



**CURRICULUM AND TECHNOLOGY COMMITTEES OF THE BOARD OF EDUCATION
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**

**Virtual Meeting
100 South Brainard Avenue
La Grange, Illinois 60525
Tuesday, May 11, 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. Curriculum Committee

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| A. 2021-22 Additional Textbook and Instructional Material Changes (Second Reading) | 2 |
| B. Summer Programs Update | 3 |
| C. Fall Back-to-School Plans | 5 |
| D. 2021-2022 School Calendar Update | 9 |

II. Technology Committee

- | | |
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| A. Update on 1:1 Program | 11 |
|--------------------------|----|

BY ORDER OF
ALISON KELLY AND DAWN AUBERT, CHAIRPERSONS
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
100 SOUTH BRAINARD AVENUE
LA GRANGE, IL 60525

LYONS TOWNSHIP HIGH SCHOOL

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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott Eggerding

DATE: May 11, 2021

RE: 2021-2022 Additional Textbook and Instructional Material Requests – Second 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. Materials have been on display in the Board Room and no changes were made from the first reading.

RECOMMENDATION

I recommend that the Board approve the attached 2021-2022 Textbook/Instructional Material Change Requests as presented.

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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott Eggerding *SE*

DATE: May 11, 2021

RE: Unfinished Learning: Summer Programs

INFORMATION:

We have discussed the impact of the COVID-19 pandemic for over a year. Following the first semester we put in place a number of supports for students (see attachment). The one item we did not cover in January were the plans for summer programs to address unfinished learning.

At the end of first semester, the decision was made to assign all students who did not meet the requirements to pass a course a W instead of an F. The W allowed students to continue with other courses and not have the course count as an F for GPA purposes. If the W was earned for a graduation requirement, students will be given three options:

1. The student can retake the course and earn a grade.
2. The student can enroll in Edgenuity as a failure make-up and, upon successful completion, change the W to a P for passing. Edgenuity is an online curriculum that uses a pre-test to determine where a student's skills are lacking for a particular course and then assigns work to meet the skills that were not mastered.
3. The student can enroll in a summer bridge program in math or English and, upon successful completion, have the W changed to a P. The summer bridge program for English will be a reading and writing workshop where students will read novels, short stories, and non-fiction followed by journaling and other writing prompts allowing for demonstration of literacy skills. Math will consist of ALEKS, a program that also has students take a pre-test and then assigns problem sets to build mathematical skills.

As we near the end of second semester, we will again substitute W's for F's and allow for the three options for credit recovery or to earn a grade.

Logistically, summer school will provide all three options. Students can retake a class, enroll in Edgenuity, or participate in the summer bridge program. Transportation will be provided, using Title I funds, and students will have the opportunity to address multiple courses where W's were earned. We will also have a counselor and a social worker on hand to help students who need social emotional supports.

In addition to summer school, arrangements are under way to offer a 2-hour bridge program in Hodgkins and La Grange at their respective park district facilities in the evening, four days a week. This would give students who have to work or provide childcare for their family during summer school hours to come in the evening and participate in the math and English bridge programs.

Fall plans for addressing unfinished learning will be presented at June's Curriculum Committee meeting.

RECOMMENDATION:

No action required. This item is informational.

