



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

**Virtual Meeting
100 South Brainard Avenue
La Grange, Illinois 60525
Monday, April 12, 2021 - 7:00 AM**

AGENDA

Details to join the virtual meeting will be posted on the BOE/Meeting Dates page on the District's website.

I. 2021 Summer Workshop Proposals (Second Reading)	2
II. 2021-22 Additional Textbook and Instructional Material Changes (First Reading)	48
III. 2021 Summer Reading	51
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BY ORDER OF
MRS. MOLLY MURPHY BRUTON, CHAIRPERSON
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
100 SOUTH BRAINARD AVENUE
LA GRANGE, IL 60525

LYONS TOWNSHIP HIGH SCHOOL



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

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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott Eggerding 

DATE: April 12, 2021

RE: Summer Curriculum & Program Development Workshops – Second Reading

INFORMATION:

For summer work requiring board approval of expenditure, a proposal, review and approval process is utilized involving Division Chairs and the Director of Curriculum and Instruction. The approval process includes prioritized criteria, submission of proposals, adherence to timelines, individual review with Division Chairs, and Board approval of Workshops.

The Board will recall that last year, during the first reading, we proposed 18 workshops. As this reading occurred days before we had to close school for the pandemic, many workshops planned for last summer had to be tabled. This included a significant workshop to articulate grading practices. And while we scaled back the grading changes significantly for the fall of 2020, the time lost due to the pandemic had an impact on our grading practices rollout in the fall. The Board will notice that this time has been included for this summer and will combine grant funds and district funds to support 237 staff serving on anywhere from 1 to 4 teaching teams.

For the summer of 2021, 16 summer curriculum and program development workshops are brought forward for review and consideration. Highlights include:

- Time set aside for teachers to work on coordinating course teams for clarification of grading practices.
- TEC Coach 1 to 1 planning for fall required technology training.
- Optional technology training for teachers.
- Time to plan professional learning for the 2021-2022 school year.
- A second cohort of 55 staff members (35 teachers) going through equity training through IncludedED.
- Workshops based on curriculum change proposals, including:
 - Junior English course shift to annual courses.
 - Multicultural literature for seniors (new course).
 - Financial algebra (new course).
 - STEM research (new course).
 - Forensic science (new course).
 - Year-long environmental science change.
- Development of Chemistry labs as the summatives for chemistry classes.
- Algebra alignment across prep and accel levels.

Proposals as presented to the Curriculum Office for work to be completed during the summer of 2021 totaled \$161,187. The significant portion of this request is for grading and is very similar to the \$136,858 request last year, the majority of which was not spent. Because of the way grants worked, we had budgeted a large portion of the grading workshop fees last year for grant expenditures. The state allowed us to carry over those funds to this year and then also allocated new sums, so we are able to use nearly \$60,000 of grant funds to offset the costs of the grading workshop and apply another nearly

30,000 of grant funds to the remaining workshops. This results in \$94,294.50 paid for by Title I and Title II grants with the remainder, \$66,892.50, coming from District funds.

All dollar amounts are estimated at the maximum potential cost using the top-end contractual hourly rate of \$40.50 and assuming all participants can attend all hours. Plans and participation in many of the workshops are dependent on the actual meeting dates set later in May. As we continue to refine and review the grading workshop, we may be able to reduce the number of hours for those courses and programs that have one teacher as the only person in 4 or 5 courses (i.e. Latin) where there would not be a need for four hours for every course. The attached history will show how the approved District cost estimates for workshops are never exceeded, with actual expenses roughly 80% of proposed costs. This would result in an estimated final expenditure of \$129,000 with District costs coming in around \$53,500. Summaries and comparisons to previous years are included for review.

RECOMMENDATION:

I recommend that the board approve the attached proposals for 2021 Summer Curriculum and Program Development Workshops.

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
Divisional/Departmental Summary
2021 Summer Workshops

DIVISION/DEPARTMENT	STAFF	DISTRICT TOTALS		
		Requested	Total	Actual
CURRICULUM & STAFF DEVELOPMENT <ul style="list-style-type: none"> • Grading • TEC Coaches (1 to 1 Planning) • Technology Training (1 to 1) • Professional Learning Team • IncludED 	237 4 275 20 35	\$58,968.00 (G) \$23,490.00 (D) \$5,184.00 (G) \$13,750.00 (D) \$6,480.00 (G) \$10,500.00 (G)	\$37,240.00 (D) \$81,132.00 (G)	
LANGUAGE ARTS <ul style="list-style-type: none"> • Junior Courses: Prep and Accel • Multicultural Literature 	6 5 4	\$5,265.00 (D) \$5,062.50 (G) \$4,050.00 (G)	\$5,265.00 (D) \$9,112.50 (G)	
MATH/SCIENCE <ul style="list-style-type: none"> • Financial Algebra • STEM Research • Environmental Science • Chemistry Lab Safety • Algebra • Forensics • Chemistry Lab Summatives • AP Biology 	2 2 2 11 7 3 11 1	\$4,050.00 (G) \$4,050.00 (D) \$3,037.50 (D) \$1,100.00 (D) \$7,087.50 (D) \$3,037.50 (D) \$4,455.00 (D) \$405.00 (D)	\$23,172.50 (D) \$4,050.00 (G)	
PHYSICAL WELFARE <ul style="list-style-type: none"> • Sophomore Strength Training 	3	\$1,215.00 (D)	\$1,215.00 (D)	
TOTALS	628	\$66,892.50 (D) \$94,294.50 (G)	\$161,187.00 Total	

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

DEPARTMENT	2018 PROPOSED	2018 ACTUAL	2019 PROPOSED	2019 ACTUAL	2020 PROPOSED	2020 ACTUAL	2021 PROPOSED
Curriculum & Instruction	\$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	\$81,132.00 G \$37,240.00 D
Applied Technology	NA	NA	NA	NA	NA	NA	NA
Art	NA	NA	NA	NA	NA	NA	NA
Business Education	NA	NA	NA	NA	NA	NA	NA
Driver Education	NA	NA	NA	NA	NA	NA	NA
Family and Consumer Science	NA	NA	NA	NA	NA	NA	NA
Language Arts	NA	NA	NA	NA	NA	\$0 G \$2,344.90 D	\$9,112.50 G \$5,265.00 D
Mathematics	NA	NA	NA	NA	\$0 G \$4,050.00 D	\$0 G \$3,781.60 D	\$4,050.00 G \$7,087.50 D
Music	NA	NA	NA	NA	NA	NA	NA
Physical Education & Health	NA	NA	NA	NA	\$0 G \$4,050.00 D	\$0 G \$3,490.52 D	\$0 G \$1,215.00 D
Science	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	\$0 G \$16,085.00 D
Social Studies	NA	NA	NA	NA	NA	NA	NA
Special Education	NA	NA	NA	NA	\$5,467.50 G \$0 D	\$3,435.75 G \$0 D	NA
Student Support Services	NA	NA	NA	NA	NA	NA	NA
World Language	\$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	NA
TOTALS	Proposed \$89,177.50	Actual \$70,712.62	Proposed \$77,357.12	Actual \$57,883.95	Proposed \$53,490.38	Actual \$40,097.47	Proposed \$153,238.50
		79% of Approved		75% of Approved		75% of Approved	
Grant cost	\$63,463.00	\$48,146.49	\$47,834.37	\$22,770.70	\$21,090.38	\$15,931.35	\$94,294.50
District cost	\$25,714.50	\$22,566.13	\$29,522.75	\$35,113.25	\$32,400.00	\$24,166.12	\$66,892.50
TOTAL	\$89,177.50	\$70,712.62	\$77,357.12	\$57,883.95	\$53,490.38	\$40,097.47	\$161,187.00

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 SUMMER WORKSHOP SUMMARY**

DISTRICT ACCOUNT			
Department & Workshop Title	Description	Teacher Names & Hours	Maximum Cost
<p>CURRICULUM/ASSESSMENT</p> <p>1. Course Team Grading Practices</p>	<p>As we continue to improve our grading practices, the overwhelming request from teachers has been the time needed for teams to get together and come to agreements. All year, we have devoted time on Institute Days, remote learning planning days and some PLC meetings to grading practices. In April, teams will choose their grading methodology for the fall. Teams will then use summer workshop time to ensure consistency across teams and give team members time to address the six fixes, retake and revision rules, and updates of curriculum maps where necessary. Teaching teams will choose to continue with a traditional grading scale or shift to an A-F model. Regardless of the approach, the purpose of the summer workshops is to provide the time to accomplish the following:</p> <ul style="list-style-type: none"> • Syllabus updated with all established grading practices included, • Grading categories and naming conventions for assignments determined, • Alignment of assessments (formative to summative) with a goal on breaking up larger summatives to provide for more feedback and practice and minimize the sense of a few tests determining grades. <p>TRADITIONAL COURSE TEAMS</p> <p>For this to occur, course teams (using a 0-100% scale) must have time to collaborate to determine: their grading categories, how they will use comments in Infinite Campus, their specific retake requirements, and the formative practice that will lead to the summative assessments. With these decisions made, teams can update their course syllabus (using a provided template) and select one gradebook consistent across all teachers in a course. Additionally, by outlining the formative practice that leads to the summative, teams will make sure their initial entries in the gradebook demonstrate the connection between practice and the related summative assessment. As a result, a four-hour workshop would allow course teams the time to ensure consistency with</p>	<p>237 Teachers 2,036 Hours</p>	<p>\$58,968.00 Title I and II</p> <p>\$23,490.00 District</p>

their syllabus and gradebook.

A-F COURSE TEAMS

While the majority of the teaching teams only implemented the six fixes in 2020-2021, a handful of teachers also chose to use an A-F scale without percentages or reliance on the mean. Next year these teachers will have access to a concept-based grading platform in Infinite Campus. This platform will allow these teachers to easily communicate the concept/skills they are grading upon. This platform also provides options for arriving at a final course grade. To use this platform successfully, all A-F teachers will need to receive training. A four-hour workshop will provide these teams the training they need to be successful with the new Infinite Campus grading platform, as well as time for their team to decide their common grading categories and draft their common syllabus.

Traditional Course Teams	A-F Course Teams
<ul style="list-style-type: none"> • Welcome & Setting the Purpose • IC Overview: A look at the Teacher, Student and Parent views (1 hour) • Team Planning (2 hours): <ul style="list-style-type: none"> ○ Confirming course grading scale ○ Determining Grading Categories ○ Aligning formative practice to summative assessments • Writing a Course Syllabus (1 hour) 	<ul style="list-style-type: none"> • Welcome & Setting the Purpose • IC Training: Skill-based grading platform (2 hours) • Team Planning (1hour): <ul style="list-style-type: none"> ○ Clarifying Skills/Concepts ○ Determining Grading Categories ○ Confirming method for arriving at a final grade • Writing Course Syllabus (1 hour)

2. Tech Coaching (1 to 1 Planning)

With the shift to 1 to 1 computing across both campuses, TEC Coaches will be working throughout the summer to develop training, provide tutorials, ensure systems and software for teachers are up and running, and developing protocols for support in the fall. In addition, they will run optional training sessions in August for teachers to improve their skills on software that they intend to adopt and use in the fall. All of our TEC coaches have gone through a year of BetterLesson training and will incorporate that focus on linking technology to formative assessment in training for staff.

