends to employment, and that inquiries about the application of Title IX and its regulations may be referred to the district's Title IX coordinator, to the U.S. Dept. of Education's Assistant Secretary of Education, or both. 34 C.F.R. §106.8(b). See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, available at PRESS Online by logging in at www.iasb.com.

Title IX regulations require districts to designate and authorize at least one employee to coordinate efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). Districts must identify the Title IX coordinator by name, office address, email address, and telephone number.

The Nondiscrimination and Title IX Coordinator(s) need not be the same person. Does the District's Nondiscrimination Coordinator also serve as the Title IX Coordinator?

- The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator. (default)
- The Nondiscrimination Coordinator does not serve as the District's Title IX Coordinator. (IASB will list the District's Title IX Coordinator separately in policies 2:260, 5:10, 5:20, 7:20, and 7:180 and make any other necessary changes to these policies.) The District's Title IX Coordinator's name, office address, email address, and telephone number are:

PRESSPlus Comments

PRESSPlus 1. The items listed are updated for continuous improvement and to explicitly direct any sexual harassment complaints involving Title IX to **NEW** policy 2:265, *Title IX Sexual Harassment Grievance Procedure*. **Issue 105, August 2020**

Document Status: Draft Update

General Personnel

5:10 Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race, color, creed, religion, national origin, sex, sexual orientation, age, ancestry, marital status, arrest record, military status, order of protection status, unfavorable military discharge, citizenship status provided the individual is authorized to work in the United States, use of lawful products while not at work, being a victim of domestic violence, sexual violence, or gender violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, [410 ILCS 130/](#).

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager for the Uniform Grievance Procedure. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Administrative Implementation

The Superintendent shall appoint at least two Complaint Managers, one of each gender. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator. [PRESSPlus1](#)

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Complaint Managers. A complaint manager may be designated as a Nondiscrimination Coordinator as needed.

Nondiscrimination Coordinator:

Ed Piotrowski, Director of Human Resources

100 S. Brainard

LaGrange, IL 60525

708/579-6456

Complaint Managers:

Shanna Lewis, Associate Principal - South Kevin Brown, Associate Principal - North

4900 S. Willow Springs Rd.

100 S. Brainard

Western Springs, IL 60558

LaGrange, IL 60525

slewis@lths.net

708/579-6500

708/579-6300

The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as, by posting required notices and including this policy in the appropriate handbooks.

Minority Recruitment

The District will attempt to recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant

minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights based on a protected status without evidence of past discrimination.

LEGAL REF.:

[8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Education Amendments of 1972, implemented by [34 C.F.R. Part 106](#).

[29 U.S.C. §206](#)(d), Equal Pay Act.

[29 U.S.C. §621](#) *et seq.*, Age Discrimination in Employment Act.

[29 U.S.C. §701](#) *et seq.*, Rehabilitation Act of 1973.

[38 U.S.C. §4301](#) *et seq.*, Uniformed Services Employment and Reemployment Rights Act (1994).

[42 U.S.C. §1981](#) *et seq.*, Civil Rights Act of 1991.

[42 U.S.C. §2000e](#) *et seq.*, Title VII of the Civil Rights Act of 1964, implemented by [29 C.F.R. Part 1601](#).

[42 U.S.C. §2000ff](#) *et seq.*, Genetic Information Nondiscrimination Act of 2008.

[42 U.S.C. §2000d](#) *et seq.*, Title VI of the Civil Rights Act of 1964.

[42 U.S.C. §2000e](#)(k), Pregnancy Discrimination Act.

[42 U.S.C. §12111](#) *et seq.*, Americans with Disabilities Act, Title I.

[Ill. Constitution, Art. I](#) §§17, 18, and 19.

[105 ILCS 5/10-20.7](#), [5/20.7a](#), [5/21.1](#), [5/22.4](#), [5/23.5](#), [5/22-19](#), [5/24-4](#), [5/24-4.1](#), and [5/24-7](#).

[410 ILCS 130/40](#), Compassionate Use of Medical Cannabis Program Act.

[410 ILCS 513/25](#), Genetic Information Privacy Act.

[740 ILCS 174/](#), Ill. Whistleblower Act.

[775 ILCS 5/1-103](#), [5/2-102](#), [103](#), and [5/6-101](#), Ill. Human Rights Act.

[775 ILCS 35/5](#), Religious Freedom Restoration Act.

[820 ILCS 55/10](#), Right to Privacy in the Workplace Act.

[820 ILCS 70/](#), Employee Credit Privacy Act.

[820 ILCS 75/](#), Job Opportunities for Qualified Applicants Act.

[820 ILCS 112/](#), Ill. Equal Pay Act of 2003.

[820 ILCS 180/30](#), Victims' Economic Security and Safety Act.

[820 ILCS 260/](#), Nursing Mothers in the Workplace Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), [2:265 \(Title IX Sexual Harassment Grievance Procedure\)](#), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment, At-Will, Compensation, and Assignment), 5:300 (Schedules and Employment Year), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

Adopted: January 21, 2020

PRESSPlus Comments

PRESSPlus 1. Title IX regulations require districts to designate and authorize at least one employee to coordinate their efforts

to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). Districts must identify the Title IX Coordinator by name, office address, email address, and telephone number.

The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, see the **PRESS Plus** Question 1 in policy 2:260. **Issue 105, August 2020**

Document Status: Draft Update

General Personnel

5:100 Staff Development Program

The Superintendent or designee shall implement a staff development program. The goal of such program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for licensed staff members shall be designed to effectuate the District and School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State.

The staff development program shall provide, at a minimum, at least once every two years, the in-service training of licensed school personnel and administrators on current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psychostimulant medication for school-age children.

The staff development program shall provide, at a minimum, once every two years, the in-service training of all District staff on educator ethics, teacher-student conduct, and school employee-student conduct.

The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and Prevention*.

An opportunity shall be provided for all staff members to acquire, develop, and maintain the knowledge and skills necessary to properly administer life-saving techniques and first aid, including the Heimlich maneuver, cardiopulmonary resuscitation, and the use of an automated external defibrillator, in accordance with a nationally recognized certifying organization. Physical fitness facilities' staff must be trained in cardiopulmonary resuscitation and use of an automated external defibrillator.

LEGAL REF.:

20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106; PRESSPlus1

Healthy, Hunger-Free Kids Act of 2010; 42 U.S.C. §1758b, Pub. L. 111-296; Healthy, Hunger-Free Kids Act of 2010; 7 C.F.R. Parts 210 and 235.

105 ILCS 5/2-3.62, 5/10-20.17a, 5/10-20.61, 5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/22-80(h), and 5/24-5.

105 ILCS 25/1.15, Interscholastic Athletic Organization Act.

105 ILCS 150/25, Seizure Smart School Act.

105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.

325 ILCS 5/4, Abused and Neglected Child Reporting Act.

745 ILCS 49/, Good Samaritan Act.

775 ILCS 5/2-109, III. Human Rights Act.

23 Ill.Admin.Code §§ 22.20, 226.800, and Part 525.

77 Ill.Admin.Code §527.800.

CROSS REF.: 2:265 (Title IX Sexual Harassment Grievance Procedure), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Ethics and Conduct), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:270 (Administering Medicines to Students), 7:285 (Food Allergy Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

Adopted: January 21, 2020

PRESSPlus 1. Updated in response to Title IX regulations. The list of in-services that is optional to be adopted into this policy is also updated in response to Title IX training requirements; see footnote 4 of sample policy 5:100, available at **PRESS** Online by logging in at www.iasb.com. **Issue 105, August 2020**

Document Status: Draft Update

STUDENTS

7:10 Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, ^{Q1} status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board of Education policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievance by using Board policy 2:260, *Uniform Grievance Procedure*.

Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the appropriate Intermediate Service Center (pursuant to [105 ILCS 5/3-10](#)) and, thereafter, to the State Superintendent of Education (pursuant to [105 ILCS 5/2-3.8](#)).

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator, who also serves as the District's Title IX Coordinator. ^{PRESSPlus1} The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures. ^{PRESSPlus2}

Nondiscrimination Coordinator:

Ed Piotrowski, Director of Human Resources
100 S. Brainard
LaGrange, IL 60525
708/579-6456

Complaint Managers:

Shanna Lewis, Associate Principal - South	Kevin Brown, Associate Principal - North
4900 S. Willow Springs Rd.	100 S. Brainard
Western Springs, IL 60558	LaGrange, IL 60525
708/579-6500	708/579-6300

LEGAL REF.:

[20 U.S.C. §1681 et seq.](#), Title IX of the Education Amendments of 1972; implemented by [34 C.F.R. Part 106](#).

[29 U.S.C. §791 et seq.](#), Rehabilitation Act of 1973.

[42 U.S.C. §11431 et seq.](#), McKinney-Vento Homeless Assistance Act.

[Good News Club v. Milford Central Sch.](#), 533 U.S. 98 (2001).

[Ill. Constitution, Art. I §18.](#)

[105 ILCS 5/3.25b, 5/3.25d\(b\), 5/10-20.12, 5/10-20.60](#) (P.A.s 100-29 and 100-163, final citations pending), [5/10-22.5](#), and [5/27-1](#).

[775 ILCS 5/1-101](#) et seq., Illinois Human Rights Act.

[775 ILCS 35/5](#), Religious Freedom Restoration Act.

[23 Ill.Admin.Code §1.240](#) and [Part 200](#).

CROSS REF.: 2:260 (Uniform Grievance Procedure), [2:265 \(Title IX Sexual Harassment Grievance Procedure\)](#), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), [7:185 \(Teen Dating Violence Prohibited\)](#), 7:250 (Student Support Services), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

Adopted: May 21, 2018

Questions and Answers:

***Required Question 1. Executive Order (EO) 2019-11, titled "Strengthening Our Commitment to Affirming and Inclusive Schools" established the Affirming and Inclusive Schools Task Force (Task Force) to identify strategies and best practices for ensuring welcoming, safe, supportive, and inclusive school environments for transgender, nonbinary, and gender nonconforming students. The Task Force delivered a report that served as the basis for two non-regulatory guidance documents entitled *Supporting Transgender, Nonbinary and Gender Nonconforming Students* and *Sample District Policy and Administrative Procedures* at www.isbe.net/supportallstudents. The Ill. State Board of Education (SBE) hosts these documents on its website.

Does the Board want to incorporate ISBE's *Sample District Policy and Administrative Procedures* policy recommendation into this policy?

No (default)

Yes (IASB will replace "gender identity" with "gender, gender identity (whether or not traditionally associated with the student's sex assigned at birth), gender expression," add "or gender expression" to the first sentence under the Sex Equity subhead, and add the following sentence to that subhead: "Students shall be supported in a manner consistent with their gender identity. This will include, but not be limited to, use of restrooms, locker rooms, and other facilities that correspond with the student's gender identity." In addition, the list of protected classifications in policy 7:20 will be amended to replace "gender identity" with "gender, gender identity (whether or not traditionally associated with the student's sex assigned at birth);")

PRESSPlus Comments

PRESSPlus 1. The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, see the **PRESS Plus** Question in policy 2:260. **Issue 105, August 2020**

PRESSPlus 2. The Illinois Principals Association maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/resources/model-student-handbook. **Issue 105, August 2020**

Document Status: Draft Update

STUDENTS

7:180 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any non school-related activity, function, or program.

Definitions from 105 ILCS 5/27-23.7

Bullying includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the following requirements:

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the [First Amendment to the U.S. Constitution](#) or under [Section 3 of Article I of the Illinois Constitution](#).
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted.

Nondiscrimination Coordinator: [PRESSPlus1](#)

Ed Piotrowski, Director of Human Resources
100 S. Brainard
LaGrange, IL 60525
708/579-6456

Complaint Managers:

Shanna Lewis, Associate Principal - South
4900 S. Willow Springs Rd.
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708/579-6500

Kevin Brown, Associate Principal - North
100 S. Brainard
LaGrange, IL 60525
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4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform parent(s)/guardian(s) of all students involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the report of the incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. A student's act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
 - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
 - b. 2:265, Title IX Sexual Harassment Grievance Procedure. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972. [PRESSPlus2](#)
 - c. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - d. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
 - e. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
 - f. 7:20, *Harassment of Students Prohibited*. This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
 - g. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
 - h. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
 - i. 7:315, *Restrictions on Publications; High Schools*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.:

[405 ILCS 49/](#) Children's Mental Health Act.

[105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.](#)

[23 Ill.Admin.Code §§1.240 and §1.280.](#)

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities),

7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Food Allergy Management Program), 7:315 (Restrictions on Publications; High Schools)

Adopted: January 21, 2020

PRESSPlus Comments

PRESSPlus 1. Title IX regulations require districts to designate and authorize at least one employee to coordinate their efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). Districts must identify the Title IX Coordinator by name, office address, email address, and telephone number.

The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, see the **PRESS Plus** Question 1 in policy 2:260. **Issue 105, August 2020**

PRESSPlus 2. Added in response to Title IX regulations at 34 C.F.R. Part 106. **Issue 105, August 2020**

Document Status: Draft Update

STUDENTS

7:185 Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
 - a. 2:260. Uniform Grievance Procedure. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
 - b. 2:265. Title IX Sexual Harassment Grievance Procedure. This policy prohibits any person from engaging in sexual harassment in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking. ^{PRESSPlus1}
 - c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - d. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.
3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

Incorporated

by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.:

105 ILCS 110/3.10.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Adopted: June 17, 2019

PRESSPlus Comments

PRESSPlus 1. Added in response to Title IX regulations at 34 C.F.R. Part 106. **Issue 105, August 2020**

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 D. Eggerding 

DATE: October 15, 2020

RE: 2021-2022 Calendar (Second Reading)

BACKGROUND:

The attached draft calendar is the only one presented this year for consideration. The calendar follows our usual assumptions of starting sometime after August 17 and continuing the practice of final examinations 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 119
Last day of Semester 1	December 22
First day of Semester 2	January 4
Spring Break	March 25-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 with other constituent groups. The draft calendar has been on public display via the website for community input and has been shared with Associate Schools.

The one suggestion, which came from a community member, had to do with winter break. Similar to December, 2015, we do not have three weekends to go along with the vacation days. The draft has two areas circled. Starting on the 16th of August would allow for first semester to finish on the 17th of December. This is the recommendation of the DuPage ROE for all DuPage County high schools.

The problem of an early start pushes processing and book pick-up into the first week of August and moves Freshman Experience Day to August 11 instead of August 16.

For informational purposes, a chart with potential start/end dates for future years and a proposed calendar for 2022-2023 have also been included. The start/end date chart indicates the next three years will finish on the 22nd. For reference, the 2022-2023 calendar extends the break a full week into the new year.

Given the need to start earlier in August, any change to the calendar should include additional vacation days in January.

Late starts and school improvement days will be added later.

RECOMMENDATION:

Approve the 2020-2021 Calendar as presented.



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

Updated 10/12/2020

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. 22-31 Winter Break
- January 17 M.L. King, Jr. Day
- February 21 Presidents' Day
- March 4 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. 22 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 16 ⚡ 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	5/28	5/30	83	93	176
2021-2022	N	8/19	12/22	3/28-4/1	5/25	5/29	83	93	176
2022-2023	N	8/22	12/22	3/27-31	6/1	6/4	83	93	176
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 October, 2020



LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204 2022-2023 Draft SCHOOL CALENDAR

(updated 10/12/2020)

August 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			

September 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	

October 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					

November 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			

December 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

January 2023

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

OPENING/CLOSING DAYS OF SCHOOL

- August 22, 2022 (A) First Day of School
- June 1, 2023 (Ω) Last Day of School

STUDENT NON-ATTENDANCE DAYS (*)

- August 18 District Institute Day
- August 19 Teacher Work Day
- September 5 Labor Day
- October 7 District Institute Day
- October 10 Columbus Day
- October 28 Non-Attendance Day
- November 23 Non-Attendance Day
- November 24-25 Thanksgiving Holiday
- Dec. 23 - Jan. 9 Winter Break
- January 9 District Institute Day
- January 16 Dr. M. L. King, Jr. Day
- February 20 Presidents Day
- March 3 Institute Day
- March 27-31 Spring Break
- May 29 Memorial Day
- June 2 Teacher Work Day

LATE START DAYS 8:45 a.m. start ()

SCHOOL IMPROVEMENT DAYS 11:30 Dismissal (Λ)

PARENT-TEACHER CONFERENCE DAYS (▲)

- October 26 5:00-9:00 p.m.
- October 27 5:00-8:30 p.m.