CONCERN	PROPOSED SOLUTION
Learning difficulties in remote environment	<ol style="list-style-type: none"> 1) Maximize in-person learning by inviting selected “high priority” students to in-person learning 4 days/week. Initial invites will be for students in at-risk groups (EL, Special Education, 504) beginning Monday, January 11; however, pending an attendance analysis, may expand to include additional student invites during the week of January 19 and beyond. 2) Invite selected students to campus 4 days/week for supervised ‘remote’ cafes to support quiet work environments, internet connectivity, adherence to schedule, and accountability.
Need for additional sections of courses/ supports for 2 nd Semester to address 1 st Semester failures	<ol style="list-style-type: none"> 1) Add two additional sections (0.2 FTE) of Edgenuity during the school day, which is supervised by certified staff. Students can be enrolled in a variety of courses through Edgenuity and staff can provide support and accountability. (.1 FTE is already covered by discretionary FTE, an additional .1 FTE is requested). 2) Add additional section (0.1 FTE) of Staggered Algebra 2 to accommodate students who did not pass 1st semester (this is already covered by discretionary FTE).
Lack of Engagement	<ol style="list-style-type: none"> 1) Hire counselor (Brooke Spencer) to fulfill Student Services paraeducator position with the goal of supervising Edgenuity sections as well as daily check-in/check-out support with a small caseload of students. 2) Assign Special Education paraeducators to daily check-in/check-out duties (ratio of 1:3) for Special Education students.
Mental Health Concerns	<ol style="list-style-type: none"> 1) Add 0.4 FTE social work support to be allocated to addressing mental health concerns of students referred through SST.
Need for Additional Academic Options	<ol style="list-style-type: none"> 1) Utilize “9th Hour” (formerly referred to as Night School) to offer additional courses for credit recovery, with priority on seniors. 2) Reduce senior schedules, for struggling students, to include only graduation requirements
Preparing Students for Next-In-Sequence Courses	<ol style="list-style-type: none"> 1) Provide summer “bridge” courses for students who earned I or W grades in math and English with consideration for other sequential courses (science, languages).

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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott Eggerding, Brian Waterman

DATE: May 11, 2021

RE: Back-to-School Plans for Fall

INFORMATION:

Communications and Survey:

On March 9, Brian Waterman convened a 2021-2022 District Planning Committee to consider the parameters for returning to full in-person learning at the beginning of the 2021-22 school year, solve potential issues that arise as a result of updated guidance and restrictions, and develop a structure for seeking input from all three stakeholder groups (students, staff, and parents) throughout the process. The Planning Committee consists of district administration, building administration, health services staff, Division Chairs, the Coordinator of Assessment and Research, the Community Relations Coordinator, faculty representatives from each Division and the LTEA.

Survey Analysis:

The survey was distributed to students, staff, and parents in late March, and results were analyzed at the April 6th meeting of the Planning Committee. A summary of the results is attached. Specifically, the feedback from the survey noted:

- A desire to explore alternative instructional schedules (i.e., block schedules) in future school years;
- A desire to explore later start times, while also maintaining similar dismissal times due to activities, athletics, and jobs;
- A desire to continue to provide academic and social/emotional supports for students;
- A desire to provide additional teacher collaboration time.

Recommendations for 2021-22 School year

While the survey results indicate an interest in exploring alternative instructional schedules in future years, we believe in ensuring that the proper amount of planning, research, collaborative efforts, and professional development is included with any significant implementation. And, our planning team believes that any potential implementation efforts would not be conducted effectively within the 3-5-month timeframe available as we prepare for the 2021-22 school year. To that end, our team is currently proceeding with plans to implement our traditional, pre-pandemic 7:45am-3:05pm bell schedule at the beginning of the 2021-22 school year.

Important Decisions

The next steps in our planning efforts will include the following:

- Identifying the process, timeline, and instructional model for students who must continue to learn remotely;
- Ensuring that our mitigation efforts continue to remain consistent with health and safety guidelines;
- Developing a safe and effective way to re-incorporate lunch into our student's daily schedules;
- Re-introducing the 25-minute Lunch/SH/Drop-in Center/Support Room structure into our daily schedule.

Recommendations for 2022-23 and Beyond

The feedback from the survey indicated a desire to consider later start times, block schedules, and more time for social emotional supports while also not wanting to lengthen the day. To that end, we look forward to developing a structure, inclusive of all stakeholder input, to further study and explore alternative instructional schedules for 2022-23 and beyond.