4 Teachers
128 Hours

\$5,184.00
Title II

<p>3. 1 to 1 Computing Training</p>	<p>While every teacher will receive training necessary to launch the 1 to 1 computing initiative for students, this August workshop will give teachers an opportunity to improve their use of specific applications that are a part of their teaching team or that they wish to improve their skillset. Training will be provided by TEC Coaches. Payment for training, up to 4 hours, is based on a per diem rate of \$50 for a half day.</p>	<p>275 Teachers 1,100 Hours</p>	<p>\$13,750.00 \$50 stipend</p>
<p>4. Professional Learning Team</p>	<p>During the 2020-2021 school year, district Institute Days were used to support teachers as they worked to: 1) cultivate a sense of belonging and wellness for their students, 2) use technology to deliver quality education, and 3) implement consistent grading practices, including the six fixes, across their course team. In addition to planning and facilitating the professional learning for teachers on Institute Days, the Professional Learning Team adjusted our instructional delivery model to incorporate more frequent virtual learning opportunities for teachers. These opportunities included: (SE)L-Teams, instructional coaching partnerships, Coaching Cafes, SIOP Model Workshops, Mentoring & Induction year 1 monthly assessment meetings, Mentoring & Induction year 2 monthly differentiated instruction meetings, and Belonging Focus Groups. The Professional Learning Team also planned and facilitated learning for paraeducators on the August, October and April Institute Days to ensure they were prepared to support pandemic learning.</p> <p>At the conclusion of this school year, staff will take LT's Annual Professional Learning Survey to provide feedback on their experiences and continued learning needs. Staff that participated in Mentoring and Induction, instructional coaching partnerships, (SE)L-Teams, and Belonging Focus Groups will take an additional survey to provide feedback specific to these additional learning experiences. The Professional Learning Team would like to collaborate during a Summer Workshop to analyze the aforementioned survey results and make informed plans for providing professional learning during the 2021-2022 school year. With continued changes to the daily schedule to accommodate the pandemic, a new 1:1 initiative, and recent grading practice changes, the professional learning focus in 2021-2022 will continue to be on: 1) cultivating belonging, 2) using technology to enhance instruction, and 3) implementing grading practices. However, the specific content that is provided around these goals will be directed by survey results. The first day of this workshop will focus on outlining the content that will be provided on District Institute Days.</p> <p>After planning the content on district Institute Days, the Professional Learning Team will split into six subcommittees: Technology, SEL, Grading Practices, Belonging/Included, Coaching, and Mentoring & Induction. During the second day of this workshop, each subcommittee will:</p> <ul style="list-style-type: none"> • making informed adjustments (if necessary) to their instructional delivery methods, • establish the calendar for the relevant professional learning events ((SE)L-Team Meetings, IncludedED trainings, mentoring and induction meetings, coaching workshops), • set subcommittee meeting dates, • review and revise meeting agendas, • develop and/or edit tools and protocols, 	<p>20 Teachers 160 Hours</p>	<p>\$6,480.00 Title II</p>

<p>5. IncludED</p>	<ul style="list-style-type: none"> • establish outcomes, • determine evidence of impact and when it will be collected, • set goals for staff participation, • develop a recruitment plan. <p>The workshop will conclude with creation of a google slides presentation to share with the faculty in August that outlines the learning opportunities available to them in 2021-2022.</p>		
<p>As a result of the Elementary and Secondary Education Act, the quality of education provided by public schools must be measured and reported. The ultimate designation that a school is publicly awarded is a result of the indicators a school meets or exceeds. These indicators pertain to achievement, state test scores, graduation rate, course enrollment, college & career readiness, attendance, and discipline. All indicators are now measured and reported according to special populations, which include: ethnicity, socio-economic status, IEP designation, and LEP designation.</p> <p>When LT's data is divided across population groups there are significant differences. These significant differences are not isolated to one area of performance; rather, the differences are seen across population groups in all educational areas- academic, course enrollment, college & career readiness, attendance, and discipline, etc. In order to change these differences and ensure all LT students have equal opportunity to achieve success in all aspects of their education, the Professional Learning Team would like to expand the staff's SEL training by engaging a second cohort in inclusion and equity training. By combining equity training with our SEL efforts, we are expanding the conversation to encompass the whole student.</p> <p>Prior to engaging the entire staff in this training, LTHS would like to put two cohorts of staff members through the inclusion and equity training. This will be the second group of participants, which would be comprised of administrators, Professional Learning Team members, Equity & Achievement Team members, Social Emotional Learning Team members, several counselors, social workers, representatives from every employee work group, a small group of teacher leaders learning to facilitate the training, and a group of students that would continue to facilitate focus groups for students. By putting a smaller cohort through this training, we can gauge the staff's readiness and anticipate potential obstacles. Then, we can intentionally plan an effective roll-out for the 2022-2023 school year.</p> <p>As a result, we are proposing that the aforementioned 55 staff members and 16 students attend the IncludED awareness series on June 2-4, 2021. The IncludED series "begins with increased awareness of the issues that emerge from diversity and -- most importantly -- the incredible power we have as educators to influence the lives of students through our mindset." The training aims to have "teams develop their belief systems; cross-cultural communication skills; capacity to use tools to explore issues related to race, class, and culture; and commitment to excellence with equity in education." Once aware and committed to the education of all students, teams then prepare to take-action (IncludED, 2018).</p>	<p>35 Teachers 630 Hours</p>	<p>\$10,500.00 Title II \$100 a day stipend</p>	

Below is an outline of the training series listing the specific purpose and objectives of each day of training. This training would aim to impact the awareness of the faculty with the ultimate goal being to create and use a culture competency continuum. The hope would be that we would collect evidence (including student and community voices) of where our school is in relationship to the continuum and take intentional action to move forward in 2021-2022 and the years to follow.

DATE	PURPOSE	OBJECTIVE
June 2	Orientation & Preparation	<ul style="list-style-type: none"> • Focus attention on excellence with equity, one's own response to diversity, and recognizing implicit bias. • Establish Brave Space. • Learn communication techniques that facilitate cultural competence. • Develop empathy, relationships, and positive tone and trust.
June 3	Preparation & Exploration	<ul style="list-style-type: none"> • Develop as a learning community. • Practice communication techniques in courageous conversations about diversity • Learn mental models and use them to explore issues that emerge from diversity • Build collective efficacy for having constructive conversations about race, class, and culture.
June 4	Exploration & Commitment	<ul style="list-style-type: none"> • Focus on an isolated dimension of difference, such as race. • Practice communication skills to develop shared understanding relative to the isolated dimension of difference. • Commit to excellence with equity for every student.

LANGUAGE ARTS

1. Combining Prep & Accel

The LAD is shifting from two separate semesters of junior English at the prep and accel levels to annual courses at both levels. The courses have been conceived as parallel versions of each other and the course texts will be the same regardless of the level. The courses need to be differentiated from each other, however, to ensure that students with different academic needs have proper scaffolding so each student can reach the same outcomes. The first day of the proposed workshop would be to have the teaching team work with Lisa Plichta, the Differentiation Specialist for the district. She will help the teachers differentiate for readiness.

11 Teachers
255 Hours

\$10,327.50

	The remaining days will be for each teaching team (one at the prep level and one at the accel level) to develop the curriculum maps which will include skill and knowledge outcomes, essential questions, and assessments for each course. Rubrics and assessment prompts will be developed as well.		
2. Multicultural Literature	Multicultural American Literature is a new, semester-long course in the LAD. This summer workshop would enable teachers to create the curriculum map for the course that will include the essential skills and outcomes of the course, the aligned standards, and the assessments and corresponding rubrics.	4 Teachers 100 Hours	\$4,050.00
MATH/SCIENCE			
1. Financial Algebra	With the approval of Financial Algebra, the curriculum and course will need to be expanded. The curriculum map will be formalized, the assessments will begin to be written, and classroom experiences will be outlined.	2 Teachers 100 Hours	\$4,050.00
2. STEM Research	With the approval of STEM Research, the curriculum and course will need to be developed fully. The curriculum map will be formalized, the assessments will begin to be written, and classroom experiences will be outlined.	2 Teachers 100 Hours	\$4,050.00
3. Environmental Science	With the approval of Environmental Science as a full year course, the curriculum and course will need to be developed fully. The curriculum map will be formalized, the assessments will begin to be written, and classroom experiences will be outlined.	2 Teachers 75 Hours	\$3,037.50
4. Chemistry Lab Safety	Flinn Scientific offers a 7-hour online training that provides teachers with training and reminders of how to maintain safety for themselves and their students. There is no cost to the training. The description of the course is below. The goal of the Laboratory Safety Certification Course is to improve your safety awareness and increase your knowledge of relevant safety regulations, practices and procedures, that directly impact high school, science teachers. The emphasis throughout the course is on best practices as the presenters offer you simple, practical, and effective solutions to solve your laboratory safety problems.	11 Teachers 55 Hours	\$1,100.00 \$100 stipend
5. Algebra	Algebra team members would work together to apply the common skills of Solve, Explain, and Graph and make them explicitly present on their assessments. This would include the further exploration of the math practices and then developing a specific skill progression for the year. Student centered activities would be developed for consistent use in each unit. In addition, the team would work to develop rubrics and exemplars of what "A", "B", "C", etc. quality work will look like.	7 Teachers 175 Hours	\$7,087.50
6. Forensics	The forensics team would continue to develop and implement materials for this year-two course. Summer work would include the identification of Science and Engineering practices from NGSS that can correspond with skill-based assessments and the creation of case studies that can be used as thematic units.	3 Teachers 75 Hours	\$3,037.50
7. Chemistry Lab Summatives	In order to provide students with additional ways to demonstrate their knowledge, teachers will create lab assessments that can be used as summatives. Currently, labs are frequently used as formative experiences in which students can discover and	11 Teachers 110 Hours	\$4,455.00

	<p>explore information. This project would create assessment tasks that expand upon the lab that was performed in class. These lab assessments will have recursive skills that teachers will identify and align to NGSS SEPs. This could include engaging in argument from evidence, developing and using models, and analyzing and interpreting data.</p>		
8. AP Biology	To fill a retirement, a new AP Biology teacher would review, prepare and evaluate materials for use.	1 Teacher 10 Hours	\$405.00
PHYSICAL WELFARE			
1. Sophomore Strength Training	<p>While there has been a significant amount of planning that has went into the development of our Sophomore Strength Training Curriculum, it will be important to have dedicated time to take the unit plans and individual lessons that have been developed and ensure they are linked to standards and are assessed in an accurate way. This will be an opportunity to finalize our formative tasks and ensure they are aligned to summative assessments as well as making sure we are providing a consistent curriculum regardless of instructor.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> - Sophomore Strength Training curriculum map with common formative tasks and summative assessments that are aligned to standards. - Sophomore Strength Training syllabus and grading policies <p>The development of supplemental learning materials for students in the course and the consistent integration of the formative practices (strong and weak examples of exercises, co-creating success criteria on core lifts, self and peer assessments, etc.)</p>	3 Teachers 30 Hours	\$1,215.00
Total District Cost \$66,892.50			
Total Grant Cost \$92,294.50			
Total Cost \$161,187.00			

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Curriculum and Instruction	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; width: 100px; margin: 0 auto;"> 1 of 5 </div>
B. Department	
III. TITLE AND CRITERIA	
A. Workshop Title Course Team Grading Practices	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input checked="" type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. District Goals:	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates:	<input type="checkbox"/> Other

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V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
GROUPS	NUMBER OF HOURS per TEACHER	NUMBER OF TEACHERS	TOTAL HOURS
1. Teachers on 1 course team	4	61	244
2. Teachers on 2 course teams	8	126	1008
3. Teachers on 3 course teams	12	44	528
4. Teachers on 4+ course teams	16	16	256
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		237	2036

Note: Numbers for teachers represent the team arrangements based on 2020-2021 course assignments. Some shifts will occur following sectioning, but the total amount requested in this proposal will serve as a "Not to Exceed" number. As explained in the annual cover memo for Board review and approval, most workshops end up using only 75% of the funds budgeted due to variance of pay based on seniority and teacher ability to meet during the agreed-upon team time. With that in mind, the office of Curriculum and Instruction will monitor the number of teams teachers serve on and the overall number of hours to ensure that the 2036 hours will not be exceeded.