GRADING PERIODS

- Aug. 22 - Oct. 14 Q1 1st quarter
- Oct. 17 - Dec. 22 2nd quarter & End of 1st semester
- Jan. 10 - Mar. 01 Q3 3rd quarter
- Mar. 12 - May 31 Ω 4th quarter & End of 2nd semester

FINAL EXAM DAYS (⊕)

- December 20-22 1st semester
- May 30, 31, June 1 2nd semester

COMMENCEMENT (⊖)

- Sunday, June 4 2:00 p.m. NC Fieldhouse

MISCELLANEOUS

- August 11-16 ☒ Processing Days
- August 17 ↗ Frosh Experience Day
- September 8 ☒ S. C. Open House
- September 15 ☒ N. C. Open House
- June 5-8 ☉ Emergency Days
- June 12 Summer School Begins

February 2023

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

March 2023

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

April 2023

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

May 2023

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

June 2023

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

July 2023

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

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

LYONS TOWNSHIP HIGH SCHOOL

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

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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)

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

Course	Vote	Administrative Recommendation
Spanish for Heritage Speakers – NAME CHANGE	17 Ayes - 0 Nays	Recommend
Social Awareness and Perspective Taking – LEVEL CLARIFICATION	17 Ayes - 0 Nays	Recommend
Strength Training – NEW COURSE	19 Ayes - 0 Nays	Recommend
English III Prep Literature and Composition – ADD YEAR LONG COURSE TO REPLACE TWO SEMESTER COURSES	18 Ayes - 0 Nays	Recommend
English IV Prep Composition – ADD TO 12th GRADE TO MATCH INDIANA U. COURSES	19 Ayes - 0 Nays	Recommend
Multicultural American Literature – NEW COURSE	20 Ayes - 0 Nays	Recommend
Financial Algebra – NEW COURSE	19 Ayes - 0 Nays	Recommend
Environmental Science Prep – OFFER AS FULL YEAR	17 Ayes - 0 Nays	Recommend
STEM Research – NEW COURSE	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	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 DuPage⁸⁴

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)						
--------------------------	--	--	--	--	--	--

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*		86 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)	

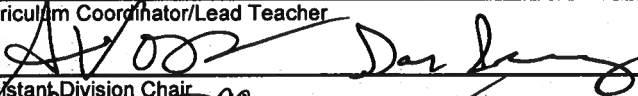
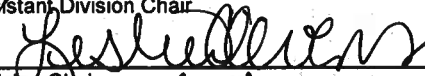
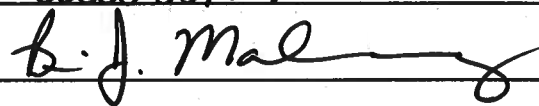
Provide an updated Course Description that will be included in the Academic Program Guide:

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	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:

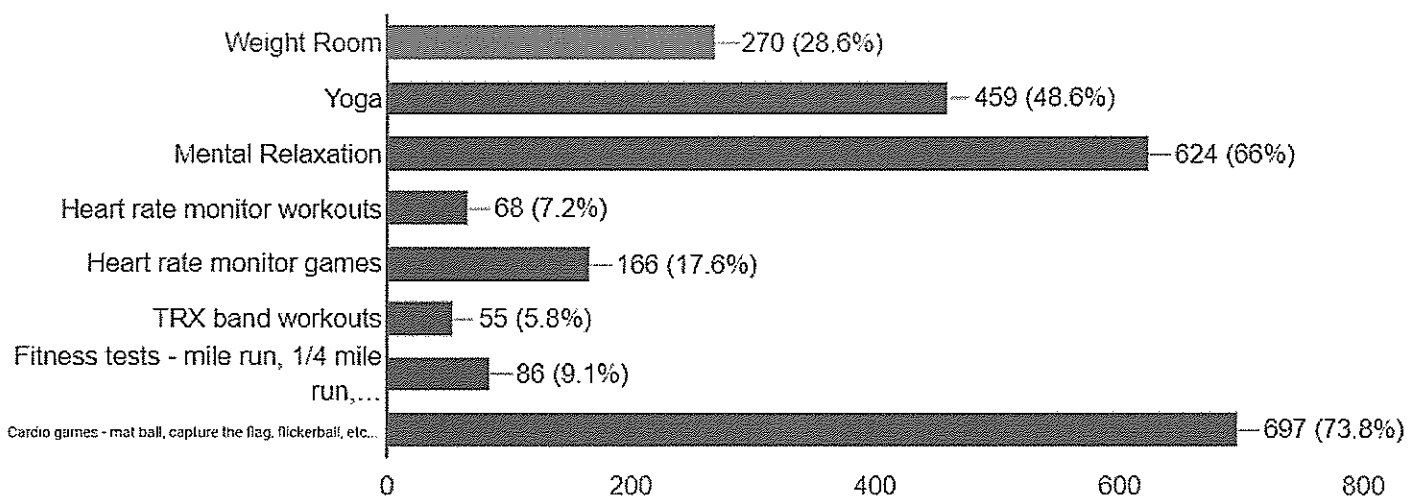
The philosophy of the Physical Education and Health Department is to fulfil the Mission Statement of Lyons Township High School which charges that our work will ...foster the full intellectual, physical, moral, and aesthetic growth of each student. The four-year required course of study will use a broad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

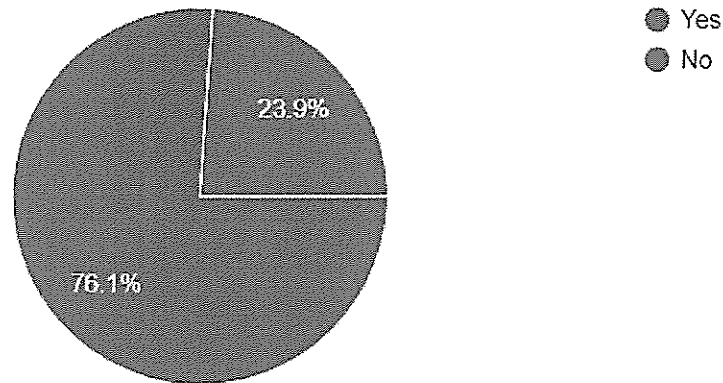
945 responses



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.

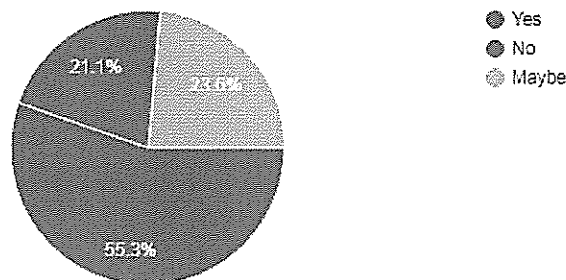
32.1% of students surveyed stated that they would likely join a class that focuses on personal health and weight training.

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.

Additional Data from the targeted survey is below:

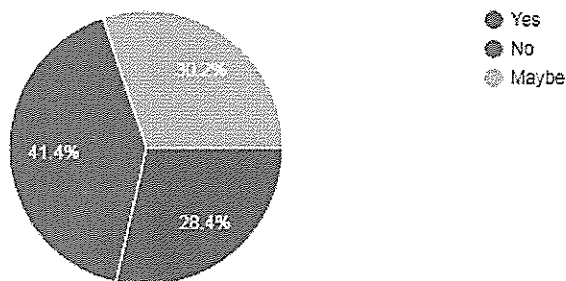
Are you interested in a class that allows you to focus on individualized fitness goals pertaining to strength, altering body composition, and improving overall well-being?

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

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


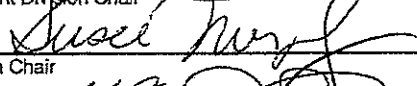

Provide an updated Course Description that will be included in the Academic Program Guide:

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:

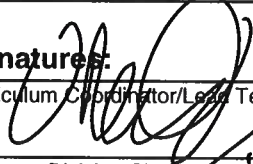
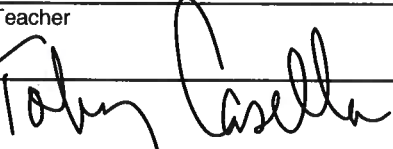

For the Level III Version: This course addresses skill development in reading, writing, listening, speaking, and research while exploring American themes and experiences present in fiction and nonfiction. The course emphasizes the analysis of poetry, literature, language, and the study of rhetoric in 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)						
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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

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)

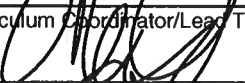


Provide an updated Course Description that will be included in the Academic Program Guide:

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

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

Date of Application: 2/10/2020

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)	

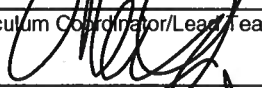
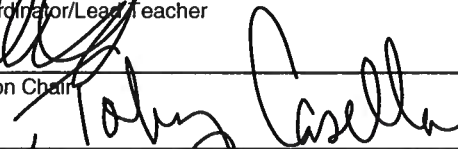
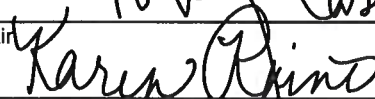
Provide an updated Course Description that will be included in the Academic Program Guide:

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 2/27/20
Assistant Division Chair		Date 2/27/20
Division Chair		Date 2/27/20

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

*Dual Credit University Partner:

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	\$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. 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 <i>William Lanspeary</i>	Date 10/6/20
Assistant Division Chair <i>Annette Adams</i>	Date 10/5/20
Division Chair <i>Collin Voigt</i>	Date 10/5/20

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	x	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)	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 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:

General interest topics of ecology, population, politics, pollution, and other vital problems of survival of mankind are covered. The course provides the student with an awareness of our world and ways the student can help improve its quality. Students must participate in research in the form of discussion and reports. Field trips, lectures, and lab projects will supplement the research. The course may be taken for either semester independently or for the full year since topics do not overlap.

Who was involved in developing this course proposal?

Adam Roubitchek
Eric Nuss

Signatures:

Curriculum Coordinator/Lead Teacher 	Date 10/5/20
Assistant Division Chair 	Date 10/5/20
Division Chair 	Date 10/5/20

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	3 Years of Science Credit or concurrent enrollment	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 Subscription	\$2000 annually

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 10/6/2020
Assistant Division Chair 	Date 10/5/20
Division Chair 	Date 10/5/20

LYONS TOWNSHIP HIGH SCHOOL

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



Brian Stachacz
Director of Business Services

Memorandum

To: Dr. Tim Kilrea, Board of Education
From: Brian Stachacz
Date: 10/15/2020
Re: C. Acitelli Final Change Order

Information: Presented for review is the only and final Change Order associated with the mechanical improvement project at both North and South Campus this summer. A \$40,000 allowance was included in the project and you will notice that none of the allowance was needed for the project. The ultimate outcome of this Change Order is a credit to the district of \$40,000 and the final contract amount will be \$640,000.

Recommendation: The Board of Education approve the Change Order as presented.



AIA Document G701™ – 2017

Change Order

PROJECT: <i>(Name and address)</i> Project 2019.107 - South Campus Unit Vents and North Campus Gym Air Handlers South Campus 4900 Willow Springs Rd. Willow Springs, IL	CONTRACT INFORMATION: Contract For: General Construction Date: February 19, 2020	CHANGE ORDER INFORMATION: Change Order Number: 001 Date: September 25, 2020
North Campus 100 South Brainard LaGrange, IL 60525		
OWNER: <i>(Name and address)</i> Lyons Township High School District 204 100 S. Brainard Ave. LaGrange, IL 60525	ARCHITECT: <i>(Name and address)</i> DLA Architects, Ltd. Two Pierce Place Suite 1300 Itasca, IL 60143	CONTRACTOR: <i>(Name and address)</i> C. Acitelli Heating & Piping Contractors, Inc. 813 South Villa Ave. Villa Park, IL 60181

THE CONTRACT IS CHANGED AS FOLLOWS:

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

Unused allowance monies: DEDUCT (\$40,000.00)

The original Contract Sum was	\$	680,000.00
The net change by previously authorized Change Orders	\$	0.00
The Contract Sum prior to this Change Order was	\$	680,000.00
The Contract Sum will be decreased by this Change Order in the amount of	\$	40,000.00
The new Contract Sum including this Change Order will be	\$	640,000.00

The Contract Time will be increased by Zero (0) days.
The new date of Substantial Completion will be unchanged.

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

DLA Architects, Ltd.	C. Acitelli Heating & Piping Contractors, Inc.	Lyons Township High School District 204
ARCHITECT <i>(Firm name)</i>	CONTRACTOR <i>(Firm name)</i>	OWNER <i>(Firm name)</i>
		
SIGNATURE	SIGNATURE	SIGNATURE
Paul Gajda	Charles Acitelli Jr., President	Brian Stachacz, Dir. of Business Services
PRINTED NAME AND TITLE	PRINTED NAME AND TITLE	PRINTED NAME AND TITLE
09.28.2020	9/28/20	
DATE	DATE	DATE

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 *SE*

DATE: October 8, 2020

RE: Summer Workshop Reports and Financial Summary

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
MISCELLANEOUS								
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
TOTALS	Proposed \$92,500.50	Actual \$73,309.86	Proposed \$89,177.50	Actual \$70,712.62	Proposed \$77,357.12	Actual \$57,883.95	Proposed \$53,490.38	Actual \$40,097.47
		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
TOTAL	\$92,500.50	\$73,309.86	\$89,177.50	\$70,712.62	\$77,357.12	\$57,883.95	\$53,490.38	\$40,097.47

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204

Divisional/Departmental Summary

2020 Summer Workshops

DIVISION/DEPARTMENT	STAFF	DIVISION SUBTOTALS			DISTRICT TOTALS
		First Reading	Second Reading	Actual	
CURRICULUM & STAFF DEVELOPMENT					\$12,495.60 (G)
• 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)	
FINE ARTS					\$8,474.10 (D)
• 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)	
Language Arts (New Addition)					\$2,344.90 (D)
• English 4H: Indiana U. Dual Credit Courses	6		\$2,430.00 (D)	\$2,344.90 (D)	
MATH/SCIENCE					\$9,856.60 (D)
• 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)	
PHYSICAL WELFARE					\$3,490.52 (D)
• 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)	
SPECIAL EDUCATION					\$3,435.75 (G)
• BASE/ARC Curriculum Development	9	\$5,467.50 (G)	\$5,467.50 (G)	\$3,435.75 (G)	
TOTALS	99	\$68,494.88 (G)	\$21,090.38 (G)		\$15,931.35 (G)
		\$68,364.00 (D)	\$32,400.00 (D)		\$24,166.12 (D)

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

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

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

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 5th 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 7th 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.

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

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

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

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.
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 - 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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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.

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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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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

Mrs. A. Kolathu akolathu@lths.net

Ms. M. Lopez-Yanez mlopezva@lths.net

Ms. A. Ecklund 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 (NC 579-6488, SC 579-6585)

Updated portion of Curriculum Map:

Name of Unit:		Length of Study:
Unit 1 Para Empezar	Introducciones (review)	4 weeks
Essential Question(s):		
How does my culture shape my habits? What are some similarities and differences between my classmates and I?		
Priority Standard(s)		Return to Standards Page
NCSSFL-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	Interculturality (Intermediate) <i>Investigate</i> Products Practices <i>Interact</i> Language Behavior
Presentational Present information to narrate about my life, experiences and events Present information to give preferences, opinions or persuasive argument	Express, react to, and support preferences and opinions	
Essential Skill Outcomes (Doing)	Essential Content Outcomes (Knowing)	Common Formative Assessments
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	Interpretive practice (1-2, A-F) Presentational practice (6-8, A-F) Interpersonal practice (4-5, A-F)
Common Summative Assessment(s)		
Presentational FlipGrid speaking assessment (1-8, A-F) Interpersonal FlipGrid assessment (1-8, A-F) Interpretive assessment (1-8, A-F)		
Resources:		
Shared drive/Google drive , Canvas and online resources		
Return to Table of Contents		

Name of Unit:

Length of Study:

Unit 2	¿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>PERA 1 (3-8, A-D)</p> <p>Cuernavaca Interpretive Reading (1-2, A-E)</p>
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Common Summative Assessment(s)

[Unit 2 IPA \(1-8, A-E\)](#)

Resources:

[Shared drive/Google drive](#), 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!

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.

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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

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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. |
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 - 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.

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

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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

- 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!

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

- Provide a printed summary on the reverse side of this *Report Form*. Handwritten summaries will not be accepted.
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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
Nikita Hulbert - nhulbert@lths.net
Sarah Pouls - 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, 8th edition*, Rosenwasser and Stephen
2. *Writing and Reading for ACP Composition, 3rd 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*

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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

- 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.