Next Steps:

- 5/12 A presentation similar to this one will be given to the LTCAC.
- 5/17 The District Planning Committee will continue to work on finalizing the important decisions still necessary for an efficient and safe opening of school for the fall of 2021.
- 6/4 An update regarding plans for the fall will be prepared and communicated with students and families
- 6/18 Further information and updates will be provided at the June Curriculum Committee meeting which will include all aspects of return to school (operations, mitigation efforts, etc.)

RECOMMENDATION:

No action required. This item is informational.



OBSERVATIONS

Student Supports Sub-Committee

- Health/safety #1 priority, In-person time #2 priority
- Overwhelming desire to be in person.
- Overwhelming desire for a late start (students/parents report sleeping later), assuming dismissal time is the same.
- Homeroom advisory was top desire for SEL supports
- Difficulties with sustaining attention with longer class periods
- Students preferred Lunch/SH over VP time, which was different from staff/parents.

Operations Sub-Committee

- Parents and Staff identified health and safety and in-person learning as highest priorities
- All groups identified interest in starting later, assuming dismissal time is the same.
- Later start time is desired for morning VP time as a support
- Conflicting data with a high number of students not using VP time but wanting it next year
- Exploring the benefits of a block scheduling was favored by staff and students, but not parents.
- Students wanted block scheduling to manage work load while also indicating they are challenged to stay focused for longer blocks of time
- A quiet, calming location was identified as highest desired student support

Academic Support Time

- 85% parents and students felt there was enough time to get support
- 90% of students said they did not access the supports offered.

Mental Health

- 24% of students felt that they experience significant changes where it affected their ability to perform in school; 39% noticed changes, but could still participate
- 70% said they could support needs or access established therapeutic supports already
- 21% students reported getting the help they needed at home, 11% got therapeutic support outside school, 33% did not need any help.
- Highest percentage of student for calming room or break place (25%), second highest mindfulness practices/meditation (16%), and third highest was homeroom advisory (15%). Least desired supports were adult mentoring prog. (1.9%), peer mentoring, and academic support (5.8%)

Instructional Model Sub-Committee

- Exploring the benefits of block scheduling was favored by staff and students.
- All three groups desire in-person learning
- All three groups desire late start, assuming dismissal time is the same.



Block Schedule Data

- 31% in favor, 47% opposed, 22% no preference for parents
- 54% in favor, 28% opposed, 18% no preference for students
- 54% in favor, 23% opposed, 23% no preference for staff

INFERENCES MADE BY DISTRICT PLANNING TEAM

- Multiple inferences made regarding block schedule. There is interest in exploring block schedule because of experiences this year, but the Committee doubted whether respondents had a true understanding of how a block schedule is structured in a traditional school year.
- Multiple inferences made regarding later start time. All groups expressed desire for later start time, but on the assumption that the dismissal time is not modified too significantly.
- There might be ways to partially enact some changes, for example by offering a late arrival or early dismissal for seniors on track for graduation
- Parents want more academic supports (tutoring, homeroom/advisory, executive functioning skill building) while students want more social/emotional supports (calming room, mindfulness, homeroom/advisory, small groups)
- Many students will need various supports to transition to next year
- May need to create a support that is temporary because student needs will evolve over time
- The supports that students and families need at the beginning of next year may look very different than two months into school, a semester into school, after one year of school, etc. We may need to be very generous with the amount and intensity of supports at the start of the school year, but may be able to pull back after first semester once students have learned healthy coping strategies.
- Students want a calming room, mindfulness practices, and homeroom advisory period or morning VP time.
- Parents want executive functioning supports.
- Majority want to be back in school, but we will still need a virtual program (just small %) that may be dependent on guidance from ISBE/Governor.