Additional information: Teaching teams that serve Title I students will be paid from Title I accounts. All others will be paid from District accounts. A breakdown of budgeted amounts is in the cover materials. Every effort will be made to use grant funds as the primary source of this workshop.

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

As we continue to improve our grading practices, the overwhelming request from teachers has been the time needed for teams to get together and come to agreements. All year, we have devoted time on Institute Days, remote learning planning days and some PLC meetings to grading practices. In April, teams will choose their grading methodology for the fall. Teams will then use summer workshop time to ensure consistency across teams and give team members time to address the six fixes, retake and revision rules, and updates of curriculum maps where necessary. Teaching teams will choose to continue with a traditional grading scale or shift to an A-F model. Regardless of the approach, the purpose of the summer workshops is to provide the time to accomplish the following:

- Syllabus updated with all established grading practices included,
- Grading categories and naming conventions for assignments determined,
- Alignment of assessments (formative to summative) with a goal on breaking up larger summatives to provide for more feedback and practice and minimize the sense of a few tests determining grades.

TRADITIONAL COURSE TEAMS

For this to occur, course teams (using a 0-100% scale) must have time to collaborate to determine: their grading categories, how they will use comments in Infinite Campus, their specific retake requirements, and the formative practice that will lead to the summative assessments. With these decisions made, teams can update their course syllabus (using a provided template) and select one gradebook consistent across all teachers in a course. Additionally, by outlining the formative practice that leads to the summative, teams will make sure their initial entries in the gradebook demonstrate the connection between practice and the related summative assessment. As a result, a four-hour workshop would allow course teams the time to ensure consistency with their syllabus and gradebook.

A-F COURSE TEAMS

While the majority of the teaching teams only implemented the six fixes in 2020-2021, a handful of teachers also chose to use an A-F scale without percentages or reliance on the mean. Next year these teachers will have access to a concept-based grading platform in Infinite Campus. This platform will allow these teachers to easily communicate the concept/skills they are grading upon. This platform also provides options for arriving at a final course grade. To use this platform successfully, all A-F teachers will need to receive training. A four-hour workshop will provide these teams the training they need to be successful with the new Infinite Campus grading platform, as well as time for their team to decide their common grading categories and draft their common syllabus.

Traditional Course Teams	A-F Course Teams
<ul style="list-style-type: none"> • Welcome & Setting the Purpose • IC Overview: A look at the Teacher, Student and Parent views (1 hour) • Team Planning (2 hours): <ul style="list-style-type: none"> ○ Confirming course grading scale ○ Determining Grading Categories ○ Aligning formative practice to summative assessments • Writing a Course Syllabus (1 hour) 	<ul style="list-style-type: none"> • Welcome & Setting the Purpose • IC Training: Skill-based grading platform (2 hours) • Team Planning (1hour): <ul style="list-style-type: none"> ○ Clarifying Skills/Concepts ○ Determining Grading Categories ○ Confirming method for arriving at a final grade • Writing Course Syllabus (1 hour)

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

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
Approved with revisions	Total hours approved 15
District budget hours	Grant hours
Other hours	Maximum cost allowable


**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. • Submit form electronically and in hard copy.

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

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours. 16)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Joseph Maffey	TBD	6.4	32
2. Rebecca Rivan	TBD	6.4	32
3. Callie Salaymeh	TBD	6.4	32
4. Jeremy Vrtis	TBD	6.4	32
TOTALS		25.6	128

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>With the shift to 1 to 1 computing across both campuses, TEC Coaches will be working throughout the summer to develop training, provide tutorials, ensure systems and software for teachers are up and running, and developing protocols for support in the fall. In addition, they will run optional training sessions in August for teachers to improve their skills on software that they intend to adopt and use in the fall. All of our TEC coaches have gone through a year of BetterLesson training and will incorporate that focus on linking technology to formative assessment in training for staff.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel 	Date 3/5/21

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
Approved with revisions	Total hours approved 17
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. • Submit form electronically and in hard copy.

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

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours. 18)			
NAMES	DATES	PER DIEM	TOTAL STIPEND
1. 275 Participants	August	\$50.00	\$13,750
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		275	\$13,750

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>While every teacher will receive training necessary to launch the 1 to 1 computing initiative for students, this August workshop will give teachers an opportunity to improve their use of specific applications that are a part of their teaching team or that they wish to improve their skillset. Training will be provided by TEC Coaches. Payment for training, up to 4 hours, is based on a per diem rate of \$50 for a half day.</p>

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

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
Approved with revisions	Total hours approved 19
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. • Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Curriculum & Instruction	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Assessment & Research	
III. TITLE AND CRITERIA	4 of 5
A. Workshop Title Professional Learning Team	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours. 20)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Allan, Bill	June 1 & 2	2	4 hrs per day * 2
2. Barker, Joe	June 1 & 2	2	4 hrs per day * 2
3. Chittenden, Cayt	June 1 & 2	2	4 hrs per day * 2
4. Donahue, Shannon	June 1 & 2	2	4 hrs per day * 2
5. Doyle, Allison	June 1 & 2	2	4 hrs per day * 2
6. Drogos, Jessica	June 1 & 2	2	4 hrs per day * 2
7. Enright, Karly	June 1 & 2	2	4 hrs per day * 2
8. Gutierrez, Daniella	June 1 & 2	2	4 hrs per day * 2
9. Harbin, Michelle	June 1 & 2	2	4 hrs per day * 2
10. Johannes, Andrew	June 1 & 2	2	4 hrs per day * 2
11. Lambert, Tiz	June 1 & 2	2	4 hrs per day * 2
12. Meyers, Katie	June 1 & 2	2	4 hrs per day * 2
13. Musick, John	June 1 & 2	2	4 hrs per day * 2
14. Palacios, Mary	June 1 & 2	2	4 hrs per day * 2
15. Salaymeh, Callie	June 1 & 2	2	4 hrs per day * 2
16. Bacon, Kirstin	June 1 & 2	2	4 hrs per day * 2
17. Condon, Virginia	June 1 & 2	2	4 hrs per day * 2
18. Mancini, Deana	June 1 & 2	2	4 hrs per day * 2
19. Orrico, Annette	June 1 & 2	2	4 hrs per day * 2
20. Plichta, Lisa	June 1 & 2	2	4 hrs per day * 2
TOTALS		2 Days	8 hrs * 20 people = 160 hours

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
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During the 2020-2021 school year, district Institute Days were used to support teachers as they worked to: 1) cultivate a sense of belonging and wellness for their students, 2) use technology to deliver quality education, and 3) implement consistent grading practices, including the six fixes, across their course team. In addition to planning and facilitating the professional learning for teachers on Institute Days, the Professional Learning Team adjusted our instructional delivery model to incorporate more frequent virtual learning opportunities for teachers. These opportunities included: (SE)L-Teams, instructional coaching partnerships, Coaching Cafes, SIOP Model Workshops, Mentoring & Induction year 1 monthly assessment meetings, Mentoring & Induction year 2 monthly differentiated instruction meetings, and Belonging Focus Groups. The Professional Learning Team also planned and facilitated learning for paraeducators on the August, October and April Institute Days to ensure they were prepared to support pandemic learning.

At the conclusion of this school year, staff will take LT's Annual Professional Learning Survey to provide feedback on their experiences and continued learning needs. Staff that participated in Mentoring and Induction, instructional coaching partnerships, (SE)L-Teams, and Belonging Focus Groups will take an additional survey to provide feedback specific to these additional learning experiences. The Professional Learning Team would like to collaborate during a Summer Workshop to analyze the aforementioned survey results and make informed plans for providing professional learning during the 2021-2022 school year.

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With continued changes to the daily schedule to accommodate the pandemic, a new 1:1 initiative, and recent grading practice changes, the professional learning focus in 2021-2022 will continue to be on: 1) cultivating belonging, 2) using technology to enhance instruction, and 3) implementing grading practices. However, the specific content that is provided around these goals will be directed by survey results. The first day of this workshop will focus on outlining the content that will be provided on District Institute Days.

After planning the content on district Institute Days, the Professional Learning Team will split into six subcommittees: Technology, SEL, Grading Practices, Belonging/ includedED, Coaching, and Mentoring & Induction. During the second day of this workshop, each subcommittee will:

- making informed adjustments (if necessary) to their instructional delivery methods,
- establish the calendar for the relevant professional learning events ((SE)L-Team Meetings, includedED trainings, mentoring and induction meetings, coaching workshops),
- set subcommittee meeting dates,
- review and revise meeting agendas,
- develop and/or edit tools and protocols,
- establish outcomes,
- determine evidence of impact and when it will be collected,
- set goals for staff participation,
- develop a recruitment plan.

The workshop will conclude with creation of a google slides presentation to share with the faculty in August that outlines the learning opportunities available to them in 2021-2022.

DAY 1	DAY 2
7:45-8:00 Welcome & Setting the Purpose 8:00-9:30 Apply the Data Protocol to Surveys 9:30-11:00 Determine Institute Day Agendas, Articulate required sessions and establish session outcomes 11:00-11:45 Identify presenters, establish a presentation timeline, and create a presentation rubric	7:45-8:00 Welcome & Setting the Purpose 8:00-10:00 Subcommittee Work 10:00-11:00 Share & Revise Subcommittee Work 11:00-12:00 Create Google Slides presentation and develop participation recruitment plan

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

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 22
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS

- Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first.
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II. DIVISION(S) AND DEPARTMENT(S)		IV. DIVISION CHAIR USE ONLY	
A. Division Curriculum & Instruction		A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)	
B. Department Office of Assessment & Research			
III. TITLE AND CRITERIA		5	of 5
A. Workshop Title Included		B. Funding source(s) and account numbers	
B. Selection Criteria Priority		<input type="checkbox"/> Grant Account	
<input type="checkbox"/> 1. Approved Curriculum Change		<input type="checkbox"/> District Budget Account	
<input type="checkbox"/> 2. District Goals: NCLB & PSAE		<input type="checkbox"/> Township Initiative	
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE		<input type="checkbox"/> Other	

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

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Building & Grounds- 5	June 2-4	3	6 hrs * 3 days *5 = 90
2. Security Assistants- 5	June 2-4	3	6 hrs * 3 days *5 = 90
3. Administrative Assistants- 5	June 2-4	3	6 hrs * 3 days *5 = 90
4. Para Educators- 5	June 2-4	3	6 hrs * 3 days *5 = 90
5. Teachers- 30	June 2-4	3	6 hrs * 3 days *5 = 90
6. Facilitators in Training-5	June 2-4	3	6 hrs * 3 days *5 = 90
7. Students (4 per grade)- 16	June 2-4	3	NA
TOTALS			540 Hours

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

As a result of the Elementary and Secondary Education Act, the quality of education provided by public schools must be measured and reported. The ultimate designation that a school is publicly awarded is a result of the indicators a school meets or exceeds. These indicators pertain to achievement, state test scores, graduation rate, course enrollment, college & career readiness, attendance, and discipline. All indicators are now measured and reported according to special populations, which include: ethnicity, socio-economic status, IEP designation, and LEP designation.