SEMESTER 2 – Algebra 1 Prep Staggered	
Unit 7 - Exponential functions 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.	
Unit 8 - Exponents and polynomials 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.	
Unit 9 - Quadratics in vertex form (did not assess due to e-learning, test is not made/finished) 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)	
Unit 10 - Solving quadratics 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)	
Unit 11 - Quadratic Formula 11.1 - I can represent radicals in equivalent forms 11.2 - I can solve quadratic equations using the quadratic formula	
Unit 12 - Introduction to Geometry	156

<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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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>Unit 1 - Solving linear equations</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>Unit 1 - Solve linear equations and inequalities</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>Unit 2 - Solving...??</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>Unit 2 - Proportional Relationships, Literal Equations, Absolute Value</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>Unit 3 - Functions</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>Unit 3 - Functions</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>Unit 4 - Linear functions</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>Unit 4 - Linear Functions</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>Unit 5 - Systems of linear equations</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>Unit 5 - Systems of Equations (no inequalities) (calc/nc portions)</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>Unit 5B - linear inequalities</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>Unit 6 - Linear Regression</p> <p>6.1 - I can use technology to create and interpret a linear regression model</p>
<p>SEMESTER 2 -Prep</p>	<p>SEMESTER 2 - Accel</p>
<p>Unit 6 - Linear regression</p> <p>6.1 Apply - I can create a model to analyze data in order to predict outcomes</p>	
<p>Unit 7 - Exponential functions</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>Unit 7 - Exponential Functions</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>Unit 8 - Exponents and polynomials</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>Unit 8 - Polynomials and Factoring (no solving) (All No Calc)</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>Unit 9 - Quadratics in vertex form (did not assess due to e-learning, test is not made/finished)</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>Unit 9 - Solve Quadratic Equations Part 1 (Factoring and Square Root Method) (All No Calculator)</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>Unit 10 - Solving quadratics</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>Unit 10 - Graphing Quadratic Equations</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>Unit 11 - Quadratic Formula</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>Unit 11 - Solving Quadratic Equations Part 2 (Complete the Square and Quadratic Formula) no common assessment made yet.</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>Unit 12 - Stats</p> <p>12.1 - I can analyze and interpret data sets</p>	<p>Unit 12 - Stats</p> <p>12.1 - I can analyze and interpret data sets</p>

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

- **Complete this Summer Workshop Summary Report at the conclusion of the Workshop.**
- **Complete the form and print a hard copy.**
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- **Submit a hard copy Summary Report with a completed time sheet to the Curriculum Office.**
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I. Department(s)/Division(s)
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

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!

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.

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
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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.

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
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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 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!

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



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

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- Fax: (708) 579-6036
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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

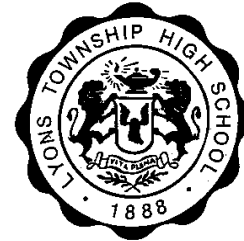
No significant changes are being considered at this point for the summer of 2021. We hope to be able to provide in-person instruction. If it becomes clear that a hybrid/remote model will be needed, we will share it with the Board at that time. Regardless, the schedule for the summer of 2021 is set as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

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

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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Katie Smith

DATE: October 15, 2020

RE: Student Performance Data: AP Report



2020 AP TESTING REPORT

AP® Summary Results: 2010-2020

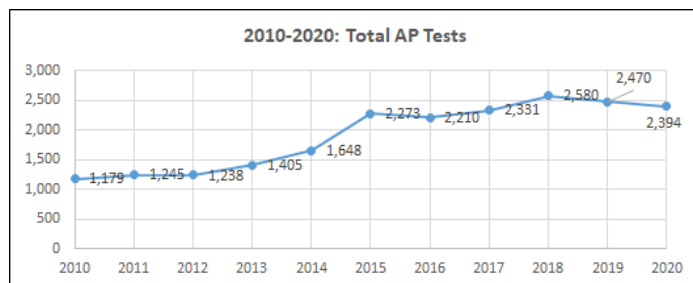
Lyons Township High School offers its students 26 Advanced Placement course options. Advanced Placement courses are valued in high schools across the nation because they offer students:

1. a rigorous academic curriculum which is viewed favorably in the college admissions process,
2. a stronger likelihood of graduating college in five years,
3. potential financial benefits in college which students can receive by passing the AP® test and earning college credit for the course.

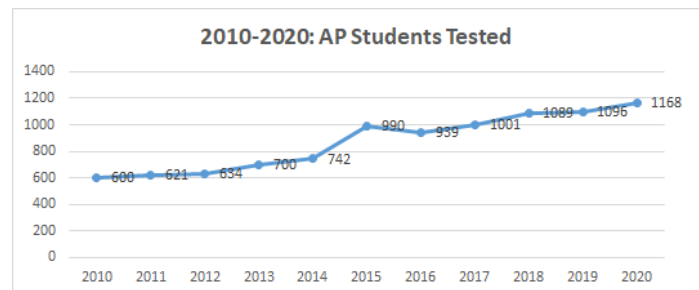
As a result of these benefits, the number of AP® exams being taken in the United States has nearly doubled since 2004.

In the past ten years, Lyons Township High School has witnessed significant growth in both the number of AP® exams taken and the number of students taking these exams. In 2010, 600 students sat for AP® exams, which nearly doubled in the spring of 2020 with 1,168 students sitting for AP exams. 2020 marks a record for the number of students taking AP exams despite the challenges posed by the pandemic. In 2010, 1,179 AP® exams were taken. This number more than doubled in the spring of 2020. When compared to 2019, the number of tests was slightly less (-76 tests) which may be attributed to the challenges posed by on-line testing.

AP® Graph 1-Number of AP® Tests Taken: 2010-2020



AP® Graph 2-Number of Students Testing: 2010-2020



In the spring of 2020, Advanced Placement exams were altered drastically to accommodate the remote learning environment that our nation's students were experiencing as a result of the COVID-19 pandemic. Exams that were previously comprised of a comprehensive multiple-choice section and at least one extensive written section (at a minimum) were changed (in most cases with language exams being the exception) to include only one written portion. As a result, exams that were paper and pencil and approximately three hours in length became computer-based and forty-five minutes in length. Additionally, the number of evaluators and process for scoring an exam was altered from prior years. Score comparison between 2020 and years prior should be done with caution considering the differences between the 2020 AP exams and those prior to 2020.

80% of the 2,394 tests taken in the spring of 2020 earned a passing score, which is the lowest passing percentage earned on LT tests since 2010. When compared to 2010, it should be noted that twice as many students are now taking rigorous courses to prepare for college. Therefore, it is expected that the passing rate would decline from that seen in 2010.

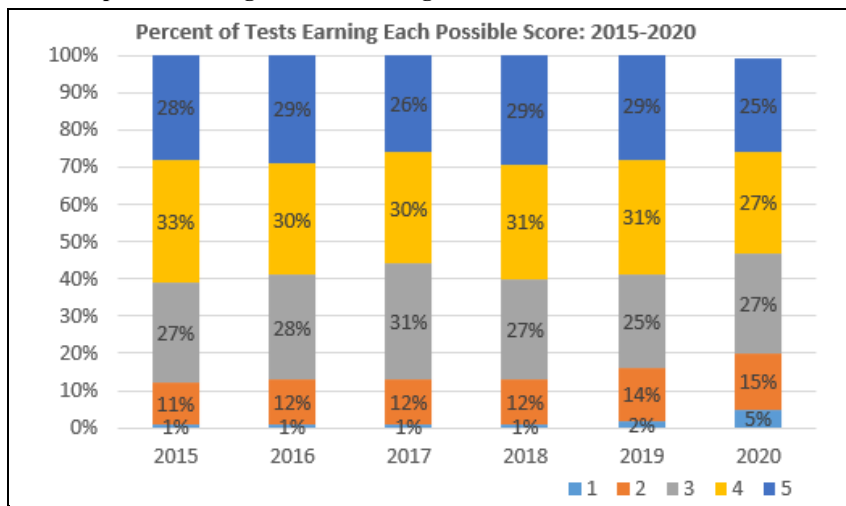
The 80% passing rate is a decrease of four percentage points when compared to 2019. This could be due to the fact that exams taken in 2020 were not similar to the previous exams (they were not mirrored assessments).

AP® Table 1- AP® History: 2010-2020

ALL AP® GRADES										
Year	Students	# of Tests	5	4	3	2	1	LT 3 or	LT 4 or	LT 5
	Tested							Above	Above	
2010	600	1,179	439	409	232	75	24	92%	72%	37%
2011	621	1,245	531	372	235	88	19	91%	73%	43%
2012	634	1,238	509	414	240	67	8	94%	75%	41%
2013	700	1,405	518	476	319	81	11	93%	71%	37%
2014	742	1,648	602	539	392	105	10	93%	69%	37%
2015	990	2,273	629	751	623	244	26	88%	61%	28%
2016	939	2,210	635	674	611	275	15	87%	59%	29%
2017	1001	2,331	595	695	726	284	31	86%	55%	26%
2018	1,089	2,580	755	796	695	306	28	87%	60%	29%
2019	1,096	2,470	706	755	618	334	57	84%	59%	29%
2020	1,168	2,394	602	656	647	364	125	80%	53%	25%

PLEASE NOTE: 2020 data will change as late test scores are posted throughout the summer

AP® Graph 3-Percentage of Tests Scoring 1-5: 2015-2020



AP® Equity and Excellence

Annually, the College Board calculates a school’s Equity and Excellence percentage in an effort to communicate the percentage of students in a graduating class that took and earned a minimum of a 3 on at least one AP® exam. The College Board reports that “while some recent research indicates how exposing students to college-level standards inherent in AP® courses can lead to positive college outcomes, the likelihood of college success is significantly stronger for AP® students who score a 3 or higher” on an AP® exam”. (College Board, *7th Annual Report to the Nation*, p. 14).

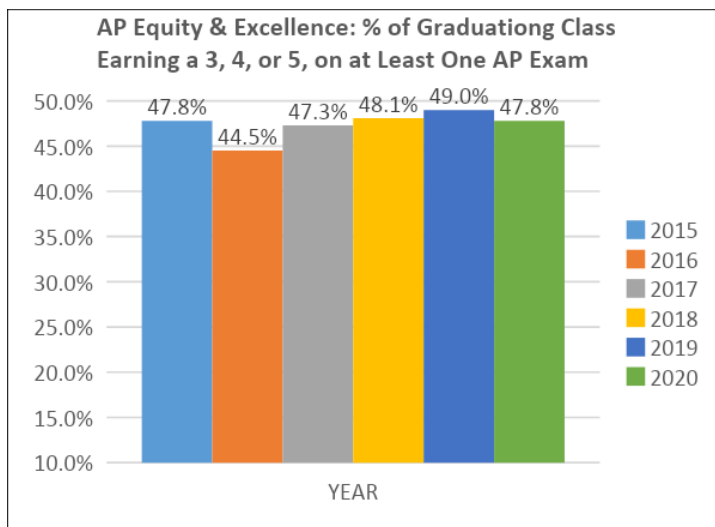
47.8% of the Class of 2020 took and passed (with a minimum score of 3) at least one AP exam while in high school. This was a slight decrease when compared to the Class of 2019 (-1.2 percentage points). Since more students were taking tests in 2020, it is possible that this percentage decreased as a result of seniors opting out of the online AP tests. Regardless, since the restructuring of AP class offerings in

2014, LT has increased the number of students gaining access to at least one AP course. As a result, if we accept the College Board's findings, then 47.8% of LT's 2020 graduates are more likely than their classmates to complete college in 5 years.

The College Board calculates the Equity & Excellence percentage of each grade level in an effort to demonstrate the access students have to AP courses in high school. Prior to 2020, LT had a minimal percentage of its sophomores taking and passing an AP test. This was due to the fact that LT's AP course offerings were mostly open to juniors and seniors. In 2020, the percentage of sophomores taking and passing at least one AP test increased to 10%, which is a record in LT's history. This increase can be attributed to offering AP U.S. Government as an alternative option to sophomore Civics. 143 students sat for the AP U.S. Government test in 2020 whereas 31 students sat for this test in 2019.

While the Equity & Excellence percentage remained relatively the same for the juniors and seniors in 2020 as in the previous five years, it is likely that this percentage will decrease for seniors in years to come. This decrease is anticipated because of an increase in dual enrollment course offerings in World Language and Language Arts.

**AP® Graph 4-AP® Equity & Excellence:
Graduating Class of 2020**



AP® Table 2-AP® Equity and Excellence: Grades 10-12

Year	10th	11th	12th	Grad Class
2010	4.3%	20.8%	31.3%	35.4%
2011	5.9%	20.5%	31.8%	37.8%
2012	5.7%	25.3%	31.4%	36.7%
2013	6.7%	26.8%	31.5%	37.2%
2014	5.6%	29.7%	32.0%	36.7%
2015	6.4%	34.4%	44.8%	47.8%
2016	6.7%	35.6%	39.1%	44.5%
2017	8.6%	37.6%	41.9%	47.3%
2018	5.3%	39.3%	43.4%	48.1%
2019	4.5%	37.3%	40.9%	49.0%
2020	10.0%	39.4%	39.9%	47.8%

AP® Scores by Department

The chart below lists AP® courses according to the department through which they are offered. For each AP® course, the chart indicates the number of tests earning each score, the percentage of passing scores earned, and the average score earned. Additionally, the chart reflects the number of students enrolled in an AP® course, the total number of tests taken for each course, and the percentage of students enrolled in the course who take the AP® test.

The chart also separates students enrolled in AP® English Language & Composition at the 11th grade level from those at the 12th grade level. The 12th grade course was offered to students who would have previously been placed in English IV Accel, whereas the 11th grade course serves as the English III Honors course offering. As a result, the passing rate and score average are lower for the 12th grade course when compared to the 11th grade course.

It should be noted that there is a discrepancy between the number of students enrolled in AP® courses and the number of tests taken. This discrepancy varies widely from one AP® course to the next. This discrepancy can be explained by the fact that LTHS students are not required to take the AP® exam if they are enrolled in an AP® class. When students cancel an AP® exam, they are asked to report the reason for the cancellation. Common reasons for opting not to take AP® exams include: the cost is high, likely not to pass, the course was offered first semester and the test is second semester, time is being committed to preparation for another AP® exam, and/or their college or university will not offer credit for the course or score earned.

AP® Table 3-AP® by Department

Course	# of Students Enrolled in the	Total # of Tests Taken	Tests Taken By Enrolled in Course	%age of Student Taking AP	Scores					Percentage			Avg. Score
					5	4	3	2	1	3 and Above	4 and Above	5	
AP Art History	11	6	0	54.5%	2	0	3	1	0	83%	33%	33%	3.50
AP Studio Art: 2D		0											
AP Studio Art: 3D	2	2	0	100.0%	0	0	1	1	0	50%	0%	0%	2.50
AP Drawing	*												
AP English Language	445	382	3	83.4%	61	104	107	96	17	71%	43%	16%	3.25
AP English Language-11	307	293	3	96.4%	58	85	81	62	10	76%	48%	20%	3.40
AP English Language-12	138	89	0	64.5%	3	19	26	34	7	54%	25%	3%	2.74
AP English Literature	202	129	0	63.9%	15	36	48	20	10	77%	40%	12%	3.20
AP Calculus AB	149	119	8	78.5%	59	24	25	12	7	85%	65%	47%	3.91
AP Calculus BC	86	72	0	83.7%	53	4	10	5	0	93%	79%	74%	4.46
AP Statistics	85	58	0	68.2%	5	13	14	18	8	55%	31%	9%	2.81
AP Music Theory	22	8	0	36.4%	0	5	2	1	0	88%	63%	0%	3.50
AP Biology	84	62	0	73.8%	8	19	23	11	1	81%	44%	13%	3.35
AP Chemistry	47	42	0	89.4%	11	13	16	2	0	95%	57%	26%	3.79
AP Environmental Science	182	130	1	69.8%	17	50	25	31	8	70%	51%	13%	3.28
AP Physics-Mechanics	46	42	0	91.3%	28	12	2	0	0	100%	95%	67%	4.62
AP Physics- E & M	46	44	0	95.7%	21	9	11	3	0	93%	68%	48%	4.09
AP Physics 1	257	228	0	88.7%	29	58	77	50	14	72%	38%	13%	3.17
AP Computer Science A	71	57	0	80.3%	23	9	18	6	1	88%	56%	40%	3.82
AP Economics- Macro	79	56	1	70.9%	14	21	10	8	4	79%	61%	25%	3.58
AP Economics- Micro	61	50	1	82.0%	15	20	12	2	2	92%	69%	29%	3.86
AP European History	16	16	0	100.0%	7	2	4	2	1	81%	56%	44%	3.75
AP Govt. & Politics- Comp.	37	27	0	73.0%	6	12	3	5	1	78%	67%	22%	3.63
AP Govt. & Politics- U.S.	170	143	0	84.1%	38	30	45	17	13	79%	48%	27%	3.44
AP Psychology	196	150	0	76.5%	48	45	33	13	11	84%	62%	32%	3.71
AP U.S. History	332	315	4	94.9%	72	87	100	46	14	81%	50%	23%	3.49
AP Human Geography	122	113	0	92.6%	33	33	22	10	15	78%	58%	29%	3.52
AP French Language	16	13	0	81.3%	0	6	7	0	0	100%	46%	0%	3.46
AP German Language	3	2	0	66.7%	0	1	1	0	0	100%	50%	0%	3.50
AP Italian	9	8	0	88.9%	2	0	2	3	1	50%	25%	25%	2.88
AP Spanish Language	104	90	12	86.5%	34	44	20	3	1	96%	77%	33%	4.05
TOTAL	2880	2364	30	83.1%	601	657	641	366	129	79%	53%	25%	3.52
* SOME SCORES HAVE CHANGED SINCE THIS TABLE WAS CREATED DUE TO REQUEST FOR AJUDICATION													

In the spring of 2020, LT administered 2,394 AP® exams. The highest number of AP® exams were administered through the Social Studies Department (36.6%) which has eight College Board course offerings available. The Language Arts Department administered 21.5% of LT's 2,394 AP® exams through LT's two AP® English course offerings. Similarly, the Science Department administered 22.9% of LT's 2,394 AP® exams through LT's five AP® Science course offerings. Despite the four AP® courses offered through the World Language Department, only 5.2% of LT's 2,394 AP® exams were administered through this department. It should also be noted that LT does not currently offer all of College Board's AP® courses.