When LT's data is divided across population groups there are significant differences. These significant differences are not isolated to one area of performance; rather, the differences are seen across population groups in all educational areas- academic, course enrollment, college & career readiness, attendance, and discipline, etc. In order to change these differences and ensure all LT students have equal opportunity to achieve success in all aspects of their education, the Professional Learning Team would like to expand the staff's SEL training by engaging a second cohort in inclusion and equity training. By combining equity training with our SEL efforts, we are expanding the conversation to encompass the whole student.

Prior to engaging the entire staff in this training, LTHS would like to put two cohorts of staff members through the inclusion and equity training. This will be the second group of participants, which would be comprised of administrators, Professional Learning Team members, Equity & Achievement Team members, Social Emotional Learning Team members, several counselors, social workers, representatives from every employee work group, a small group of teacher leaders learning to facilitate the training, and a group of students that would continue to facilitate focus groups for students. By putting a smaller cohort through this training, we can gauge the staff's readiness and anticipate potential obstacles. Then, we can intentionally plan an effective roll-out for the 2022-2023 school year.

As a result, we are proposing that the aforementioned 55 staff members and 16 students attend the IncludED awareness series on June 2-4, 2021. The IncludED series "begins with increased awareness of the issues that emerge from diversity and -- most importantly -- the ²⁴ incredible power we have as educators to influence the lives of students through our mindset." The training aims to have "teams develop their belief systems; cross-cultural communication skills; capacity to use tools to explore issues related to race, class, and culture; and commitment to excellence with equity in education." Once aware and committed to the education of all students, teams then prepare to take action (IncludED, 2018).

Below is an outline of the training series listing the specific purpose and objectives of each day of training. This training would aim to impact the awareness of the faculty with the ultimate goal being to create and use a culture competency continuum. The hope would be that we would collect evidence (including student and community voices) of where our school is in relationship to the continuum and take intentional action to move forward in 2021-2022 and the years to follow.

DATE	PURPOSE	OBJECTIVE
June 2	Orientation & Preparation	<ul style="list-style-type: none"> Focus attention on excellence with equity, one's own response to diversity, and recognizing implicit bias. Establish Brave Space. Learn communication techniques that facilitate cultural competence. Develop empathy, relationships, and positive tone and trust.
June 3	Preparation & Exploration	<ul style="list-style-type: none"> Develop as a learning community. Practice communication techniques in courageous conversations about diversity Learn mental models and use them to explore issues that emerge from diversity Build collective efficacy for having constructive conversations about race, class, and culture.
June 4	Exploration & Commitment	<ul style="list-style-type: none"> Focus on an isolated dimension of difference, such as race. Practice communication skills to develop shared understanding relative to the isolated dimension of difference. Commit to excellence with equity for every student.

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

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 25
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal

I. DIRECTIONS

- Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first.
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- Submit form electronically and in hard copy.

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

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

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Lisa Plichta	TBD	1	5
2. Teacher 1	TBD	5	25
3. Teacher 2	TBD	5	25
4. Teacher 3	TBD	5	25
5. Teacher 4	TBD	5	25
6. Teacher 5	TBD	5	25
7. Teacher 6	TBD	5	25
8. Teacher 7	TBD	5	25
9. Teacher 8	TBD	5	25
10. Teacher 9	TBD	5	25
11. Teacher 10	TBD	5	25
TOTALS		5	255

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

The LAD is shifting from two separate semesters of junior English at the prep and accel levels to annual courses at both levels. The courses have been conceived as parallel versions of each other and the course texts will be the same regardless of the level. The courses need to be differentiated from each other, however, to ensure that students with different academic needs have proper scaffolding so each student can reach the same outcomes. The first day of the proposed workshop would be to have the teaching team work with Lisa Plichta, the Differentiation Specialist for the district. She will help the teachers differentiate for readiness. The remaining days will be for each teaching team (one at the prep level and one at the accel level) to develop the curriculum maps which will include skill and knowledge outcomes, essential questions, and assessments for each course. Rubrics and assessment prompts will be developed as well.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date 2.8.21
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date 2.8.21
Division Chair(s)	Date 2.8.21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 27
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS

- Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first.
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II. DIVISION(S) AND DEPARTMENT(S)		IV. DIVISION CHAIR USE ONLY				
A. Division LAD		A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <table border="1" style="margin-left: auto; margin-right: auto;"><tr><td style="width: 30px; text-align: center;">2</td><td style="width: 30px; text-align: center;">of</td><td style="width: 30px; text-align: center;">2</td></tr></table>		2	of	2
2	of			2		
B. Department English						
III. TITLE AND CRITERIA						
A. Workshop Title Multicultural Lit		B. Funding source(s) and account numbers				
B. Selection Criteria Priority		<input type="checkbox"/> Grant Account				
<input checked="" type="checkbox"/> 1. Approved Curriculum Change		<input checked="" type="checkbox"/> District Budget Account				
<input type="checkbox"/> 2. District Goals: NCLB & PSAE		<input type="checkbox"/> Township Initiative				
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE		<input type="checkbox"/> Other				

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

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Teacher 1 - TBD	June	5	25
2. Teacher 2 - TBD	June	5	25
3. Teacher 3 - TBD	June	5	25
4. Teacher 4 - TBD	June	5	25
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		5	100

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

Multicultural American Literature is a new, semester-long course in the LAD. This summer workshop would enable teachers to create the curriculum map for the course that will include the essential skills and outcomes of the course, the aligned standards, and the assessments and corresponding rubrics.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date 2.8.21
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date 2.8.21
Division Chair(s)	Date 2.8.21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 29
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Math	
III. TITLE AND CRITERIA	1 of 8
A. Workshop Title Financial Algebra Curriculum Development	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
x 1. Approved Curriculum Change	x District Budget Account
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	<input type="checkbox"/> Other 30

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Peter White		10	50
2. TBA		10	50
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		20	100

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
With the approval of Financial Algebra, the curriculum and course will need to be expanded. The curriculum map will be formalized, the assessments will begin to be written, and classroom experiences will be outlined.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Collin Voigt Division Chair(s)	Date 2/5/21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 31
Approved with revisions	Total hours approved
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**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">2</div> of <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">8</div>
B. Department Science	
III. TITLE AND CRITERIA	B. Funding source(s) and account numbers
A. Workshop Title STEM Research Curriculum Development	<input type="checkbox"/> Grant Account <input checked="" type="checkbox"/> District Budget Account <input type="checkbox"/> Township Initiative <input type="checkbox"/> Other 32
B. Selection Criteria Priority	
x 1. Approved Curriculum Change	
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. TBA		10	50
2. TBA		10	50
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		20	100

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>With the approval of STEM Research, the curriculum and course will need to be developed fully. The curriculum map will be formalized, the assessments will begin to be written, and classroom experiences will be outlined.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
<i>Collin Voigt</i> Division Chair(s)	Date 2/5/21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
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Approved with revisions	Total hours approved
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**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY		
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px;">3</div> of <div style="border: 1px solid black; padding: 2px 5px;">8</div> </div>		
B. Department Science			
III. TITLE AND CRITERIA	B. Funding source(s) and account numbers		
A. Workshop Title Environmental Science Curriculum Development	<input type="checkbox"/> Grant Account <input checked="" type="checkbox"/> District Budget Account <input type="checkbox"/> Township Initiative <input type="checkbox"/> Other 34		
B. Selection Criteria Priority			
x 1. Approved Curriculum Change			
<input type="checkbox"/> 2. District Goals: NCLB & PSAE			
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE			

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Charlie Pozen		10	50
2. Eric Nuss		5	25
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		15	75

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>With the approval of Environmental Science as a full year course, the curriculum and course will need to be developed fully. The curriculum map will be formalized, the assessments will begin to be written, and classroom experiences will be outlined.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Collin Voigt Division Chair(s)	Date 2/5/21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 35
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. Submit form electronically and in hard copy.

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

36

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Amber Beemer		1	5
2. Eric Bjornstad		1	5
3. Jaime Bronuskas		1	5
4. Bruce Falli		1	5
5. Erica Flounders		1	5
6. Michelle Harbin		1	5
7. Colleen Heath		1	5
8. Brain Keller		1	5
9. Serena Lerma		1	5
10. John McKendrick		1	5
11. Loyola Pasiewicz		1	5
TOTALS		11	55

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>Flinn Scientific offers a 7-hour online training that provides teachers with training and reminders of how to maintain safety for themselves and their students. There is no cost to the training. The description of the course is below.</p> <p>The goal of the Laboratory Safety Certification Course is to improve your safety awareness and increase your knowledge of relevant safety regulations, practices and procedures that directly impact high school science teachers. The emphasis throughout the course is on best practices as the presenters offer you simple, practical, and effective solutions to solve your laboratory safety problems.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
<i>Collin Voigt</i> Division Chair(s)	Date <i>2/5/21</i>
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 37
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to the Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">5</div> of <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">8</div>
B. Department Math	
III. TITLE AND CRITERIA	
A. Workshop Title Algebra 1 Curriculum Development	B. Funding source(s) and account numbers <input type="checkbox"/> Grant Account <input checked="" type="checkbox"/> District Budget Account <input type="checkbox"/> Township Initiative 38 <input type="checkbox"/> Other
B. Selection Criteria Priority	
x 1. Approved Curriculum Change	
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Tamiaka Killins	TBD	5	25
2. Julie Ozols	TBD	5	25
3. Jeremy Vrtis	TBD	5	25
4. Emily Clark	TBD	5	25
5. Kelsey Gacek	TBD	5	25
6. Matt Ranft	TBD	5	25
7. Jill Bober	TBD	5	25
8.			
9.			
10.			
TOTALS		35	175

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>Algebra team members would work together to apply the common skills of Solve, Explain, and Graph and make them explicitly present on their assessments. This would include the further exploration of the math practices and then developing a specific skill progression for the year. Student centered activities would be developed for consistent use in each unit. In addition, the team would work to develop rubrics and exemplars of what "A", "B", "C", etc. quality work will look like.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Collin Voigt Division Chair(s)	Date 2/5/21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
Approved with revisions	Total hours approved 39
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Science	
III. TITLE AND CRITERIA	6 of 8
A. Workshop Title Forensics Curriculum Development	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
x 1. Approved Curriculum Change	x District Budget Account
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	<input type="checkbox"/> Other 40

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Angie Patel		5	25
2. Serena Lerma		5	25
3. Leilani Lopez		5	25
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		15	75

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
The forensics team would continue to develop and implement materials for this year-two course. Summer work would include the identification of Science and Engineering practices from NGSS that can correspond with skill-based assessments and the creation of case studies that can be used as thematic units.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
<i>Collin Voigt</i> Division Chair(s)	Date <i>2/5/21</i>
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY		41
Approved as submitted	Not approved with rationale	
Approved with revisions	Total hours approved	
District budget hours	Grant hours	
Other hours	Maximum cost allowable	

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Science	
III. TITLE AND CRITERIA	7 of 8
A. Workshop Title Chemistry Lab Summatives	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	<input type="checkbox"/> Other

42

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Amber Beemer		2	10
2. Eric Bjornstad		2	10
3. Jaime Bronuskas		2	10
4. Bruce Falli		2	10
5. Erica Flounders		2	10
6. Michelle Harbin		2	10
7. Colleen Heath		2	10
8. Brian Keller		2	10
9. Serena Lerma		2	10
10. John McKendrick		2	10
11. Loyola Pasiewicz		2	10
TOTALS		22	110

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>In order to provide students with additional ways to demonstrate their knowledge, teachers will create lab assessments that can be used as summatives. Currently, labs are frequently used as formative experiences in which students can discover and explore information. This project would create assessment tasks that expand upon the lab that was performed in class. These lab assessments will have recursive skills that teachers will identify and align to NGSS SEPs. This could include engaging in argument from evidence, developing and using models, and analyzing and interpreting data.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
<i>Collin Voigt</i> Division Chair(s)	Date 2/5/21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 43
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. ● Submit form electronically and in hard copy.

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

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

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. TBD		2	10
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		2	10

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

To fill a retirement, a new AP Biology teacher would review, prepare and evaluate materials for use.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Collin Voigt Division Chair(s)	Date 2/5/21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 45
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS

- Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first.
- Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m.
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II. DIVISION(S) AND DEPARTMENT(S)		IV. DIVISION CHAIR USE ONLY				
A. Division	Physical Welfare	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">of</td> <td style="width: 20px; text-align: center;">2</td> </tr> </table>		1	of	2
1	of			2		
B. Department	Physical Education					
III. TITLE AND CRITERIA						
A. Workshop Title	Sophomore Strength Training	B. Funding source(s) and account numbers				
B. Selection Criteria Priority		<input type="checkbox"/> Grant Account <input type="checkbox"/> District Budget Account <input type="checkbox"/> Township Initiative <input type="checkbox"/> Other				
<input checked="" type="checkbox"/> 1. Approved Curriculum Change						
<input type="checkbox"/> 2. District Goals: NCLB & PSAE						
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE						

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


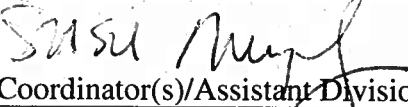
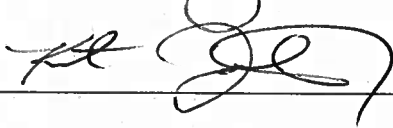
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Bryan Bergman	6/2/21 & 6/3/21	2	10
2. Dan Bielawski	6/2/21 & 6/3/21	2	10
3. Meghan Hutchens	6/2/21 & 6/3/21	2	10
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		6	30

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

While there has been a significant amount of planning that has went into the development of our Sophomore Strength Training Curriculum, it will be important to have dedicated time to take the unit plans and individual lessons that have been developed and ensure they are linked to standards and are assessed in an accurate way. This will be an opportunity to finalize our formative tasks and ensure they are aligned to summative assessments as well as making sure we are providing a consistent curriculum regardless of instructor.

Intended outcomes of this workshop include:

- Sophomore Strength Training curriculum map with common formative tasks and summative assessments that are aligned to standards.
- Sophomore Strength Training syllabus and grading policies
- The development of supplemental learning materials for students in the course and the consistent integration of the formative practices (strong and weak examples of exercises, co-creating success criteria on core lifts, self and peer assessments, etc.)

VII. SIGNATURES AND APPROVAL	
 Primary Submitting Teacher(s)	Date 2-4-21
 Curriculum Coordinator(s)/Assistant Division Chair(s)	Date 2-4-21
 Division Chair(s)	Date 2/4/21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale 47
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

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 Eggerding

DATE: April 12, 2021

RE: 2021-2022 Additional Textbook and Instructional Material Requests – First Reading

BACKGROUND

As discussed in February, given the shift to 1 to 1 computing in the fall and the use of digital curriculum during Pandemic learning, many courses have reconsidered the use of a traditional textbook. While a textbook is helpful for some activities and assignments, more and more course teams are choosing to have class sets of textbooks instead of having students carry a book from class to class and school to home. In March, Division Chairs met with the Bookstore staff to go through textbook inventories and usage patterns resulting in many of the changes in designation included in this first reading. An additional book that was discovered to have been adopted without following the textbook process has also been included for approval.

In February I also alerted the Board that a few of our new courses needed more time to put together their textbook requests. Those titles are included here. The only District costs associated with the entire list of texts in this agenda item are requests are for class sets in two new courses: English IV Prep: Composition and English IV Prep: Multicultural American Literature. The total District costs in this proposal total \$4,392.

Lastly, we are making a shift in how we purchase and distribute previously shared supplies. In the past, students shared goggles. This is not prudent any longer. Students will purchase the goggles they need for biology and chemistry. Similarly, by shifting to a 1 to 1 environment, students in language classes with speaking components (all but ASL and Latin) require headsets so they can take advantage of the software tools for speaking and listening. These headsets also can no longer be shared. Students will only have to purchase the headsets once throughout their years in a language.

Much of the detail in this item is general housekeeping, but it is important to ensure that our textbook inventory is up to date and ready to go when school resumes in the fall.

RECOMMENDATION

I recommend that the Board review the attached 2021-2022 Textbook/Instructional Material Change Requests for first reading and place texts up for adoption on public display for 30 days.

District Purchased Texts (Purchased by the District and supplemented through the textbook fee)

Division	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enroll	Estimated District Cost
LAD/English	English IV Prep Multicultural Amer. Lit	American Literature in the World: An Anthology	9780231157377	N/A	DT	\$42.00	60	\$ 2,520.00

\$ 2,520.00

Class Sets (Purchased by the District and stored in the classroom)

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enroll	Estimated District Cost
LAD/English	English IV Prep Composition	From Inquiry to Academic Writing	9780312451660	N/A	CS	\$72.00	26	\$ 1,872.00
LAD/English	American Studies Accel	The Jungle	9780451528049	N/A	CS			
LAD/English	American Studies Accel	There Are No Children Here	9780385265560	N/A	CS			
Math	Algebra Prep, Staggered, Accel	Algebra 1 (Illinois Edition, Grades 9-12)	9780618887637	N/A	CS			
Science	Biology Prep	Biology (Miller, Levine - Prentice Hall)	9780132013499	N/A	CS			
Science	Biology Accel	Biology: Concepts & Connections	9780131934801	N/A	CS			
Science	Environmental Science	Visualizing Environmental Science	9781119279167	N/A	CS			
Science	Chemistry Prep	Chemistry (Prentice Hall)	9780131152625	N/A	CS			
Science	Chemistry Accel	Introductory Chemistry: A Foundation 6e	9780618803279	N/A	CS			
Science	Physics Prep	Conceptual Physics: The High School Physics Program	9780133647495	N/A	CS			
Phys. Welfare	Exercise Physiology	Essentials of Exercise Physiology	9781608312672	N/A	CS			

\$ 1,872.00

Consumables (purchased by students and not returned/sold back to the bookstore)

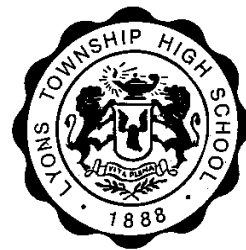
Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enroll	Estimated District Cost
LAD/English	English III Prep Amer. Lit & Comp	Citizen: An American Lyric	9781555976903	N/A	CN	\$12.45		\$ -
LAD/English	English III Prep Amer. Lit & Comp	The Great Gatsby	9780743273565	N/A	CN	\$14.00		\$ -
LAD/English	English III Prep Amer. Lit & Comp	The Things They Carried	9780618706419	N/A	CN	\$13.00		\$ -
LAD/English	English III Prep Amer. Lit & Comp	World of Wonders	9781571313652	N/A	CN	\$17.59		\$ -
LAD/English	English III Prep Amer. Lit & Comp	Almost, Maine	9780822221562	N/A	CN	\$10.00		\$ -
LAD/English	English III Prep Amer. Lit & Comp	August: Osage County	9780822223009	N/A	CN	\$10.00		\$ -
LAD/English	English III Prep Amer. Lit & Comp	The Crucible	9780142437339	N/A	CN	\$10.00		\$ -
LAD/English	English III Prep Amer. Lit & Comp	The Humans	9781848427983	N/A	CN	\$10.00		\$ -
LAD/English	English III Prep Amer. Lit & Comp	The Little Foxes	9780822206774	N/A	CN	\$10.00		\$ -
LAD/English	English III Prep Amer. Lit & Comp	Marvin's Room	9780822213123	N/A	CN	\$10.00		\$ -
LAD/English	English III Prep Amer. Lit & Comp	Our Town	9780060512637	N/A	CN	\$10.00		\$ -
LAD/English	English III Prep Amer. Lit & Comp	The Piano Lesson	9780452265349	N/A	CN	\$10.00		\$ -
LAD/English	English III Accel Amer. Lit & Comp	Citizen: An American Lyric	9781555976903	N/A	CN	\$12.45		\$ -
LAD/English	English III Accel Amer. Lit & Comp	The Great Gatsby	9780743273565	N/A	CN	\$14.00		\$ -
LAD/English	English III Accel Amer. Lit & Comp	The Things They Carried	9780618706419	N/A	CN	\$13.00		\$ -

LAD/English	English III Accel Amer. Lit & Comp	World of Wonders	9781571313652	N/A	CN	\$17.59	\$ -
LAD/English	English III Accel Amer. Lit & Comp	Almost, Maine	9780822221562	N/A	CN	\$10.00	\$ -
LAD/English	English III Accel Amer. Lit & Comp	August: Osage County	9780822223009	N/A	CN	\$10.00	\$ -
LAD/English	English III Accel Amer. Lit & Comp	The Crucible	9780142437339	N/A	CN	\$10.00	\$ -
LAD/English	English III Accel Amer. Lit & Comp	The Humans	9781848427983	N/A	CN	\$10.00	\$ -
LAD/English	English III Accel Amer. Lit & Comp	The Little Foxes	9780822206774	N/A	CN	\$10.00	\$ -
LAD/English	English III Accel Amer. Lit & Comp	Marvin's Room	9780822213123	N/A	CN	\$10.00	\$ -
LAD/English	English III Accel Amer. Lit & Comp	Our Town	9780060512637	N/A	CN	\$10.00	\$ -
LAD/English	English III Accel Amer. Lit & Comp	The Piano Lesson	9780452265349	N/A	CN	\$10.00	\$ -
LAD/English	English I Honors	Independent Reading - Titles Listed by Topic of Choice	Various	N/A	CN	\$15.00	\$ -
Science	Bio, Chem, Organic Chem, Anat/Physio	Flinn VisorGog Safety Goggles	AP1362	N/A	CN	\$8.50	\$ -
Special Ed	English II Cross Categorical	Dry by Neal and Jarrod Shusterman	978148148977	N/A	CN	\$11.69	\$ -
World Lang.	All Languages except ASL and Latin	Avid Education AE-36 Headset		N/A	CN	\$12.00	\$ -
World Lang.	Spanish 4H (ACP) & Spanish 4 Accel	Edunovela - Gran Hotel Spanish Television Series		N/A	CN	\$19.00	\$ -