AP® Table 4-AP® Tests Taken by Department

Departments	5	4	3	2	1	Total
Art	2	0	4	2	0	8
Business Education	23	9	18	6	1	57
Language Arts	76	140	155	116	27	514
Math	117	41	49	35	15	257
Music	0	5	2	1	0	8
Science	114	161	154	97	23	549
Social Studies	233	250	229	103	61	876
World Language	36	51	30	6	2	125
Total # of Tests	601	657	641	366	129	2394

When disaggregating the AP® scores by department, the Social Studies Department’s AP® exams account for the highest percentage of LT’s exams earning a passing score (37.5%). The Science Department accounts for the second greatest percentage of passing AP® exams (22.6%) and the third highest percentage (19.5%) was earned by the English Language Arts Department. The aforementioned departmental contributions to the school’s passing rate of AP® exams is not surprising considering the number of AP® tests administered through each of these three departments. It should be noted that these departments also account for the highest percentage of tests receiving a 1 or a 2, but this cost is minimal when considering the overall percentage of passing exams and the increase in number of students with access to AP® courses.

AP® Table 5 and Graph 6- Percentage of AP® Tests Earning a Passing Score by Department

% of Scores Earned by Department

Departments	5	4	3	2	1	Total
Art	0.3%	0.00%	0.6%	0.5%	0.00%	0.33%
Business Education	3.8%	1.4%	2.8%	1.6%	.80%	2.4%
Language Arts	12.6%	21.3%	24.2%	31.7%	20.9%	21.5%
Math	19.5%	6.2%	7.6%	9.6%	11.6%	10.7%
Music	0.00%	0.8%	0.3%	0.02%	0.00%	0.33%
Science	19.0%	24.5%	24.0%	26.5%	17.8%	22.9%
Social Studies	38.8%	38.0%	35.7%	28.1%	47.3%	36.5%
World Language	6.0%	7.8%	4.7%	1.6%	1.6%	5.2%

AP by Course: 2010-2020

Attached to this report is an historical record of AP scores earned in each course from 2010-2020. The largest growth in the number of students sitting for an AP exam, when comparing 2019 to 2020, was witnessed in AP U.S. Government & Politics and AP Environmental Science. 112 more students took the U.S. Government & Politics test and 73 more students took the Environmental Science test in 2020 than in 2019. The passing rate decreased for both classes; for U.S. Government & Politics by eight percentage points from 87% to 79% and for Environmental Science by 24 percentage points from 94% to 70%. This decrease in the percentage of students passing is outweighed by the increase in the number of students enrolled and their exposure to the rigors of an AP course.

AP Course Enrollment by Ethnicity

In an effort to understand who has been exposed to LT's AP courses, the chart below was compiled to reflect AP enrollment by ethnicity. The enrollment rate of White students in AP courses is four times that of Black students and two times that of Hispanic students. When you disaggregate the total number of students in AP by ethnicity, approximately 80% of students in AP are White (this is 10% more than LT's enrollment of White students), approximately 14% are Hispanic (this is approximately 8% less than LT's Hispanic student enrollment), approximately 1% are Black (this is approximately 2% less than LT's Black student enrollment), approximately 3% are Asian (this is approximately 1% more than LT's Asian student enrollment), and approximately 2% are Two or more races (this is equivalent to LT's student enrollment of students who identify as Two or more races). AP test scores disaggregated by ethnicity will be shared at a later date.

	African American	American Indian/ Alaska Native	Asian	Hispanic	Two or More Races	White	Total
2015-16	10/168	0/6	26/69	139/845	30/89	928/3015	1133/4192
2016-17	19/165	1/7	26/77	157/800	30/88	1009/2953	1242/4090
2017-18	13/155	1/4	35/85	161/826	26/83	1090/2973	1326/4126
2018-19	19/148	1/4	37/91	173/850	18/85	1123/2979	1371/4157
2019-20	19/145	0/2	35/97	195/885	31/83	1185/2916	1465/4128
2020-21	14/135	0/2	43/92	207/875	39/89	1208/2847	1511/4040

Percentage of Total Students in the Ethnicity Group Enrolled in AP

	African American	American Indian/ Alaska Native	Asian	Hispanic	Two or More Races	White	Total
2015-16	6.0%	0.0%	37.7%	16.4%	33.7%	30.8%	27.0%
2016-17	11.5%	14.3%	33.8%	19.6%	34.1%	34.2%	30.4%
2017-18	8.4%	25.0%	41.2%	19.5%	31.3%	36.7%	32.1%
2018-19	12.8%	25.0%	40.7%	20.4%	21.2%	37.7%	33.0%
2019-20	13.1%	0.0%	36.1%	22.0%	37.3%	40.6%	35.5%
2020-21	10.4%	0.0%	46.7%	23.7%	43.8%	42.4%	37.4%

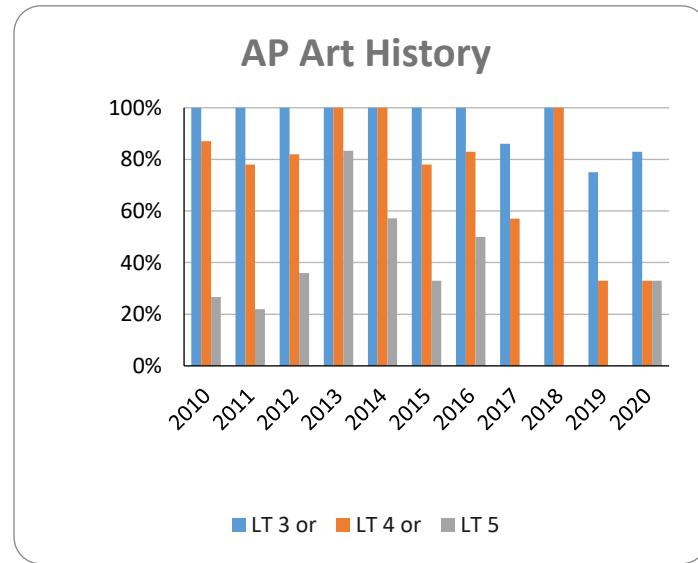
%-age of AP Enrollment by Ethnicity (of all AP student enrollment, this represents the percentage of each ethnic group)

	African American	American Indian/ Alaska Native	Asian	Hispanic	Two or More Races	White
2015-16	0.90%	0.00%	2.30%	12.30%	2.70%	81.90%
2016-17	1.50%	0.10%	2.10%	12.60%	2.40%	81.20%
2017-18	1.00%	0.10%	2.60%	12.10%	2.00%	82.20%
2018-19	1.40%	0.10%	2.70%	12.60%	1.30%	81.90%
2019-20	1.30%	0.00%	2.40%	13.30%	2.10%	80.90%
2020-21	0.90%	0.00%	2.90%	13.70%	2.60%	80.00%

LTHS AP SCORES BY COURSE OVER YEARS

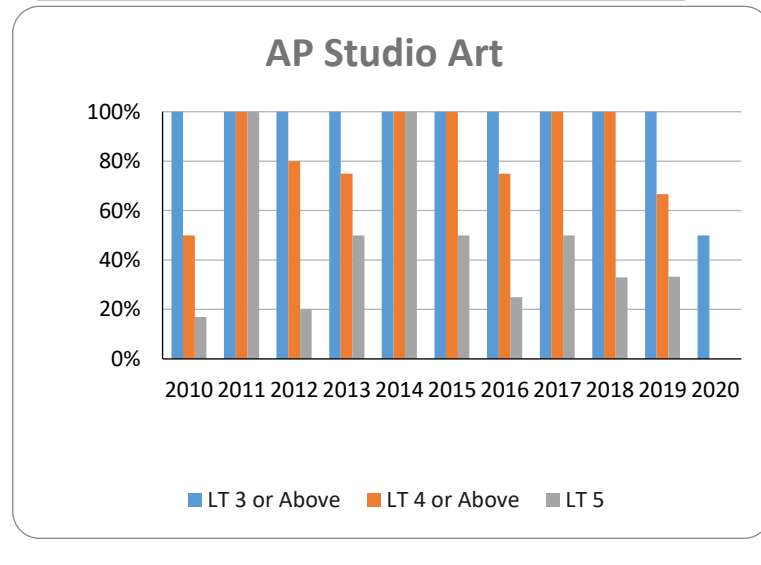
AP ART HISTORY

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	15	4	9	2	0	0	100%	87%	27%
2011	9	2	5	2	0	0	100%	78%	22%
2012	11	4	5	2	0	0	100%	82%	36%
2013	6	5	1	0	0	0	100%	100%	83%
2014	7	4	2	1	0	0	100%	100%	57%
2015	9	3	4	2	0	0	100%	78%	33%
2016	6	3	2	1	0	0	100%	83%	50%
2017	7	0	4	2	1	0	86%	57%	0%
2018	3	0	3	0	0	0	100%	100%	0%
2019	12	0	4	5	3	0	75%	33%	0%
2020	6	2	0	3	1	0	83%	33%	33%



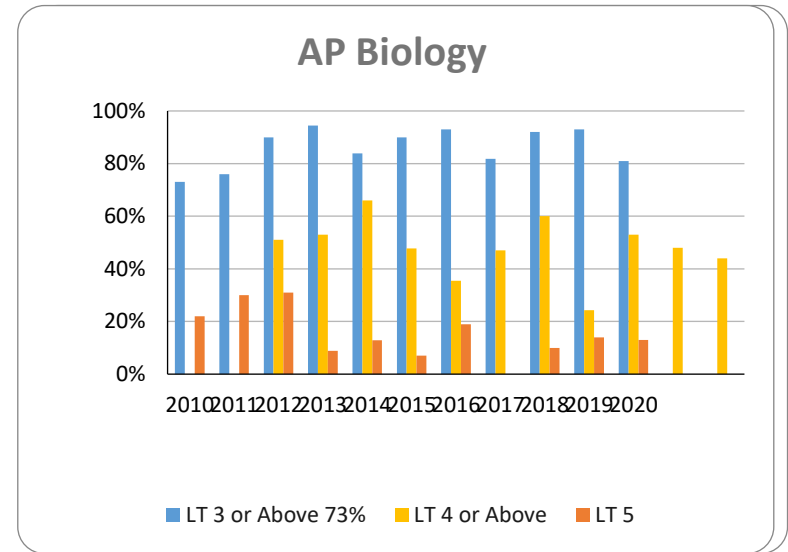
AP STUDIO ART :2D DESIGN, 3D DESIGN & DRAWING PORTFOLIO

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2009	5	3	1	1	0	0	100%	80%	60%
2010	6	1	2	3	0	0	100%	50%	17%
2011	3	3	0	0	0	0	100%	100%	100%
2012	5	1	3	1	0	0	100%	80%	20%
2013	4	2	1	1	0	0	100%	75%	50%
2014	2	2	0	0	0	0	100%	100%	100%
2015	4	2	2	0	0	0	100%	100%	50%
2016	4	1	2	1	0	0	100%	75%	25%
2017	2	1	1	0	0	0	100%	100%	50%
2018	3	1	2	2	2	2	100%	100%	33%
2019	3	1	1	1	0	0	100%	67%	33%
2020	2	0	0	1	1	0	50%	0%	0%



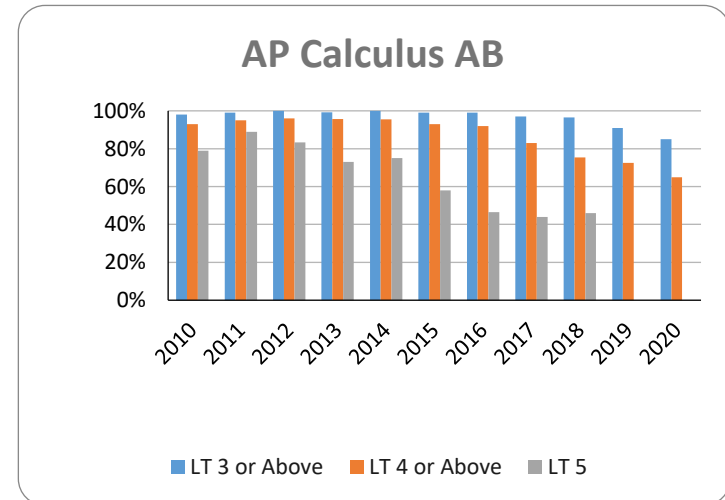
AP BIOLOGY

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	74	16	21	17	12	8	73%	51%	22%
2011	109	33	25	25	19	7	76%	53%	30%
2012	89	28	31	21	9	0	90%	66%	31%
2013	90	8	35	42	5	0	94%	48%	9%
2014	62	8	14	30	10	0	84%	35%	13%
2015	59	4	24	25	6	0	90%	47%	7%
2016	68	13	28	22	4	1	93%	60%	19%
2017	66	0	16	38	12	0	82%	24%	0%
2018	60	6	26	23	5	0	92%	53%	10%
2019	71	10	24	32	5	0	93%	48%	14%
2020	62	8	19	23	11	1	81%	44%	13%



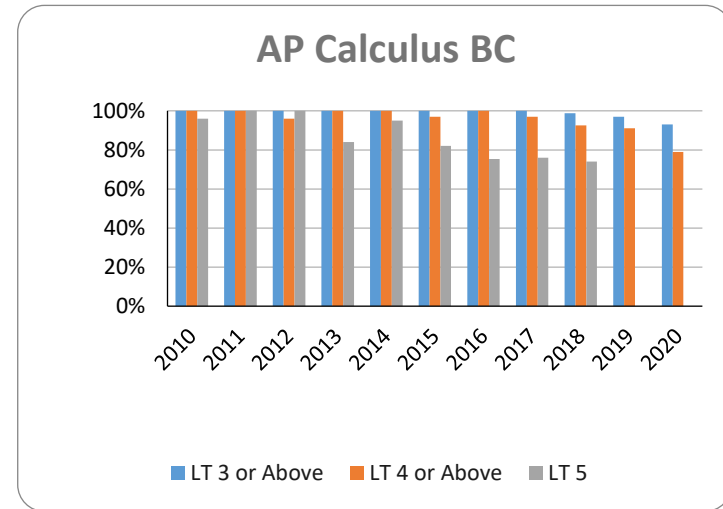
AP CALCULUS AB

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	106	75	24	5	2	0	98%	93%	71%
2011	116	84	26	5	1	0	99%	95%	72%
2012	92	73	15	4	0	0	100%	96%	79%
2013	119	106	8	4	1	0	99%	96%	89%
2014	156	130	19	7	0	0	100%	96%	83%
2015	166	122	33	9	1	1	99%	93%	73%
2016	155	116	25	11	2	0	99%	92%	75%
2017	132	77	32	19	4	0	97%	83%	58%
2018	146	68	42	31	4	1	97%	75%	47%
2019	142	63	40	26	11	2	91%	73%	44%
2020	127	59	24	25	12	7	85%	65%	46%



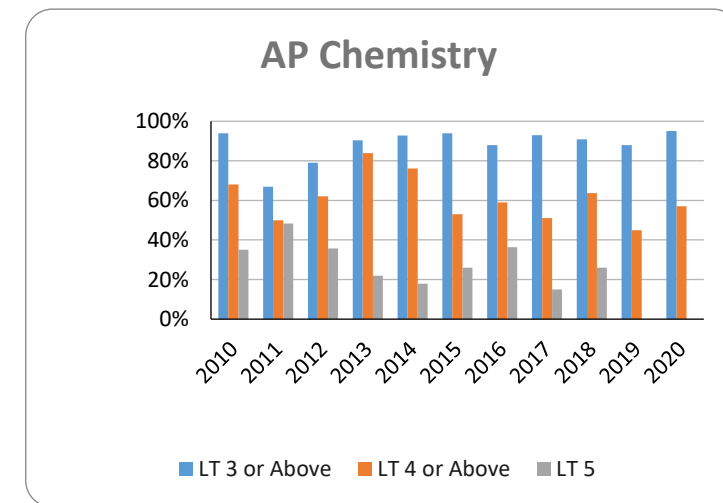
AP CALCULUS BC

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	18	18	0	0	0	0	100%	100%	100%
2011	16	16	0	0	0	0	100%	100%	100%
2012	28	27	0	1	0	0	100%	96%	96%
2013	19	19	0	0	0	0	100%	100%	100%
2014	27	27	0	0	0	0	100%	100%	100%
2015	32	27	4	1	0	0	100%	97%	84%
2016	44	42	4	0	0	0	100%	100%	95%
2017	66	54	10	2	0	0	100%	97%	82%
2018	81	61	14	5	0	1	99%	93%	75%
2019	127	97	19	7	4	0	97%	91%	76%
2020	72	53	4	10	5	0	93%	79%	74%



AP CHEMISTRY

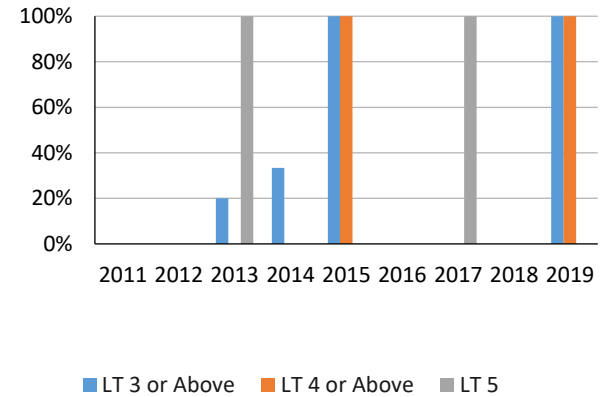
Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	31	9	12	8	2	0	94%	68%	29%
2011	30	6	9	5	7	3	67%	50%	20%
2012	34	12	9	6	5	2	79%	62%	35%
2013	31	15	11	2	2	1	90%	84%	48%
2014	42	15	17	7	3	0	93%	76%	36%
2015	32	7	10	13	2	0	94%	53%	22%
2016	34	6	14	10	3	1	88%	59%	18%
2017	43	11	11	18	3	0	93%	51%	26%
2018	22	8	6	6	2	0	91%	64%	36%
2019	33	5	10	14	2	2	88%	45%	15%
2020	42	11	13	16	2	0	95%	57%	26%



AP CHINESE LANGUAGE & CULTURE

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2011	5	0	0	0	4	1	0%	0%	0%
2012	0	0	0	0	0	0	0%	0%	0%
2013	5	0	0	1	3	1	20%	0%	0%
2014	3	0	0	1	0	2	33%	0%	0%
2015	1	1	0	0	0	0	100%	100%	100%
2016	1	0	0	0	0	1	0%	0%	0%
2017	1	0	0	0	1	0	0%	0%	0%
2018	0	0	0	0	0	0	0%	0%	0%
2019	1	1	0	0	0	0	100%	100%	100%

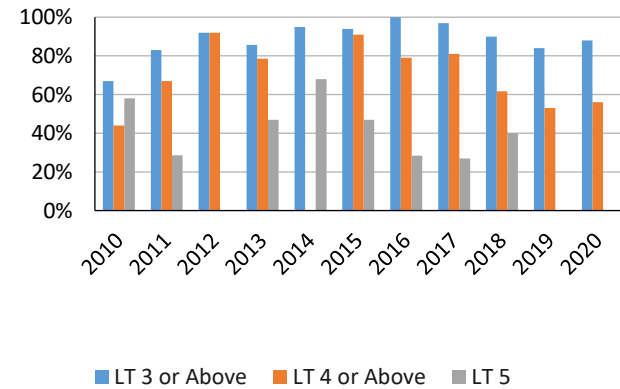
AP Chinese Language & Culture



AP COMPUTER SCIENCE A

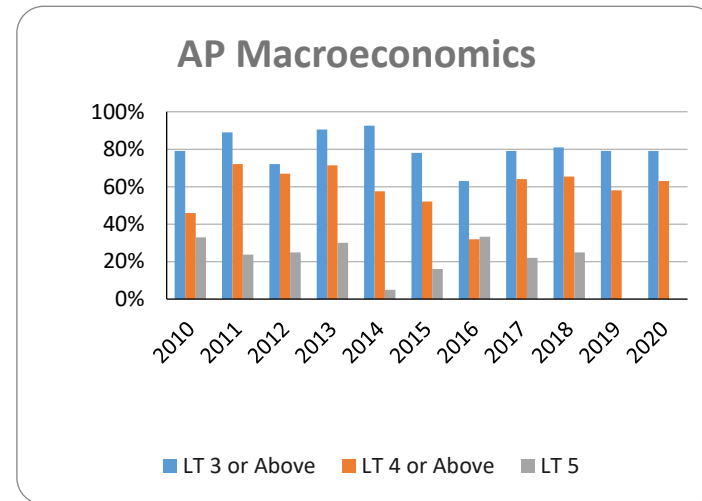
Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	9	2	2	2	1	2	67%	44%	22%
2011	12	6	2	2	1	1	83%	67%	50%
2012	12	7	4	0	1	0	92%	92%	58%
2013	14	4	7	1	2	0	86%	79%	29%
2014	20	13	3	3	0	1	95%	0%	0%
2015	32	15	14	1	0	2	94%	91%	47%
2016	19	13	2	4	0	0	100%	79%	68%
2017	36	17	12	6	1	0	97%	81%	47%
2018	60	17	20	17	6	0	90%	62%	28%
2019	55	15	14	17	6	3	84%	53%	27%
2020	57	23	9	18	6	1	88%	56%	40%

AP Computer Science A



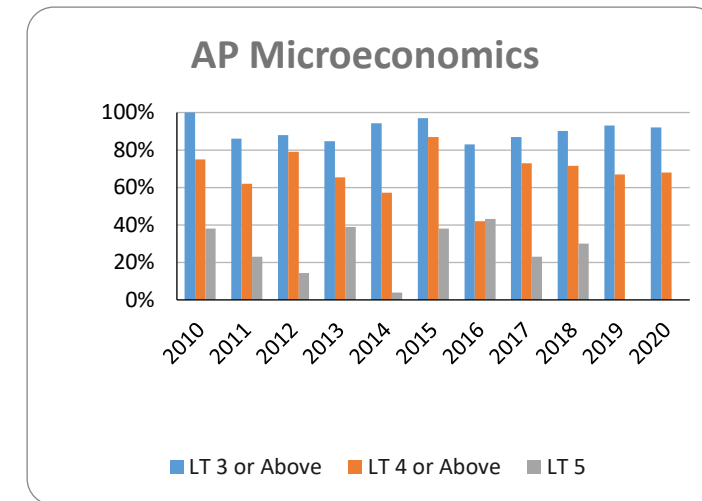
AP ECONOMICS- MACRO

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	24	5	6	8	4	1	79%	46%	21%
2011	18	6	7	3	2	0	89%	72%	33%
2012	18	6	6	1	3	2	72%	67%	33%
2013	21	5	10	4	1	1	90%	71%	24%
2014	40	10	13	14	3	0	93%	58%	25%
2015	27	8	6	7	3	3	78%	52%	30%
2016	56	3	15	17	19	2	63%	32%	5%
2017	58	9	28	9	9	3	79%	64%	16%
2018	84	28	27	13	14	2	81%	65%	33%
2019	76	17	27	16	12	4	79%	58%	22%
2020	56	14	21	9	8	4	79%	63%	25%



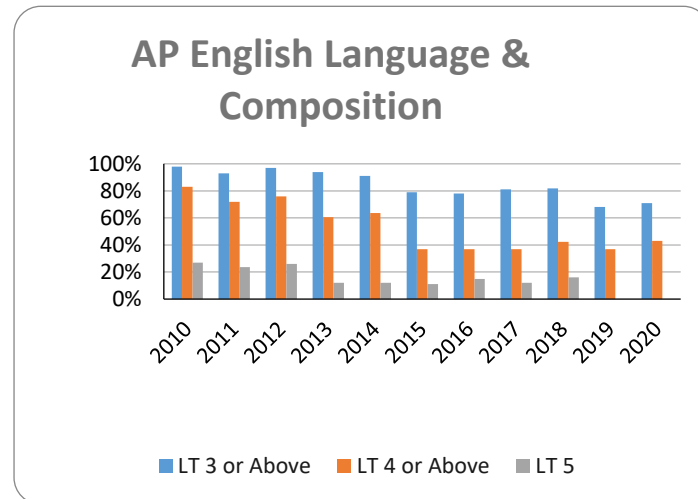
AP ECONOMICS- MICRO

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	21	2	13	6	0	0	100%	75%	10%
2011	21	5	8	5	3	0	86%	62%	24%
2012	24	9	10	2	3	0	88%	79%	38%
2013	26	6	11	5	4	0	85%	65%	23%
2014	35	5	15	13	2	0	94%	57%	14%
2015	31	12	15	3	1	0	97%	87%	39%
2016	53	2	20	22	8	1	83%	42%	4%
2017	55	21	19	8	5	2	87%	73%	38%
2018	81	35	23	15	8	0	90%	72%	43%
2019	69	16	30	18	4	1	93%	67%	23%
2020	50	15	19	12	2	2	92%	68%	30%



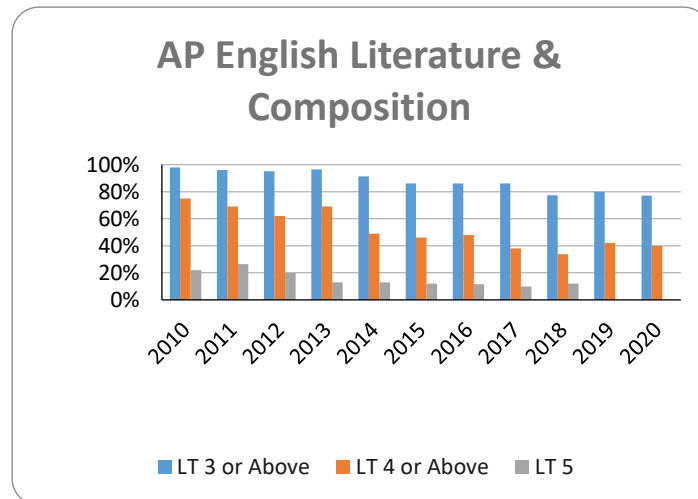
AP ENGLISH LANGUAGE & COMPOSITION

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	120	47	53	17	2	1	98%	83%	39%
2011	120	42	44	26	8	0	93%	72%	35%
2012	180	49	88	38	5	0	97%	76%	27%
2013	198	47	73	66	12	0	94%	61%	24%
2014	247	64	93	68	21	1	91%	64%	26%
2015	462	56	115	194	89	8	79%	37%	12%
2016	417	51	105	169	90	2	78%	37%	12%
2017	456	50	117	201	83	5	81%	37%	11%
2018	459	68	126	182	81	2	82%	42%	15%
2019	422	49	109	131	124	9	68%	37%	12%
2020	385	61	104	107	96	17	71%	43%	16%



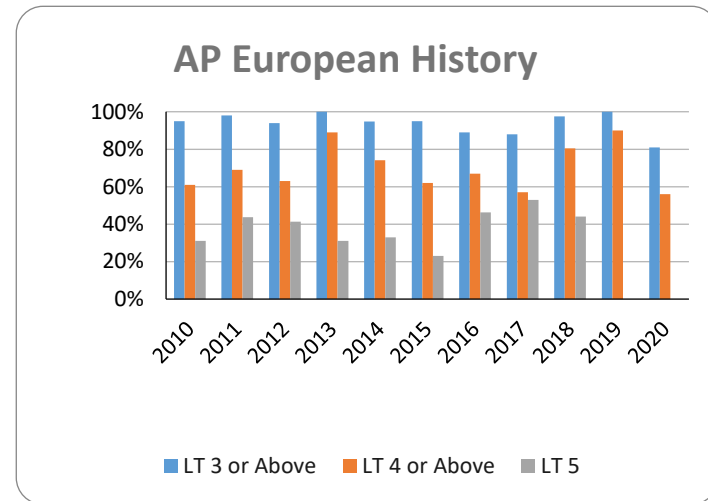
AP ENGLISH LITERATURE & COMPOSITION

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	55	16	25	13	1	0	98%	75%	29%
2011	84	26	32	23	3	0	96%	69%	31%
2012	63	14	25	21	3	0	95%	62%	22%
2013	113	30	48	31	4	0	96%	69%	27%
2014	151	30	44	64	13	0	91%	49%	20%
2015	176	22	59	71	24	0	86%	46%	13%
2016	149	20	52	56	21	0	86%	48%	13%
2017	175	21	45	85	24	0	86%	38%	12%
2018	180	21	40	78	41	0	77%	34%	12%
2019	185	18	59	71	36	1	80%	42%	10%
2020	129	15	36	48	20	10	77%	40%	12%



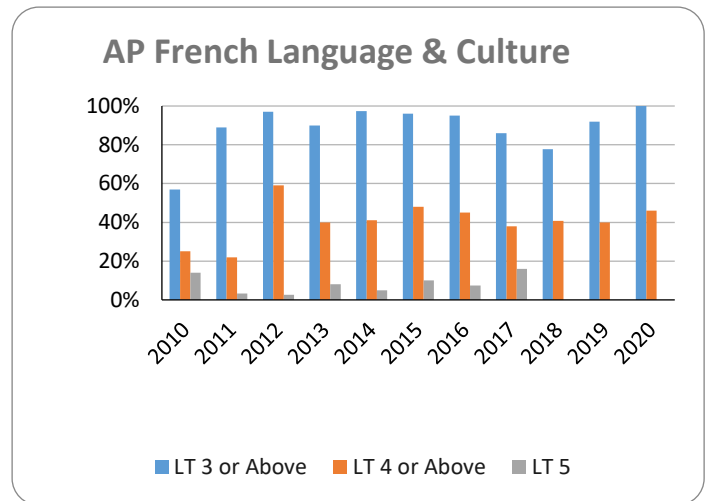
AP EUROPEAN HISTORY

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	44	20	7	15	1	1	95%	61%	45%
2011	59	15	26	17	0	1	98%	69%	25%
2012	67	21	19	23	4	0	94%	63%	31%
2013	64	28	23	13	0	0	100%	89%	44%
2014	58	24	19	12	1	2	95%	74%	41%
2015	61	19	19	20	1	2	95%	62%	31%
2016	66	22	22	15	7	0	89%	67%	33%
2017	88	20	30	27	10	1	88%	57%	23%
2018	41	19	14	7	1	0	98%	80%	46%
2019	30	16	11	3	0	0	100%	90%	53%
2020	16	7	2	4	2	1	81%	56%	44%



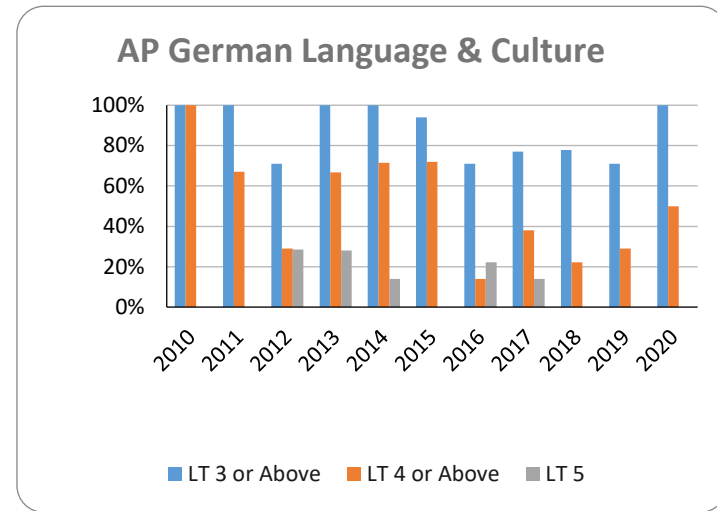
AP FRENCH LANGUAGE & CULTURE

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	21	0	5	7	7	2	57%	25%	0%
2011	18	0	4	12	2	0	89%	22%	0%
2012	29	4	13	11	1	0	97%	59%	14%
2013	30	1	11	15	3	0	90%	40%	3%
2014	39	1	15	22	1	0	97%	41%	3%
2015	25	2	10	12	1	0	96%	48%	8%
2016	20	1	8	10	1	0	95%	45%	5%
2017	21	2	6	10	3	0	86%	38%	10%
2018	27	2	9	10	6	0	78%	41%	7%
2019	25	4	6	13	2	0	92%	40%	16%
2020	13	0	6	7	0	0	100%	46%	0%