Dropped Books

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation
LAD/English	English III Prep American Lit	The Great Gatsby	9780743273565	N/A	DRP
LAD/English	English III Prep American Lit	Death of a Salesman	9780140481341	N/A	DRP
LAD/English	English III Prep American Lit	The Things They Carried	9780618706419	N/A	DRP
LAD/English	English III Prep American Lit	The Bluest Eye	9780307278449	N/A	DRP
LAD/English	English III Prep American Lit	The Catcher In The Rye	9780316769488	N/A	DRP
LAD/English	English III Prep American Lit	Fences	9780452264014	N/A	DRP
LAD/English	English III Prep American Lit	House on Mango Street	9780679734772	N/A	DRP
LAD/English	English III Prep American Lit	A Raisin The Sun	9780451183880	N/A	DRP
LAD/English	English III Prep American Lit	A Streetcar Named Desire	9780811216029	N/A	DRP
LAD/English	English III Prep Composition	75 Readings: An Anthology Various Authors	9780072465426	N/A	DRP
LAD/English	English III Prep Composition	Dream Me Home Safely	9780618379026	N/A	DRP
LAD/English	English III Prep Composition	Once Upon A Childhood	9780451212962	N/A	DRP
LAD/English	English III Accel American Lit	Beloved	9781400033416	N/A	DRP
LAD/English	English III Accel American Lit	Death of a Salesman	9780140481341	N/A	DRP
LAD/English	English III Accel American Lit	The Great Gatsby	9780743273565	N/A	DRP
LAD/English	English III Accel American Lit	The Things They Carried	9780618706419	N/A	DRP
LAD/English	English III Accel Composition	75 Readings: An Anthology Various Authors	9780072465426	N/A	DRP
LAD/English	English III Accel Composition	From Inquiry to Academic Writing	9780312451660	N/A	DRP
LAD/English	English III Accel Composition	Once Upon A Childhood	9780451212962	N/A	DRP
Special Ed	English II Cross Categorical	The Crossing	9780439786614	N/A	DRP

LYONS TOWNSHIP HIGH SCHOOL



Language Arts Division

TO: Scott Eggerding, Director of Curriculum and Instruction
Tim Kilrea, Superintendent
Board of Education

FROM: Karen Raino, Language Arts Division Chair

DATE: March 19, 2021

RE: Summer Reading 2021

The Summer Reading Committee once again has worked to develop this year's summer reading experience. Led by LAD Assistant Division Chair Toby Casella, a group of teachers, librarians, and students created a list of 30 fiction and non-fiction texts for this summer's recommendations after reviewing feedback from a student survey that was given to 9th, 10th, and 11th grade students in their English classes. 1,140 students responded to the survey and highlights are attached to this memo. For summer reading 2021, students will select a title from the suggested list and will engage in classroom-based discussions and/or assignments during the first week of school in August.

Students in all freshman and sophomore English classes will read a title from the LT summer reading list. All AP courses will have separate reading lists from which to choose a text. Although students in the AP classes will no longer be required to complete a formal assignment over the summer, they will be given guided suggestions for critical reading to help transition them to the demands of an AP curriculum. The AP reading lists are attached to this memo.

The Summer Reading Committee has recommended that we continue to publicize the summer reading program using the following approaches:

- a. LT Website - The book trailers posted on the website make book selection easier for families and are a great teaching tool, generating student interest in the books.
- b. LT Summer Reading Posters - Posters will be distributed to all associate schools and local libraries digitally.
- c. Teachers - English teachers will explain and promote summer reading beginning in April. Associate school teachers will also have the information for promotional use with their students.
- d. Email Blast Reminders – Email blasts will occur in June, July, and August.
- e. Bookstore Displays – We will provide the book titles to Barnes & Noble at Oakbrook Shopping Center so they can create table displays.

Summer reading continues to be an integral part of the LT culture and we are pleased with its success the past eight years.

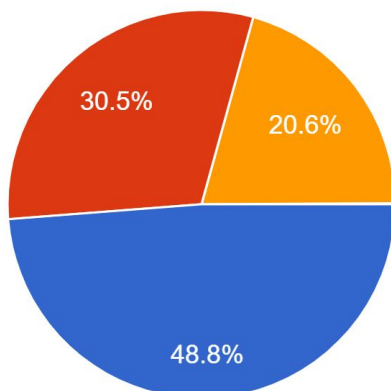
LT Summer Reading 2021 Survey Highlights

Administered in February to 9th, 10th, and 11th grade students.

Breakdown of Responses by Year in School

What is your current year in school?

1,140 responses



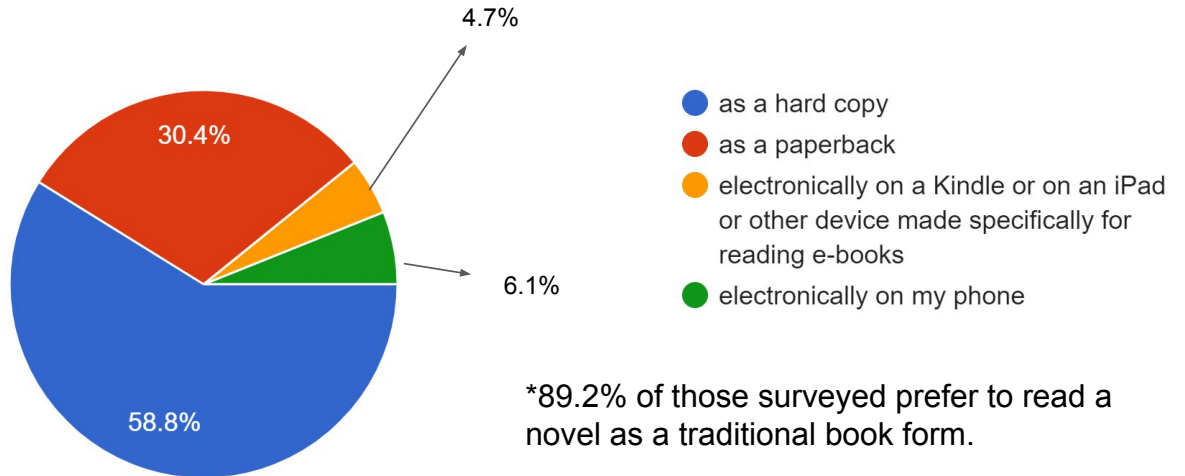
- Freshman
- Sophomore
- Junior

Freshman = 556
Sophomores = 348
Juniors = 235

Student Preferred Formats for Reading Texts

In what format do you prefer to read texts?

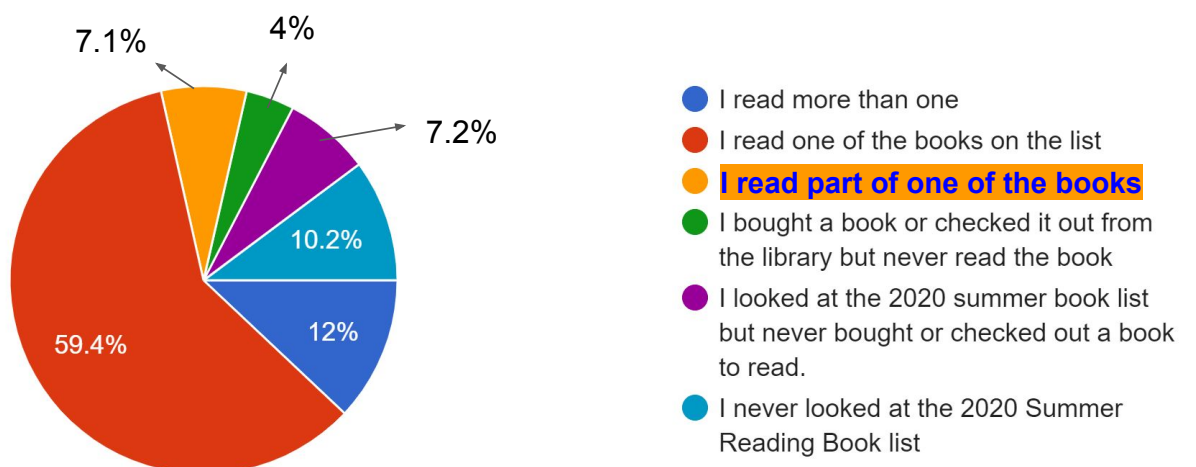
1,139 responses



Self Reported Reading %

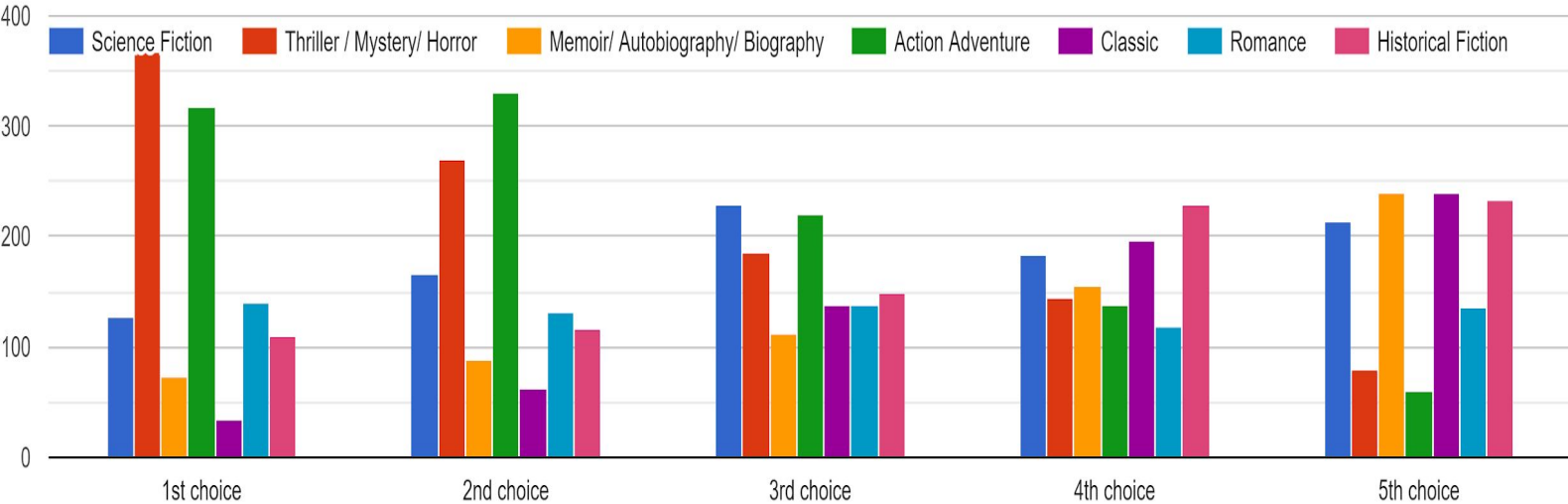
I read a book from the LTHS 2020 Summer Reading Book list last summer.

1,139 responses

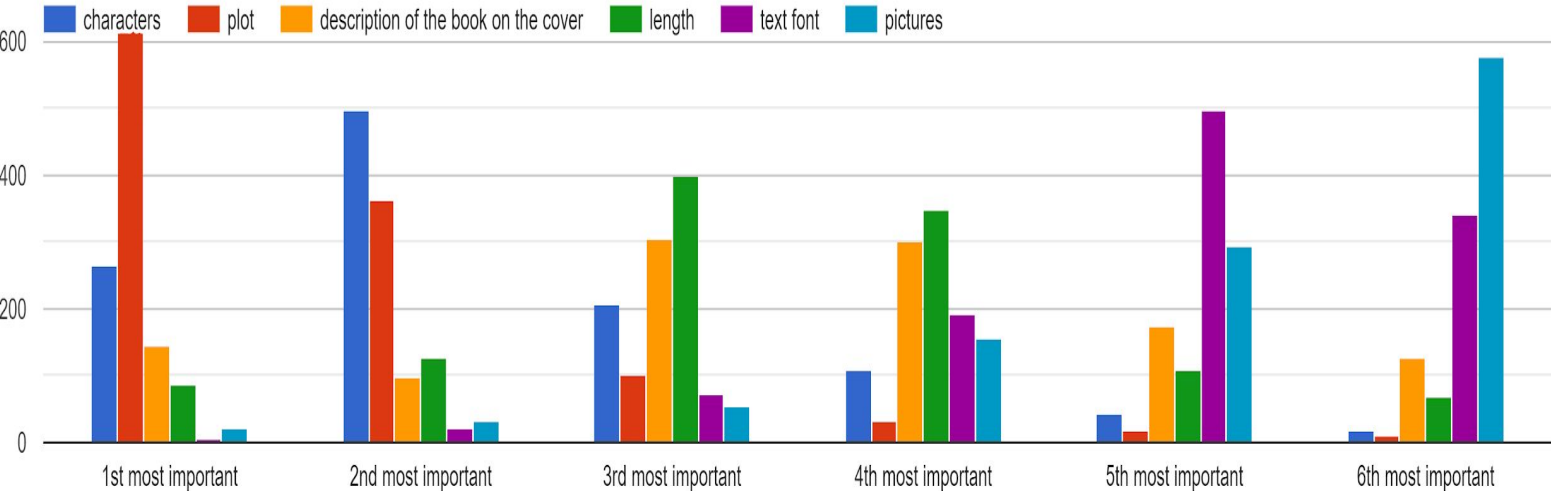


*71.4% students reported reading at least one book from the 2020 Summer Reading Book List last year.

If you had to rank the top (5) categories/ genres from the list below how would you do that? Remember this question is asking which genre would you rank #1, #2, #3,#4 and #5 if you had to choose a book from that category for the 2021 Summer Reading Experience.



Could you please rank the below aspects/features of a book in order of importance when you are selecting a book for your own enjoyment?



Here is a sample of student responses for the question that asked, “Is there any other feedback that you would like to share with the Summer Reading Committee?”

- *“I hope there are more mysteries on the summer reading list”*
- *“Activism books or books that bring awareness to injustice in the world are my favorite. I like learning about all the ways I can be a better person and would love if my classmates had the same opportunity.”*
- *“I think that variety for Summer Reading books works best for me, because there are many options.”*
- *“I would really like to see some romance books, and books that have a very interesting plot that has lots of twists and turns throughout the novel.”*
- *“I think incorporating novels from around the world is a great idea that has been implemented and can be improved upon in the future.”*

LT Summer Reading List 2021

Fiction					Non-Fiction
<i>Black Enough: Stories of Being Young & Black in America</i> by Many Authors	<i>Fire and Flood</i> by Kate Karyus Quinn and Demitria Lunetta	<i>The Loop</i> by Jeremy Robert Johnson	<i>Punching the Air</i> by Ibi Zoboi	<i>The State of Us</i> by Shaun David Hutchinson	<i>Fear is a Choice</i> by James Connor and Tiffany Yecke Brooks
<i>City of Bones</i> by Cassandra Clare	<i>Furia</i> by Yamile Saied Méndez	<i>The Love & Lies of Rukhsana Ali</i> by Sabina Khan	<i>Rent a Boyfriend</i> by Gloria Choa	<i>These Violent Delights</i> by Chloe Gong	<i>The Hot Zone: A Terrifying True Story</i> by Richard Preston
<i>Concrete Rose</i> by Angie Thomas	<i>Hide With Me</i> by Sorboni Banerjee	<i>Mexican Gothic</i> by Sivia Moreno-Garcia	<i>A Separate Peace</i> by John Knowles	<i>We Are Okay</i> by Nina La Cour	<i>Roaring Back: The Fall and Rise of Tiger Woods</i> by Curt Sampson
<i>The Distance Between Us</i> by Kasie West	<i>I'm Not Dying with You Tonight</i> by Kimberly Jones and Gilly Segal	<i>Monday's Not Coming</i> by Tiffany D. Jackson	<i>Six of Crows</i> by Leigh Bardugo	<i>The Whisper Man</i> by Alex North	<i>Smoke Gets in Your Eyes: and Other Lessons from the Crematory</i> by Caitlin Doughty
<i>Felix Ever After</i> by Kacen Callender	<i>Ink Knows No Borders: Poems of the Immigrant and Refugee Experience</i> by Patrice Vecchione and Alyssa Raymond	<i>Pride and Prejudice</i> by Jane Austin	<i>Song of Achilles</i> by Madeline Miller	<i>You Were Never Here</i> by Kathleen Peacock	<i>They Called Us Enemy</i> by George Takei (Graphic Novel)

Greetings, Incoming Juniors in English III AP Language and Composition and
Incoming Seniors in English IV AP {The Rhetoric of} Language and Composition!

Welcome to AP Summer Reading, 2021.

Since college and career reading consists primarily of non-fiction texts - and the AP Language and Composition exam consists solely of passages from non-fiction readings - we want students to read some non-fiction over the summer. So, to expand the non-fiction book suggestions on LT's all-school summer reading list, we want to share some other non-fiction titles that AP English students have read and enjoyed in recent years. Please select at least one title from the general reading list or the list below and read that text over the summer. The junior and senior AP Language and Composition courses will not have a specific summer reading assignment to complete, but your teachers may ask you to refer to the texts in class.

Everything You Know about Indians is Wrong by Paul Chaat Smith

David and Goliath: Underdogs, Misfits and the Art of Battling Giants by Malcolm Gladwell

I Am Malala by Christine Lamb and Malala Yousafzai

Wild by Cheryl Strayed

The Up Side of Down: Why Failing Well Is the Key to Success by Megan McArdle

Days of Destruction, Days of Revolt by Chris Hedges and Joe Sacco

Nonviolence: The History of a Dangerous Idea by Mark Kurlansky

Eating Animals by Jonathan Safran Foer

Quiet: The Power of Introverts in a World That Can't Stop Talking by Susan Cain

Where Men Win Glory: The Odyssey of Pat Tillman by Jon Krakauer

The Overachievers: The Secret Lives of Driven Kids by Alexandra Robbins

Educated by Tara Westover

Enjoy your books!

Sincerely,

English III AP Language and Composition Teachers
English IV AP {The Rhetoric of} Language and Composition Teachers

Greetings, Incoming Seniors!
Welcome to English IV AP Literature and Composition Summer Reading 2021.

We unequivocally believe that you continue to grow as readers and thinkers with each new book you pick up. The exposure to and study of complex ideas and artful writing often develops your own thinking and sophistication as a reader and writer.

.....

Choose **one** of the following works to read carefully. When you return to LT in August, we look forward to hearing you share your perceptions about the writer’s style and thematic ideas. In order to help you prepare for discussions about the book, we want you to either annotate the text or create a journal. As a good reader, watch for key scenes and think about how they are pivotal to the book’s meaning as a whole. Pay attention to the devices the writer uses to create those ideas. What are your favorite lines and scenes? What questions does the book raise for you? To what extent does it provide answers to those questions?

Happy Reading!

Book Titles

Underground Railroad by Colson Whitehead

God of Small Things by Arundhati Roy

1984 by George Orwell

Love in the Time of Cholera by Gabriel Garcia Marquez

All the Light We Cannot See by Anthony Doerr

Sing, Unburied, Sing by Jesmyn Ward

Eva Luna by Isabelle Allende

LYONS TOWNSHIP HIGH SCHOOL



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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott Eggerding, Adam Davis

DATE: April 12, 2021

RE: 2021 Summer Program Update

I. Academic Program Course Offerings

As of April 6, we have 649 students registered for semester 1 classes and 503 students for semester 2 classes. This includes 317 students taking consumer education online. Our summer classes will be held in person and will include courses in the following: Biology, Ceramics, Chemistry, Consumer Economics, Culinary Arts, Digital Photography, EdGenuity (Algebra, English, Geometry Prep, US History credit recovery), Geometry Accel, Keyboarding, Physics, Radio, TV, Theatre, Web Page Development, and World History.

II. Activity Program

Working with John Grundke and coaches, we have been able to put together a full slate of athletics and activities for the fall. The board will recall that all activities were cancelled last summer. With IHSA athletics taking place throughout the winter and spring, we used those guidelines to determine the spaces and enrollment limits that will meet IDPH guidelines for athletic activities. Since the spring IHSA season will go through June 21, no summer camps will start until after they are finished since facilities will be unavailable. Even so, the attached chart shows a wide range of options for students this summer.

Learn to Swim, which also had to be eliminated last summer, will not be available when the activity enrollments are opened. We are currently looking for a new aquatics director in the District. Once that person is named, we will see what we can put together for learn to swim this summer. It is possible that we can run a 4-week session, which would be very much welcomed by the community.

III. Student Supports

In addition to EdGenuity, which is an online curriculum used for credit recovery, we will be offering two additional bridge courses for students who have either failed English and Math or want to practice their skills in those areas prior to the fall. The English class will be a reading and writing workshop that will take place during the regular summer school day. The math class will use ALEKS, a math program that uses a pretest to determine the areas where students need to improve their math skills followed by activities and lessons that shore up the skills determined to be in deficit. Student will be able to take either or both classes and, depending on the amount and quality of work completed,

Vita Plena

students could earn credits for courses that were failed. Transportation will be provided, in a limited capacity, picking up students from elementary and middle schools throughout the District. The expected cost for this transportation is \$40,000.