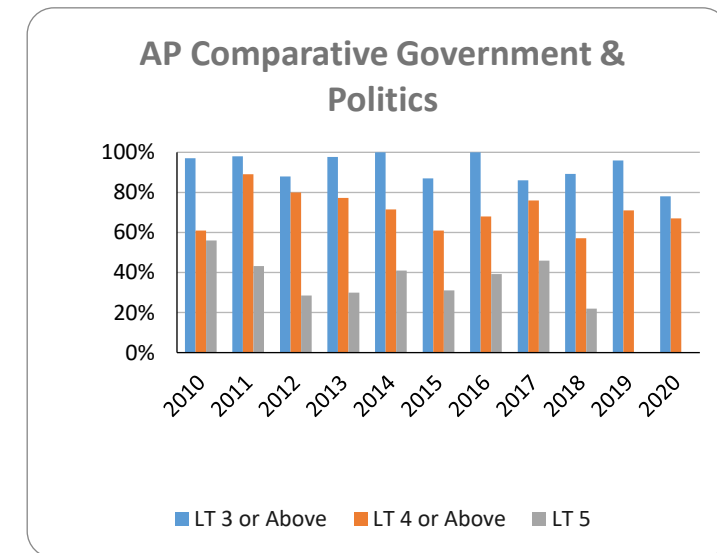
AP GERMAN LANGUAGE & CULTURE

Year	Students	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
	Tested								
2010	2	0	2	0	0	0	100%	100%	0%
2011	3	1	1	1	0	0	100%	67%	33%
2012	7	0	2	3	2	0	71%	29%	0%
2013	3	0	2	1	0	0	100%	67%	0%
2014	7	2	3	2	0	0	100%	71%	29%
2015	18	5	8	4	1	0	94%	72%	28%
2016	7	1	0	4	2	0	71%	14%	14%
2017	13	0	5	5	2	1	77%	38%	0%
2018	9	2	0	5	2	0	78%	22%	22%
2019	7	1	1	3	2	0	71%	29%	14%
2020	2	0	1	1	0	0	100%	50%	0%



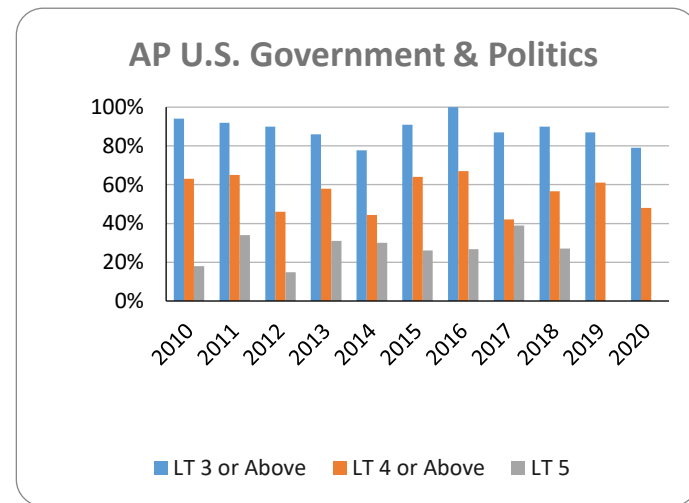
AP GOVERNMENT & POLITICS- COMPARATIVE

Year	Students	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
	Tested								
2010	39	17	10	11	1	0	97%	61%	44%
2011	46	32	9	4	1	0	98%	89%	70%
2012	25	14	6	2	3	0	88%	80%	56%
2013	44	19	15	9	1	0	98%	77%	43%
2014	27	7	10	2	7	1	100%	71%	29%
2015	46	14	14	12	6	0	87%	61%	30%
2016	34	14	9	11	0	0	100%	68%	41%
2017	29	9	13	3	4	0	86%	76%	31%
2018	28	11	5	9	2	1	89%	57%	39%
2019	28	13	7	7	1	0	96%	71%	46%
2020	27	6	12	3	5	1	78%	67%	22%



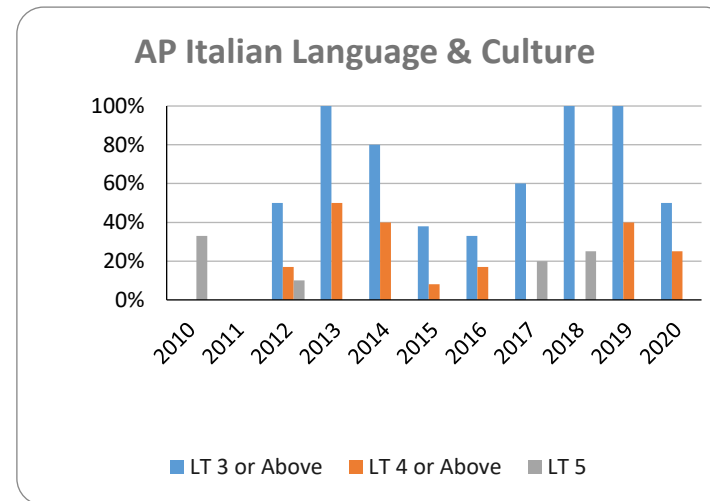
AP GOVERNMENT & POLITICS- United States

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	35	14	8	11	2	0	94%	63%	40%
2011	51	14	18	14	3	2	92%	65%	29%
2012	39	7	11	17	3	1	90%	46%	18%
2013	50	17	12	14	7	0	86%	58%	34%
2014	27	4	8	9	6	0	78%	44%	15%
2015	45	14	15	12	4	0	91%	64%	31%
2016	33	10	12	11	0	0	100%	67%	30%
2017	31	8	5	14	4	0	87%	42%	26%
2018	30	8	9	10	3	0	90%	57%	27%
2019	31	12	7	8	2	2	87%	61%	39%
2020	143	38	30	45	17	13	79%	48%	27%



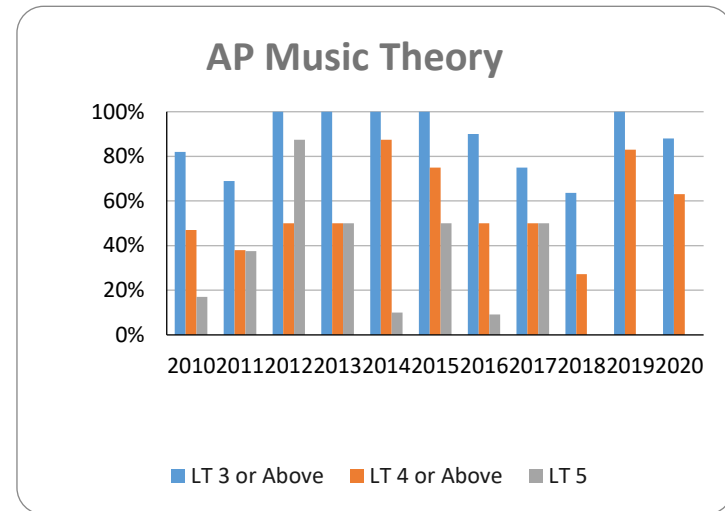
AP ITALIAN LANGUAGE & CULTURE

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	n/a								
2011	n/a								
2012	6	0	1	2	3	0	50%	17%	33%
2013	6	0	3	3	0	0	100%	50%	0%
2014	10	1	3	4	2	0	80%	40%	10%
2015	13	0	1	4	8	0	38%	8%	0%
2016	6	0	1	1	4	0	33%	17%	0%
2017	5	0	0	3	2	0	60%	0%	0%
2018	4	0	0	4	0	0	100%	0%	0%
2019	5	1	1	3	0	0	100%	40%	20%
2020	8	2	0	2	3	1	50%	25%	25%



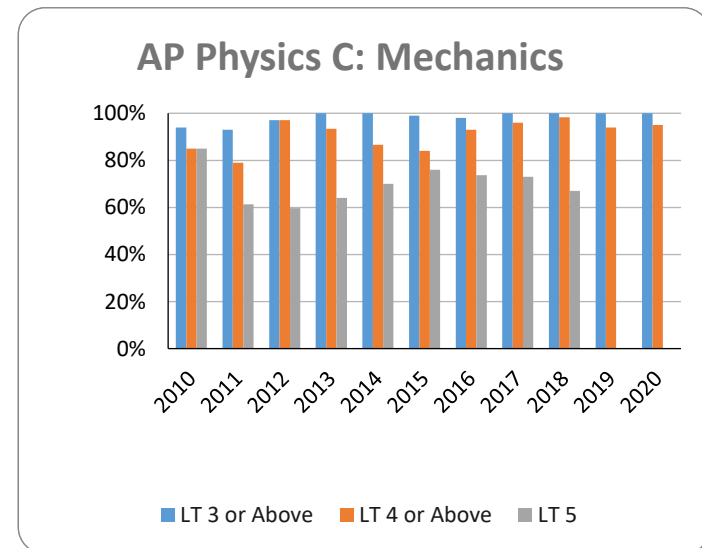
AP MUSIC THEORY

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	17	6	2	6	3	0	82%	47%	35%
2011	13	3	2	4	4	0	69%	38%	23%
2012	6	1	2	3	0	0	100%	50%	17%
2013	8	3	1	4	0	0	100%	50%	38%
2014	8	7	0	1	0	0	100%	88%	88%
2015	4	2	1	1	0	0	100%	75%	50%
2016	10	1	4	4	1	0	90%	50%	10%
2017	4	2	0	1	1	0	75%	50%	50%
2018	11	1	2	4	4	0	64%	27%	9%
2019	6	3	2	1	0	0	100%	83%	50%
2020	8	0	5	2	1	0	88%	63%	0%



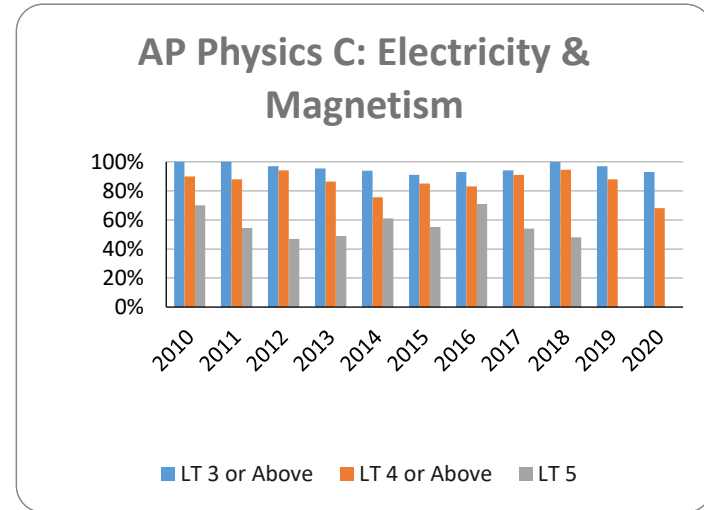
AP PHYSICS- MECHANICS

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	34	23	6	3	2	0	94%	85%	68%
2011	30	21	3	4	2	0	93%	79%	69%
2012	34	29	4	0	1	0	97%	97%	85%
2013	45	27	15	3	0	0	100%	93%	61%
2014	52	31	14	7	0	0	100%	87%	60%
2015	70	45	14	10	1	0	99%	84%	64%
2016	60	42	14	3	1	0	98%	93%	70%
2017	55	42	11	2	0	0	100%	96%	76%
2018	57	42	14	1	0	0	100%	98%	74%
2019	80	58	17	5	0	0	100%	94%	73%
2020	42	28	12	2	0	0	100%	95%	67%



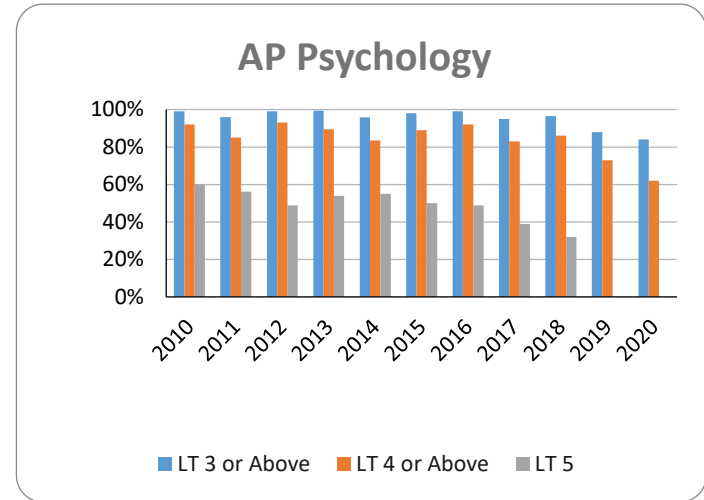
AP PHYSICS- ELECTRICITY & MAGNETISM

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	31	10	18	3	0	0	100%	90%	32%
2011	27	18	6	3	0	0	100%	88%	69%
2012	33	23	8	1	1	0	97%	94%	70%
2013	44	24	14	4	2	0	95%	86%	55%
2014	49	23	14	9	3	0	94%	76%	47%
2015	67	33	24	4	5	1	91%	85%	49%
2016	59	36	13	6	4	0	93%	83%	61%
2017	53	29	19	2	3	0	94%	91%	55%
2018	55	39	13	3	0	0	100%	95%	71%
2019	78	42	27	7	2	0	97%	88%	54%
2020	44	21	9	11	3	0	93%	68%	48%



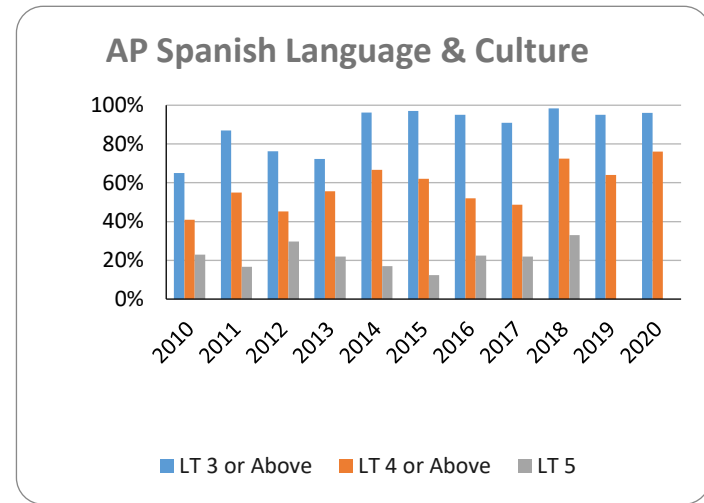
AP PSYCHOLOGY

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	204	102	86	14	2	0	99%	92%	50%
2011	212	123	57	24	8	0	96%	85%	58%
2012	151	90	50	9	1	1	99%	93%	60%
2013	162	91	54	16	1	0	99%	90%	56%
2014	170	83	59	21	6	1	96%	84%	49%
2015	171	93	60	14	4	0	98%	89%	54%
2016	147	81	54	10	2	0	99%	92%	55%
2017	189	95	61	24	8	1	95%	83%	50%
2018	172	84	64	18	3	3	97%	86%	49%
2019	161	62	56	23	11	9	88%	73%	39%
2020	150	48	45	33	13	11	84%	62%	32%