Additional work is being done to coordinate a similar program in the community. Negotiations have begun to offer the reading writing workshop and the math class in Hodgkins at the Park District and in La Grange at the Park District. This would locate the opportunities nearest the greatest number of students who have struggled and would run in the evening. This will give students an additional opportunity to earn credit and get back on track. We may also be able to include EdGenuity for courses that need to be made up. We also want to use Park District staff to provide free childcare/activities for those students who have been unable to come to school due to childcare obligations. Costs for this program will be covered by ESSER funds. Teachers will be paid using the summer program salary rate.

Recommendations:

This item is informational as all expenses are either a part of the Summer School budget or will be paid for using grant funds.

Camp Name	Session	Eligibility	Grade in Fall 2021	Days	Dates	Time	Location	In-District	Out-Of-District	Notes
Badminton I		Girls	Grades 6-9	MTWR	6/21 - 7/1	12:30 p.m. - 2:30 p.m.	SC Fieldhouse	\$80.00	\$130.00	· Limit 48, t-shirt included
Badminton II		Girls	Grades 10-12		6/21 - 7/1	2:30 p.m. - 4:30 p.m.	SC Fieldhouse			· Limit 48, t-shirt included
Band Camp		Boys/Girls	Grades 6-8	MTWRF	6/7 - 6/11	9:00 a.m. - 12:00 p.m.	NC Reber Center	\$60.00	\$110.00	
Basketball I - Boys	A	Boys	Grades 3-4	MTWRF	6/7 - 6/18	11:00 a.m. - 12:30 p.m.	NC Fieldhouse	\$65.00	\$115.00	· Limit 120 per session, basketball and t-shirt included
	B			6/21 - 7/1		NC Fieldhouse				
Basketball II - Boys	A		Grades 5-6	MTWRF	6/7 - 6/18	8:00 a.m. - 9:30 a.m.	NC Fieldhouse			
	B			6/21 - 7/1		NC Fieldhouse				
Basketball III - Boys	A		Grades 7-8	MTWRF	6/7 - 6/18	9:30 a.m. - 11:00 a.m.	NC Fieldhouse			
	B			6/21 - 7/1		NC Fieldhouse				
Basketball IV - Boys			Grade 9-12	MTWRF	6/21- 7/1 & 7/12 - 7/16	12:30 p.m. - 2:30 p.m.	NC Fieldhouse	\$120.00	\$170.00	· No limit
Basketball I - Girls		Girls	Grades 4-6	MTWR	6/21 - 6/24 & 6/28 - 7/1	10:00 a.m. - 12:00 noon	SC Fieldhouse	\$75.00	\$125.00	· Limit 110 per session · Basketball & t-shirt included
Basketball II - Girls			Grades 7-8	MTWR	6/21 - 6/24 & 6/28 - 7/1	8:00 a.m. - 10:00 a.m.	SC Fieldhouse	\$75.00		
Basketball III - Girls			Grades 9-12	MTWR	6/21 - 6/24 & 6/28 - 7/1	6:00 a.m. - 8:00 a.m.	NC Fieldhouse	\$110.00		
Bowling		Boys/Girls	Grades 5-12	MTWR	6/28 - 7/1	1:00 p.m. - 3:00 p.m.	Rolling Lanes	\$100.00	\$150.00	
Choral I		Boys/Girls	Grades K-2	MTWRF	6/7 - 6/11	9:00 a.m. - 10:30 a.m.	NC Vaughan 172	\$40.00	\$90.00	· Limit 30
Choral II		Girls	Grades 3-5	MTWRF	6/7 - 6/11	9:00 a.m. - 11:00 a.m.	NC Vaughan 275	\$45.00	\$95.00	· Limit 30
Choral III		Girls	Grades 6-8	MTWRF	6/7 - 6/11	9:00 a.m. - 1:00 p.m.	NC Vaughan 279	\$55.00	\$105.00	· Limit 40
Choral IV		Boys	Grades 3-8	MTWRF	6/7 - 6/11	12:00 p.m. - 2:00 p.m.	NC Vaughan 275	\$45.00	\$95.00	· Limit 30
Cooking - A		Boy/Girls	Grades 5-8	MTWRF	6/7 - 6/25	1:00 p.m. - 3:00 p.m.	NC - 129	\$150.00	\$200.00	· Limit 24 per session
Cooking - B		Boys/Girls	Grades 5-8	MTWRF	6/7 - 6/25	3:30 p.m. - 5:30 p.m.				· Includes food costs
Football I		Boys	Grades 1-4	MTWR	7/12 - 7/15	9:00 a.m. - 10:30 a.m.	SC Fields	\$55.00	\$105.00	· No limit, Bring football shoes and gym shoes
Football II			Grades 5-8	MTWR	7/12 - 7/15	10:30 a.m. - 12:00 p.m.		\$55.00	\$105.00	· No limit, Bring football shoes and gym shoes
Football III			Grades 9-12	MTWR	6/28 - 7/1, 7/12 - 7/15 7/19 - 7/22, 7/26 -	6:00 a.m. - 10:00 a.m.		\$150.00	\$200.00	· T-shirt included for all Football Camps
Learn-to-Swim			SEE CHART BELOW				SEE CHART BELOW			
Orchestra Summer Camp		Boys/Girls	Grades 4-8	MTWRF	6/14 - 6/18	8:30 a.m. - 12:00 noon	NC Vaughan 275 & 279	\$80.00	\$130.00	· Limit 40, minimum one-year violin, viola, cello or string bass experience
Percussion Ensemble I		Boys/Girls	Grades 5-8	MTWRF	6/21 - 6/25	9:00 a.m. - 12:00 noon	SC - G108	\$60.00	\$110.00	· Limit 25 per session
Percussion Ensemble II			Grades 9-12	MTWRF	6/21 - 6/25	1:00 p.m. - 5:00 p.m.				
PSAT Prep		Boys/Girls	Grade 11	MTWR	6/7 - 6/10 & 6/14 - 6/17	1:00 p.m. - 3:00 p.m.	NC - TBD	\$110.00	\$160.00	· Limit: 60 (current LT students ONLY)
Running - Boys		Boys	Grades 8-12	MTWRF	6/28 - 7/30	6:30 a.m. - 8:00 a.m.	SC Outdoor Track	\$55.00	\$105.00	· Limit: 100, t-shirt included: Varsity also runs T/R 6:00pm-7:30pm
Running - Girls		Girls	Grades 8-12	MTWR	6/21 - 7/29	6:30 a.m. - 8:00 a.m.	SC Field House	\$55.00	\$105.00	· Limit: 150, t-shirt included
Sewing	A	Boys/Girls	Grades 4-11	MTWRF	7/6 - 7/23	8:00 a.m. - 11:00 a.m.	NC - 129	\$205.00	\$255.00	· Limit 14 per session
	B		Grades 4-11	MTWRF	7/6 - 7/23	11:30 a.m. - 2:30 p.m.				
	C		Grades 4-11	MTWRF	7/6 - 7/23	3:00 p.m. - 6:00 p.m.				
Soccer I - Boys			Grades 9-10	MTWR	7/12 - 7/29	Varies by Week		\$80.00	\$130.00	7/12 - 12pm-2pm; 7/19 - 11am-1pm; 7/26; 11am-1pm
Soccer II - Boys			Grades 11-12	MTWR	7/12 - 7/29	See Notes Section		\$80.00	\$130.00	7/12 - 2pm-4pm; 7/19 - 1pm-3pm; 7/26; 1pm-3pm

Camp Name	Session	Eligibility	Grade in Fall 2021	Days	Dates	Time	Location	In-District	Out-Of-District	Notes
Soccer - Girls		Girls	Grades 9-12	MTWRF	6/21 - 6/25	4:30 p.m. - 6:00 p.m.	NC West Field	\$55.00	\$105.00	· Limit: 80
Softball I		Girls	Grades 3-5	MTWR	6/21 - 6/24	11:00 a.m. - 12:30 p.m.	SC Softball Field	\$40.00	\$90.00	· Limit: 50, must bring glove and helmet; t-shirt included
Softball II		Girls	Grades 6-8	MTWR	6/21 - 6/24	12:30 p.m. - 2:00 p.m.	SC Softball Field	\$40.00	\$90.00	· Limit: 50, must bring glove and helmet; t-shirt included
Speech Team Camp		Boys/Girls	Grades 10-12	MTWRF	6/7 - 6/11	12:45 p.m. - 3:45 p.m.	SC - C129	\$80.00	\$130.00	Limit: 40 - Current Speech Team Members ONLY
Swim Conditioning I		Boys/Girls	Grades 5 - 8	MTWR	6/21 - 7/23	6:30 a.m. - 8:00 a.m.	SC Pool	\$125.00	\$175.00	· Limit 60 per session. Must bring swimsuit/t-shirt/shorts/tennis shoes.
Swim Conditioning II			Grades 9 - 12	MTWR	6/21 - 7/23	6:00 a.m. - 7:30 a.m.	SC Pool	\$125.00	\$175.00	
Track & Field		Boys/Girls	Grades 5-8	MTWR	6/21 - 7/15	12:00 p.m. - 1:30 p.m.	SC Fields	\$60.00	\$110.00	· Limit: 60, t-shirt included
Volleyball I - Girls		Girls	Grades 4-6	MTWRF	6/21 - 6/25	8:00 a.m. - 10:00 a.m.	SC Upper Gyms & 1 - 2	\$55.00	\$105.00	· Limit 130, t-shirt included
Volleyball II - Girls			Grades 7-8	MTWRF	6/21 - 6/25	10:00 a.m. - 12:00 noon	SC Upper Gyms & 1 - 2			
Volleyball III - Girls			Grades 9-12	MTWRF	7/26 - 7/30	9:00 a.m. - 11:00 a.m.	NC Fieldhouse			
Volleyball I - Boys		Boys	Grades 1-4	MTWRF	6/7 - 6/11	8:00 a.m. - 9:30 a.m.	SC Gyms 1-4	\$55.00	\$105.00	· Limit 130, t-shirt included
Volleyball II - Boys			Grades 5-8	MTWRF	6/7 - 6/11	9:30 a.m. - 11:00 a.m.	SC Gyms 1-4			

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Learn to Swim General Information			
Learn to Swim Group Lesson Dates:	Session I	TBD - Not Yet Available for 2021	This program is divided into sixteen units of instruction called stations . Stations begin with simple skills and progress through intermediate skills to advanced skills. A select group of trained college and high school-aged, certified, American Red Cross Lifeguards teach the classes. The program attempts to average four students per teacher. All classes are co-ed.
Learn to Swim	Session II	TBD - Not Yet Available for 2021	
	Session III	TBD - Not Yet Available for 2021	
Class Times: (Classes meet Monday-Friday for each session)			
8:45 a.m. - 9:30 a.m.	\$40/session (Resident) \$90/session (Non-Resident) \$1 for lost of misplaced ticket \$15 for private lessons		Eligibility: Students must be able to dress and undress themselves. They must be trained in the use of the toilet. Students must be at least 3 years of age or receive instructor permission. Each child may participate in a maximum of two sessions.
9:45 a.m. - 10:30 a.m.			
10:45 a.m. - 11:30 a.m.			
1:30 p.m. - 2:15 p.m.			
2:30 p.m. - 3:15 p.m.			