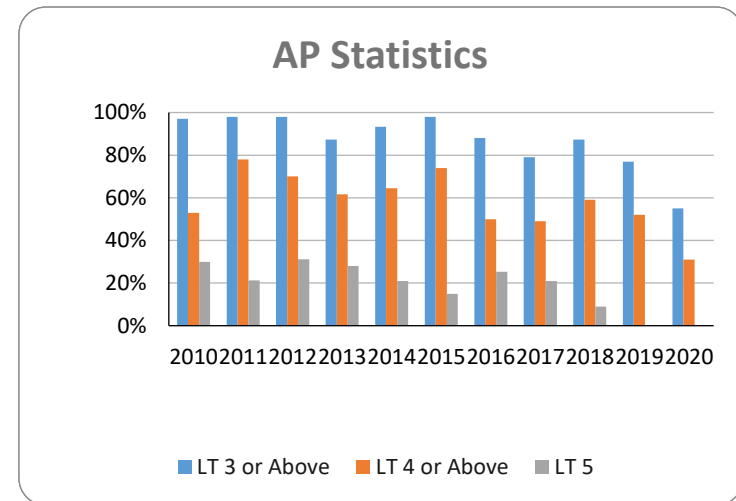
AP SPANISH LANGUAGE & CULTURE

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	74	6	24	18	19	7	65%	41%	8%
2011	54	15	14	18	3	4	87%	55%	28%
2012	42	9	10	13	8	2	76%	45%	23%
2013	54	9	21	9	11	4	72%	56%	17%
2014	108	21	51	32	4	0	96%	67%	30%
2015	121	26	47	44	4	0	97%	62%	22%
2016	130	22	46	55	7	0	95%	52%	17%
2017	121	15	44	51	5	6	91%	49%	12%
2018	120	27	60	31	2	0	98%	73%	23%
2019	92	20	39	28	5	0	95%	64%	22%
2020	102	34	44	20	3	1	96%	76%	33%



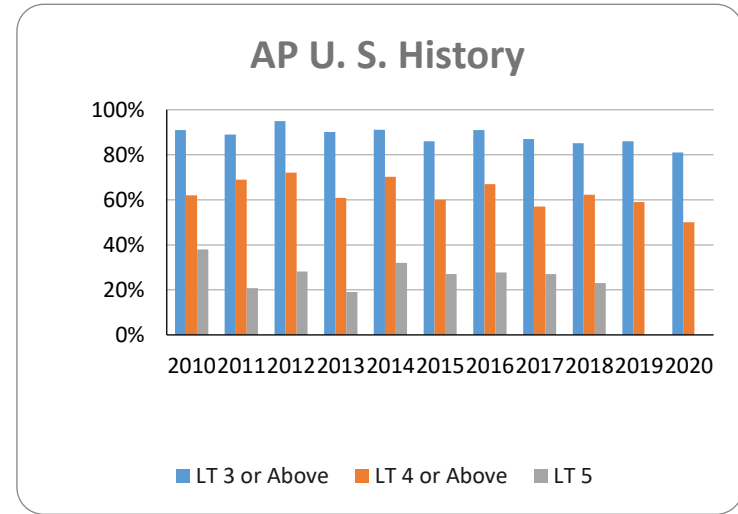
AP STATISTICS

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	38	5	15	17	0	1	97%	53%	13%
2011	37	14	15	7	1	0	98%	78%	38%
2012	40	12	16	11	1	0	98%	70%	30%
2013	47	10	19	12	3	3	87%	62%	21%
2014	45	14	15	13	3	0	93%	64%	31%
2015	53	15	24	13	1	0	98%	74%	28%
2016	66	14	19	25	7	1	88%	50%	21%
2017	47	7	16	14	9	1	79%	49%	15%
2018	71	18	24	20	5	4	87%	59%	25%
2019	61	13	19	15	11	3	77%	52%	21%
2020	58	5	13	14	18	8	55%	31%	9%



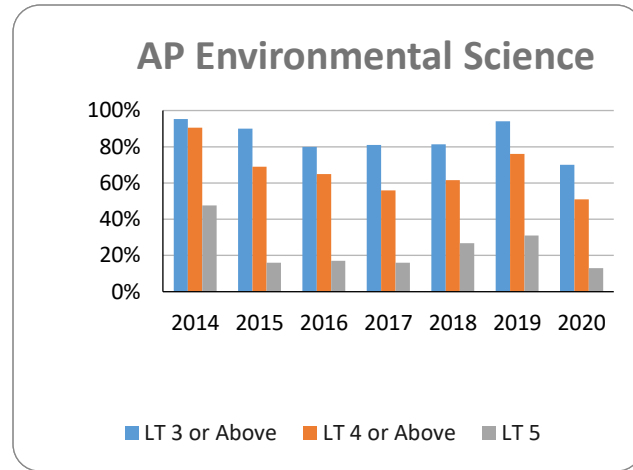
AP UNITED STATES HISTORY

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2010	161	41	59	46	14	1	91%	62%	25%
2011	150	45	59	30	16	0	89%	69%	30%
2012	202	69	76	47	10	0	95%	72%	38%
2013	202	42	81	59	19	1	90%	61%	21%
2014	235	66	99	49	19	2	91%	70%	28%
2015	246	47	101	63	30	5	86%	60%	19%
2016	263	84	92	64	20	3	91%	67%	32%
2017	290	77	89	85	35	4	87%	57%	27%
2018	342	95	118	78	46	5	85%	62%	28%
2019	296	81	95	79	37	4	86%	59%	27%
2020	319	72	87	100	46	14	81%	50%	23%



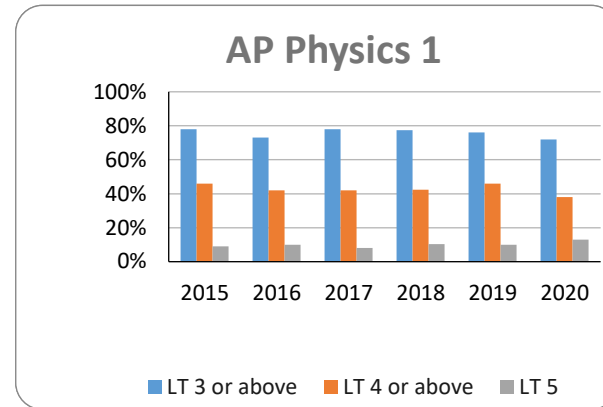
AP ENVIRONMENTAL SCIENCE

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2014	21	10	9	1	1	0	95%	90%	48%
2015	106	17	56	22	10	1	90%	69%	16%
2016	89	15	43	13	18	0	80%	65%	17%
2017	57	9	23	14	8	3	81%	56%	16%
2018	86	23	30	17	15	1	81%	62%	27%
2019	58	18	26	5	7	2	94%	76%	31%
2020	131	17	50	25	31	8	70%	51%	13%



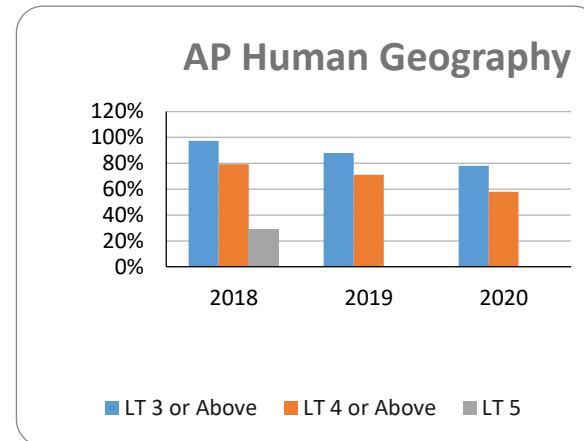
AP PHYSICS 1

Year	Students Tested	5	4	3	2	1	above	above	LT 5
2015	200	18	73	64	42	3	78%	46%	9%
2016	213	22	68	66	54	3	73%	42%	10%
2017	229	19	77	82	47	4	78%	42%	8%
2018	269	28	86	94	54	7	77%	42%	10%
2019	203	21	72	62	42	6	76%	46%	10%
2020	228	29	58	77	50	14	72%	38%	13%



AP HUMAN GEOGRAPHY

Year	Students Tested	5	4	3	2	1	LT 3 or Above	LT 4 or Above	LT 5
2018	77	43	18	14	1	1	97%	79%	56%
2019	112	48	32	18	5	9	88%	71%	43%
2020	113	33	33	22	10	15	78%	58%	29%



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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education Curriculum Committee

FROM: Scott Eggerding

DATE: October 15, 2020

RE: Grading Practices Update

Last November, I presented research on grading practices at LT and shared a new system of calculating and reporting grades that solved problems that had been voiced by students, parents and teachers alike, namely:

- Gradebooks were becoming more and more inconsistent and difficult to interpret.
- Students encountered seven different methods and sets of rules to determine their grades as they went through their schedule each day.
- In many instances, teachers in the same course had different rules for how grades were determined.
- Formative assignments and feedback were not always available for students and parents to see.
- Courses that abandoned percentage grades used confusing systems to report student achievement (i.e. A=100%, B=75%, C=50%, D=25%)
- Components of grades did not measure learning, focusing instead on behaviors (homework, group grades, extra credit) or counting the first attempt as the only opportunity to demonstrate learning (pop quizzes, graded checks for understanding, no ability to retake tests).
- Zeroes unduly disadvantaged students, particularly in lower levels, with retake requirements inconsistent across a team or not allowed at all.

Following a presentation with the Curriculum Committee in November, the Grading Practices Implementation Committee developed guidelines for the fall of 2020 along with a new report card. Days before we closed school for the COVID-19 pandemic, we presented the changes to parents at a meeting in D103.

During the pandemic, we were further challenged with grading since the Governor did not allow grades to go down from March 13 or “fail” based on pandemic learning conditions. Despite our best intentions and efforts, some students never got access to technology during pandemic learning and relied on paper copies of assignments.

Like many things in the ensuing months, we had to re-evaluate our plans, adjust for existing remote learning conditions, cancel summer workshops, and, specifically in terms of grading, scale back the changes for the start of school in the fall. In reviewing the concerns above, we asked teachers to focus instead on a few specific changes. You will see in the attached grading guidance document, most of the changes were already happening in many classes

prior to the start of the 2020 school year. The biggest change we required was the consistency of grading by teaching team. And while this may result in students still encountering 7 different grading systems, we provided a structure for those teams that should be consistent across the school.

In the past few weeks, there has been a misperception by some in the community that we enacted all of the changes discussed in early March. As we entered the start of school in the fall, we provided guidance to teachers on how grade books should be set up and how they should be calculated. As we have learned in the past few months, the shift to remote learning that “counts” and the challenge of assigning work, collecting work, providing tests, and providing feedback on student progress has been difficult. For some, this was interpreted as no points for homework and too much of a reliance on test grades. For that reason, we used a significant portion of the Friday, October 9 Institute Day reiterating the focus of grading.

In an effort to set parents’ minds at ease and to better explain the difference between the grading shifts discussed in March, enacted in 4th quarter during pandemic learning, and during first quarter during remote learning, the attached letter was sent to parents. In addition, Katie Smith will put together comparisons of grades from first quarter this year and previous years to see if there is a dip in grades that is predicted when shifting to a model aligned to achievement. Going forward, we will continue to support teachers with grading supports and work to break up larger summative assessments into smaller tasks that better fit the remote and hybrid learning model.

RECOMMENDATION:

No action required. This item is informational.

May 11, 2020

Dear Faculty,

Due to the COVID-19 pandemic, it has been several weeks since we provided an update regarding proposed grading practice changes for next year. To summarize, it was during this year's October and January Institute Days that we shared survey data, data reports, and gradebook comparisons. This information confirmed that grading practices across our district vary. The lack of a district-wide grading policy has led to inequitable experiences for students enrolled in the same course.

Prior to the pandemic, LTHS was ready to implement a district-wide grading policy for the 2020-2021 school year which would:

- use the grades of A to F to “communicate a student’s level of achievement toward identified learning objectives at a point in time.”
- use process marks of 1-4 to communicate a student’s demonstrated learning behaviors.
- result in a new report card with narrative comments quarterly.

While this is still our long-term goal, we have modified our approach for the 2020-21 school year.

Next Steps:

Considering that the time to train staff and communicate effectively with all stakeholders has been diminished, we will take a step back and focus on the core components during the 2020-2021 school year to ensure there is consistency across a course and a grade reflects achievement toward learning objectives at a point in time. Therefore:

1. All members of a course team are required to utilize the same grading scale with a 0-100% grading scale as the default.
2. All course teams are required to implement the following 6 effective grading practices:
 - a. no extra credit,
 - b. “M”s will be used to indicate late or missing work,
 - c. exclusion of attendance from the academic grade,
 - d. the elimination of group grades,
 - e. no curving, and
 - f. the exclusion of practice from the grade.
3. 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.

Things 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.

- Infinite campus will operate using a 0-100 scale in 2020-2021. If your team is ready to choose a different scale, let your Division Chair know before summer so you can be invited to participate in training to develop a consistent district A-F grading scale.
- As long as teams agree to it, grades may still use a mean calculation for the 2020-2021 school year.
- We will not be eliminating finals, but teams must be consistent in their approach to finals with no final exam being more than 20%
- PLCs in 2020-2021 will focus their work around one of the two following questions:
 - How can we create clarity around grading to increase student ownership of learning? or
 - How can we use effective grading practices/feedback to increase student ownership of learning?
- There will *not* be grading training or summer workshops for all staff in the summer of 2020.

2021 and Beyond

- 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.

We encourage you to collaborate with your teams on the remaining Fridays of this school year to establish consistent grading practices, including the six fixes, for the 2020-2021 school year that will be implemented across your entire course team. If your team needs assistance or a starting point, please revisit the guiding questions provided in February.

Thank you for your continued efforts to improve our learning community.

Scott Eggerding
 Katie Smith
 Brian Waterman

October 15, 2020

Dear Parents and Guardians:

Many of you have noticed that gradebooks this fall look a little different than in previous years. And for those of you whose children are your first students at LT, you may have been expecting to see more grades or more assignments listed in the gradebook.

For the past four years, we have been reviewing our grading practices and working to develop a grading system that reflects demonstrated student learning of outcomes in all courses. We have developed curriculum maps that are linked to the essential knowing and doing outcomes of courses. We have also worked to eliminate grading practices that don't measure growth and achievement. As a result, there may be fewer grades that "count" in the gradebook at the end of the first quarter.

While it might be confusing to see only one official grade in the gradebook, it would be unfair to grade students on skills in September that have not been taught yet or that they have not had enough time to practice and demonstrate understanding. In the second quarter, students will be demonstrating the skills they have been practicing and receiving feedback on during first quarter.

To help parents and students understand where they stand in the classes, we have asked teachers to make sure that all grades and assignments are included in Infinite Campus, even if the bulk of the feedback to the student remains in Canvas. When we use the term "formative assessments" we mean opportunities for students to practice and apply their learning so that they can get feedback from the teacher. Formative assessment lead to summative assessments, which are traditional tests, projects, papers, lab reports, quizzes, performances, speeches, or anything that is used to measure accumulated learning. Summative assessments can be retaken. Teachers will share what needs to happen in order for a retake to occur. Summative grades (the grades that "count" in the gradebook) are only given after instruction, practice, review, and feedback from teachers as well as opportunities for revision.

As you look at the gradebook, you may notice three new letters:

- "M" indicates that an assignment is Missing.
- "T" indicates that an assignment was Turned in.
- "I" indicates that an assignment was turned in but Incomplete.

Previous grading systems would have counted M and I grades as F's or zeroes. Since each of these letters are used for formative (ungraded) assignments, you can get a better understanding of whether your student has been submitting the work for feedback from the teacher. In many cases, that feedback is available on Canvas, which is where the work was submitted. Some teachers will ask that students submit missing work prior to retaking a summative, which stands to reason since practice and feedback are very important to learning. Retakes will only count if they improve a student's grade.

Some of you may recall significant changes to grading and the report card that were discussed prior to the pandemic. Given the challenges remote teaching and learning have presented everyone, we have limited the changes this year and insisted that teachers are consistent by team with their grading practices. As we enter the second quarter with hybrid

learning, it will take a full week for each teacher to see all of the students in their classes, with fully remote students continuing to learn entirely remotely. These learning conditions further challenge traditional grading practices. Emphasizing feedback on submitted work, allowing for retakes of summative work, and accurately recording what a student has turned in will ensure a student's grade best reflects the learning they have demonstrated, no matter the conditions for learning that they are experiencing.

If you have any questions about a grade in a specific course, please reach out to the teacher. As for the remainder of the semester, every aspect of teaching and learning has taken on new challenges this fall. We want to make sure the grading system gives students the benefit of the doubt and allows for multiple ways to demonstrate learning.

Scott Eggerding
Director of Curriculum
and Instruction

Brian Waterman
Principal

Katherine Smith
Coordinator of Assessment and
Research

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
SUMMARY OF SEPTEMBER 2020 EXPENSES
FOR BOARD OF EDUCATION APPROVAL ON OCTOBER 19, 2020**

ACCOUNTS PAYABLE	PAID	TOTAL
EDUCATION FUND	\$ 878,260.62	
OPERATIONS BLDG MAINT	\$ 391,000.15	
TRANSPORTATION	<u>\$ 22,802.97</u>	
TOTAL ACCOUNTS PAYABLE		<u>\$ 1,292,063.74</u>
PAYROLL		
EDUCATION FUND	\$ 3,075,153.33	
OPERATIONS BLDG MAINT	\$ 331,694.09	
IMRF/FICA/MEDICARE	<u>\$ 216,526.90</u>	
TOTAL PAYROLL		<u>\$ 3,623,374.32</u>
TOTAL EXPENDITURES		<u>\$ 4,915,438.06</u>

The Undersigned do hereby certify that the Accounts Payable and Payroll Expenditures in the amount of \$4,915,438.06 were approved for payment at the Lyons Township High School District 204 Board of Education Meeting, Cook County, Illinois held on October 19, 2020 and authorize the School Trustees of Township 38, Range 12 to pay the same.

Thomas W. Cushing, President

Secretary

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
FUND BALANCE FINANCIAL REPORT - FISCAL YEAR 2020-21
FOR THE MONTH OF SEPTEMBER 2020**

	UNAUDITED FUND BALANCE JULY 1, 2020	FISCAL YTD REVENUES	FISCAL YTD EXPENSES	FUND BALANCE
<u>OPERATING FUNDS</u>				
EDUCATION - 10	\$ 29,393,497.15	\$ 24,339,640.44	\$ 11,543,005.77	\$ 42,190,131.82
OPERATIONS & MAINTENANCE - 20	\$ 6,687,611.42	\$ 3,374,097.39	\$ 2,213,543.01	\$ 7,848,165.80
TRANSPORTATION - 40	\$ 1,253,304.17	\$ 1,128,911.94	\$ 11,733.74	\$ 2,370,482.37
IMRF/SOCIAL SECURITY - 50/51	\$ 1,294,670.54	\$ 1,093,733.87	\$ 520,340.85	\$ 1,868,063.56
TOTAL	\$ 38,629,083.28	\$ 29,936,383.64	\$ 14,288,623.37	\$ 54,276,843.55
<u>NON OPERATING FUNDS</u>				
DEBIT SERVICE - 30	\$ 1,337,058.32	\$ 1,010,303.94	\$ -	\$ 2,347,362.26
TOTAL	\$ 1,337,058.32	\$ 1,010,303.94	\$ -	\$ 2,347,362.26
<u>WORKING CASH</u>				
WORKING CASH - 70	\$ 3,927,981.87	\$ -	\$ -	\$ 3,927,981.87
TOTAL	\$ 3,927,981.87	\$ -	\$ -	\$ 3,927,981.87
TOTAL	\$ 43,894,123.47	\$ 30,946,687.58	\$ 14,288,623.37	\$ 60,552,187.68

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
SUMMARY OF REVENUES - FISCAL YEAR 2020-21
FOR THE MONTH OF SEPTEMBER 2020**

	BUDGET	MONTHLY REVENUES	FISCAL YTD REVENUES	BUDGET BALANCE	% REALIZED
<u>OPERATING FUNDS</u>					
EDUCATION - 10	\$ 65,647,352.00	\$ 928,539.80	\$ 24,339,640.44	\$ 41,307,711.56	37.08%
OPERATIONS & MAINTENANCE - 20	\$ 8,676,047.00	\$ 111,959.62	\$ 3,374,097.39	\$ 5,301,949.61	38.89%
TRANSPORTATION - 40	\$ 3,258,450.00	\$ 29,849.73	\$ 1,128,911.94	\$ 2,129,538.06	34.65%
IMRF/SOCIAL SECURITY - 50/51	\$ 2,933,012.00	\$ 37,705.09	\$ 1,093,733.87	\$ 1,839,278.13	37.29%
TOTAL	\$ 80,514,861.00	\$ 1,108,054.24	\$ 29,936,383.64	\$ 50,578,477.36	37.18%
<u>NON OPERATING FUNDS</u>					
DEBIT SERVICE - 30	\$ 2,566,875.00	\$ 33,764.48	\$ 1,010,303.94	\$ 1,556,571.06	39.36%
TOTAL	\$ 2,566,875.00	\$ 33,764.48	\$ 1,010,303.94	\$ 1,556,571.06	39.36%
<u>WORKING CASH</u>					
WORKING CASH - 70	\$ 7,000.00	\$ -	\$ -	\$ 7,000.00	0.00%
TOTAL	\$ 7,000.00	\$ -	\$ -	\$ 7,000.00	0.00%
TOTAL	\$ 83,088,736.00	\$ 1,141,818.72	\$ 30,946,687.58	\$ 52,142,048.42	37.25%

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
SUMMARY OF EXPENSES - FISCAL YEAR 2020-21
FOR THE MONTH OF SEPTEMBER 2020**

	BUDGET	MONTHLY EXPENSES	FISCAL YTD EXPENSES	BUDGET BALANCE	% REALIZED
<u>OPERATING FUNDS</u>					
EDUCATION - 10	\$ 67,042,311.00	\$ 3,947,140.38	\$ 11,543,005.77	\$ 55,499,305.23	17.22%
OPERATIONS & MAINTENANCE - 20	\$ 9,024,734.00	\$ 722,752.93	\$ 2,213,543.01	\$ 6,811,190.99	24.53%
TRANSPORTATION - 40	\$ 3,258,450.00	\$ 16,466.97	\$ 11,733.74	\$ 3,246,716.26	0.36%
IMRF/SOCIAL SECURITY - 50/51	\$ 3,136,967.00	\$ 216,526.90	\$ 520,340.85	\$ 2,616,626.15	16.59%
TOTAL	\$ 82,462,462.00	\$ 4,902,887.18	\$ 14,288,623.37	\$ 68,173,838.63	17.33%
<u>NON OPERATING FUNDS</u>					
DEBIT SERVICE - 30	\$ 2,510,438.00	\$ -	\$ -	\$ 2,510,438.00	0.00%
TOTAL	\$ 2,510,438.00	\$ -	\$ -	\$ 2,510,438.00	0.00%
<u>WORKING CASH</u>					
WORKING CASH - 70	\$ -	\$ -	\$ -	\$ -	0.00%
TOTAL	\$ -	\$ -	\$ -	\$ -	0.00%
TOTAL	\$ 84,972,900.00	\$ 4,902,887.18	\$ 14,288,623.37	\$ 70,684,276.63	16.82%

LADSE

SUMMARY OF EXPENSES FOR SEPTEMBER 2020 BOARD OF EDUCATION APPROVAL ON OCTOBER 19TH, 2020

	EXPENSES	EXPENSES FROM REVENUE		TOTAL
EDUCATION FUND	\$ 380,961.24		\$	380,961.24
VOCATIONAL ACTIVITY FUND	\$ -	\$ -	\$	-
TOTAL A/P	\$ 380,961.24	\$ -	\$	380,961.24

PAYROLL				
EDUCATION FUND		\$		1,561,100.81
BOARD SHARE EXPENSES		\$		443,377.07
TOTAL PAYROLL			\$	2,004,477.88

VOCATIONAL FUND				-
BOARD SHARE EXPENSES				-
TOTAL PAYROLL				-

2,385,439

THE UNDERSIGNED DO HEREBY CERTIFY THAT ACCOUNTS PAYABLE LISTINGS AND PAYROLLS IN THE AMOUNT OF \$2,385,439.12 WERE APPROVED FOR PAYMENT AT THE MEETING OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT #204, COOK COUNTY, ILLINOIS HELD ON OCTOBER 19TH, 2020 AND AUTHORIZE THE SCHOOL TRUSTEES OF TOWNSHIP 38, RANGE 12 TO PAY THE SAME.

PRESIDENT

SECRETARY

LADSE

SUMMARY FINANCIAL REPORT OF REVENUE - SEPTEMBER 2020

OPERATING FUNDS	BUDGET	TRANSFERS	CURRENT REVENUES	YTD REVENUES	BALANCE	PERCENT REALIZED
EDUCATION FUND	26,669,605	-	896,520	11,629,503	15,040,101	43.61%
VOCATIONAL ACTIVITY FUND	-	-	220	220	(220)	0.00%
TOTAL	26,669,605	-	896,740	11,629,723	15,039,881	43.61%

SUMMARY FINANCIAL REPORT OF EXPENSE - SEPTEMBER 2020

OPERATING FUNDS	BUDGET	TRANSFERS	CURRENT EXPENDITURES	YTD EXPENDITURES	UNENCUMBERED	PERCENT ENCUMBERED
EDUCATION FUND	26,669,605	-	2,384,939	3,289,522	23,380,082	12.33%
VOCATIONAL ACTIVITY FUND	-	-	500	675	(675)	0.00%
TOTAL	26,669,605	-	2,385,439	3,290,197	23,379,407	12.34%

MONTHLY FUND BALANCE REPORT FOR SEPTEMBER 2020

OPERATING FUNDS	JULY 1ST EQUITY	YEAR TO DATE RECEIPTS	YEAR TO DATE DISBURSEMENTS	BALANCE
EDUCATION FUND	3,479,238	11,629,503	3,289,522	11,819,219
VOCATIONAL ACTIVITY FUND	-	220	675	(455)
TOTAL	3,479,238	11,629,723	3,290,197	11,818,765

LYONS TOWNSHIP HIGH SCHOOL



DISTRICT 204 OFFICES – 100 S. Brainard Ave., LaGrange, IL 60525-2101

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

EDWARD M. PIOTROWSKI
Director of Human Resources

TO: Timothy B. Kilrea, Superintendent
Board of Education

FROM: Edward M. Piotrowski, Director of Human Resources

DATE: October 19, 2020

RE: Administrative and Certified Employee Recommendations ****REVISED****

Please find below employment recommendations for administrative and certified employees:

- A. Employment.** We recommend the following employment.
- 1. Krofl, Stephen,** Science – 0.5 FTE effective January 4, 2021
- B. Leaves of Absence.** We are recommending the following leaves of absence.
- 1. Ameling, Amanda,** Social Studies, beginning February 14, 2021 through May 7, 2021
 - 2. Crean, Jason,** Science, extension of original leave request through June 1, 2021
 - 3. LaFontaine, Benjamin,** Social Studies, beginning October 19, 2020 through December 18, 2020
 - 4. Paske, David,** Special Education, intermittent leave through December 18, 2020
- C. Retirement.** We are recommending the following retirement.
- 1. Ewing Jane,** Music, effective December 18, 2020

RECOMMENDATION

We recommend the Board approve the employment, leaves of absence and retirements as outlined above.

LYONS TOWNSHIP HIGH SCHOOL



DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101
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EDWARD M. PIOTROWSKI
Director of Human Resources

TO: Timothy B. Kilrea, Superintendent
Board of Education

FROM: Edward M. Piotrowski

DATE: October 19, 2020

RE: Buildings and Grounds, Classified/Non-Contractual, and ParaEducator
Staff Employment Recommendations

REVISED

BACKGROUND

Each month, we bring to the Board recommendations for employment, retirement, leaves of absence, resignations, etc., for the Buildings and Grounds, Classified/Non-Contractual, Classified/Non-Contractual Supervisors and Para Educator employees. Below, please find our October 19, 2020 recommendations for these employee groups.

I. Buildings and Grounds

- A.** We recommend the Board of Education approve the following individuals' employment.
- 1. Smith, Tyrone**, Custodian, effective October 19, 2020; hourly rate of pay \$20.01.
 - 2. LaBarbera, David**, Maintenance, effective October 19, 2020; hourly rate of pay \$24.80.

II. Classified/Non-Contractual

- A.** We recommend the Board of Education approve the following individual's resignation.
- 1. Miller, Kenneth**, Student Assistant, effective October 13, 2020.

III. Para Educators

- A.** We recommend the Board of Education approve the following individual's leave of absence.
- 1. Craggs, Mary**, Para Educator, effective October 15, 2020 through January 8, 2021.

RECOMMENDATION:

We recommend that the Board approve the request for employment actions for the individuals as noted above.

TO: Dr. Timothy Kilrea, Superintendent

DATE: October 19, 2020

FROM: Ellie Ambuehl, Ed. D

SUBJECT: LADSE Personnel Actions

Background

Each month, we present to the LTHS board recommendations for employment, retirement, leaves of absence, resignations, etc., for LADSE staff. We recommend that the Board approve the following:

Employment Recommendation

Ivette Fino 1.0 Paraprofessional effective 09/28/2020 at an hourly rate of \$14.00
Aileen Padilla 1.0 Paraprofessional effective 09/28/2020 at an hourly rate of \$13.00
Shanayah Cal 1.0 Paraprofessional effective 10/05/2020 at an hourly rate of \$14.71
Elva Ortiz-Espinoza 1.0 Paraprofessional effective 10/05/2020 at an hourly rate of \$14.00
Kellie Cavaliere 1.0 Special Education Teacher effective 10/29/2020 at an annual rate of \$36,012.78 prorated from \$48,278.00

Acceptance of Resignation

Jason Crist 1.0 Adapted PE Special Education Teacher effective 09/24/2020
Joseph Scanlon 1.0 Special Education Teacher effective 09/25/2020
Victoria Lombardo 1.0 DHH Interpreter effective 10/07/2020

Acceptance of Leave

Courtney Martin 1.0 DHH Interpreter effective approximately 04/23/2021
Laura Schroeder 1.0 Special Education Teacher effective approximately 02/14/2021
Rebecca Peary 1.0 DHH Teacher effective approximately 04/16/2021

Supporting education for all children in the community school districts:

53 Butler	94 Komarek	102 LaGrange	107 Pleasantdale
61 Darlen	95 Brookfield-LaGrange Park	103 Lyons	204 Lyons Township High School
62 Gower	96 Riverside	105 LaGrange South	208 Riverside Brookfield High School
92 ½ Westchester	101 Western Springs	108 LaGrange Highlands	

LYONS TOWNSHIP HIGH SCHOOL

District Office • 100 S. Brainard Ave. • LaGrange, IL 60525 • (708) 579-6451

**BOARD OF EDUCATION
DISTRICT 204**
Thomas W. Cushing,
President
George R. Dougherty,
Vice President
Molly Murphy Bruton
Kari Dillon
Alison Kelly
Jessica McLean
SUPERINTENDENT
Timothy B. Kilrea, Ed.D.

TO: Board of Education
FROM: Timothy B. Kilrea ^{TBK}
DATE: October 19, 2020
RE: Additional LT Community Advisory Council Member 2020-2021

The following additional candidate has been recommended to serve on the LT Community Advisory Council for the 2020-2021 school year:

Brandon Hornickle – Student

We are asking you to approve Brandon's membership under the Consent Agenda at the regular Board meeting on October 19, 2020.

Thank you.

Lyons Township High School District 204

To: Board of Education
From: Kathryn F. Moran, Purchasing & Accounting Manager
Date: October 15, 2020
Subject: Bid Recommendation – Wrestling Mat

RECOMMENDED MOTION:

... that the Board of Education award the Wrestling Mat bid to Tiles in Style for \$12,860.80.

BACKGROUND:

The legal notice for the purchase of a Wrestling Mat was published on Thursday, September 17, 2020 in the LaGrange Suburban Life Newspaper. Bids were received from three vendors for the bid opening on Wednesday, October 7, 2020 at 1:00pm and publicly opened by Kathryn F. Moran, Purchasing & Accounting Manager, as agent of the Board of Education.

The results are as follows:

WRESTLING MAT VENDORS	TOTAL
Tiles In Style	\$ 12,860.80
ConServ Flag Company	\$ 12,889.00
BSN Sports	\$ 17,395.00

The recommended bid meets all specifications of the bid documents.

Lyons Township High School District 204

To: Board of Education

From: Kathryn Moran, Purchasing and Accounting Manager

Date: October 15, 2020

Subject: Disposal of Surplus Equipment

RECOMMENDED MOTION:

... that the Board of Education approve the disposal of the following surplus property:

LYONS TOWNSHIP HIGH SCHOOL - DISPOSAL OF SURPLUS EQUIPMENT				
October 15, 2020				
DESCRIPTION	DIVISION	MFG	MODEL	LTHS TAG #
Nobles Scrubber	SC B&G	Nobles	Bushhog	3313
File Cabinet	SC B&G	Hon		3968
File Cabinet	SC B&G	Hon		3969
High Speed Buffer	SC B&G	Wet Rock		4071
TV Cart	SC B&G			4101
Treadmill	SC B&G	Startrac		8834
Exercise Bike	SC B&G	Endurance		8845
Exercise Bike	SC B&G	Endurance		8852
Commercial Washer	NC PE	Wascomat		8347

These equipment items are no longer usable to the District and will be sold for scrap.