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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott D. Eggerding *SE*

DATE: May 11, 2021

RE: 2021-2022 Calendar Update

BACKGROUND:

In the fall of 2020, the 2021-2022 school term calendar was approved after considerable discussion about the difficulties presented by the way certain dates fell. Since we made the shift to have final examinations prior to winter break, the Board requested that the school year start no earlier than August 17. In previous years, we began the school year for students on a Monday, but our calendar for 2021-2022 posed some challenges. In 2021, the third Monday in August is on the 16th. Starting the school year on Monday, August 23rd and ending prior to winter break, the first semester had only 81 school days with the second semester having 95. And were the winter break be moved earlier to Friday, December 17, first semester shrunk even further to 78 days with second semester 97 days in length. This imbalance, particularly for semester-long classes, amounted to over two weeks of additional instruction in second semester and was not recommended by the administration. As a solution that kept our already imbalanced split of 83 days first semester and 93 days second semester, the approved calendar has school starting on Thursday, August 19th for students instead of Monday.

Discussion about winter break also occurred last fall. I informed the committee that the last time the calendar ended first semester on December 22nd, students returned on January 4th, which is what was ultimately approved. With the extension of pandemic learning throughout the whole school year and the distribution of COVID vaccines, many people began to look at winter break and noticed how short it was. I worked with the Curriculum and Staff Development Team to come up with some alternatives for the winter break, and the attached calendar is the recommendation that allows for a full two weeks of vacation without pushing the end of the school year past the announced graduation day or the Memorial Day holiday. The highlighted

Change:

Winter Break	December 23-January 5
January Institute Day	January 5
Last Day of School-Students	May 27

RECOMMENDATION:

Approve the 2021-2022 Updated School Calendar as presented.



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

Updated 5/1/2021

August 2021

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

September 2021

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

October 2021

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

November 2021

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

December 2021

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

January 2022

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

OPENING/CLOSING DAYS OF SCHOOL

- August 19, 2021 (A) First Day of School
- May 27, 2022 (Ω) Last Day of School

STUDENT NON-ATTENDANCE DAYS (*)

- August 17 District Institute Day
- August 18 Teacher Work Day
- September 6 Labor Day
- October 8 District Institute Day
- October 11 Columbus Day
- October 29 Non-Attendance Day
- November 24 Non-attendance Day
- November 25-26 Thanksgiving Holiday
- Dec. 23-Jan 4 Winter Break
- January 5 District Institute Day
- January 17 M.L. King, Jr. Day
- February 21 Presidents' Day
- March 4 District Institute Day
- March 28 - April 1 Spring Break
- April 15 Non-attendance Day
- May 30 Memorial Day
- May 31 Teacher Work Day

PARENT-TEACHER CONFERENCE DAYS (▲)

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

GRADING PERIODS

- Aug. 19 - Oct. 15 Q1 1st quarter
- Oct. 18 - Dec. 22 S1 2nd quarter & End of 1st semester
- Jan. 6 - Mar. 11 Q3 3rd quarter
- Mar. 14 - May 27 Ω 4th quarter & End of 2nd semester

COMMENCEMENT (✈)

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

MISCELLANEOUS

- August 11, 12, 13 📖 Book Pick-up Days
- August 16 ⚡ Frosh Experience Day
- August 26 🏠 S. C. Open House
- September 2 🏠 N. C. Open House
- May 31, June 1, 2, 3, 6 ☉ Emergency Days
- June 6 ☀ Summer School Begins

First Semester: 83 days

Second Semester: 93 Days

February 2022

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

March 2022

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

April 2022

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

May 2022

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

June 2022

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

July 2022

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

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


LYONS TOWNSHIP HIGH SCHOOL

EDWARD C. TENNANT
Director of Technology

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NORTH CAMPUS
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SOUTH CAMPUS
4900 S. Willow Springs Rd.
Western Springs, IL 60558
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TO: Dr. Tim Kilrea
Board of Education

FROM: Ed Tennant 

DATE: May 7, 2021

RE: Update on 1:1 Computing

INFORMATION:

With the change in Board membership, the following documents (previously shared through the Board Technology Committee) are attached for review / orientation to the one-to-one computing initiative:

- LTHS 1 to 1 Computing Technology Plan
- 1 to 1 Computing at LTHS: Vision, Purpose, Logistics and Benefits

Project updates include:

- Program information has been shared in multiple communications with families and via the district website. The FAQ includes answers to questions posed by the planning team, Board, TEC coaches and families. As an element of the website, it is designed to be updated as new questions and information arise.
- Chromebooks to be distributed for the fall term were received from the manufacturer and are now in the process of being configured for use. Protective cases, too, have been received and will be placed on the Chromebook units by the Tech Services summer intern (student) crew.
- The new fiber optic backbone is nearly complete. All existing wiring closets (IDFs) are now serviced with new single-mode fiber optic cabling. A new underground entrance for telco providers to service the South Campus data center awaits the Internet Service Provider's construction crew to complete their new fiber connection and new IDFs servicing the North Campus maintenance garage and South Campus Bennett Field concession stand and press box are in the final stages of coming online to provide network access in those general areas.
- Infrastructure upgrades are underway, with updates to network switching, wireless elements and firewalls to ensure appropriate access to the Internet by students working in LT's facilities.
- Three cohorts of teachers have initiated their participation in the BetterLesson staff development initiative described in the attached documents.
- The Board of Education approved the technology fee to start with the 2021-22 school year. The fee will be assessed to students enrolled for next school year, along with all other fees, prior to June 2, when the Online Payment window opens. The menu of fees related to device damages caused by willful neglect, misuse or intentional damage is being refined, will be linked in the program FAQ and assessable via the Infinite Campus Fees module to facilitate payments by families.
- Locations in the library of each campus have been identified for the establishment of the student helpdesk operations, and preliminary preparations are underway, pending the completion of the 2020-21 school year.
- Distribution of the Chromebooks is to occur during Book Pick-up Days. Details for that event are being finalized collaboratively with the Business Office / Bookstore and Assistant Principals teams.

RECOMMENDATION:

No action recommended – presented as information.

LTHS 1 TO 1 COMPUTING TECHNOLOGY PLAN

TECHNOLOGY VISION:

NOVEMBER, 2020

Students and teachers need access to necessary learning tools every day.

TECHNOLOGY PURPOSE:

LTHS supports the appropriate use of technology tools to enhance teaching and learning.

- The entire LTHS community engages with technology on a regular basis to communicate, collaborate, create, solve problems and access information in an effective, efficient and ethical manner.
- Engaged learners use and interact with technology to enhance learning and become digital citizens.
- Teachers facilitate and inspire student learning through the use of technology to design and develop digital-age learning experiences and authentic assessments.

RATIONALE FOR 1 TO 1 COMPUTING:

Teachers and students currently share 2,700 computers through a combination of labs, laptop carts, iPads and computers (mostly PC's) in specialized classrooms. Teachers are not able to use computers every day except in courses with dedicated labs, but carts of computers are available for teachers to check out. While the number and availability of computers is adequate on average, at certain times of the year, computers are scarce. State science testing, AP testing, and any other state requirement needing 1000 or more students to complete something on a computer proves to be challenging and always results in laptop carts taken out of rotation for regular classroom use. Because most of the laptops have been bought with grant funds over a number of years, older machines have long start-up times. And since every student has to fully log off each hour, the log off and log in process takes twenty minutes or longer.

In the fall of 2019, School Tech Team conducted an audit of our technology to learn how to improve our Bring Your Own Device (BYOD) implementation and determine a readiness for 1 to 1 computing. Surveys of teachers identified 6 class-room related technology needs.

1. 1 to 1 with students not sharing devices anymore
2. End BYOD and do not allow cell phones (it's too hard to control)
3. Faster login times
4. Reliable faster Wi-Fi
5. Updated newer computers
6. Better collaboration tools for instructors

The audit findings went into greater detail for all six areas, but the audit made it clear that the existing technology did not meet our vision of having daily access to necessary learning tools. Phones for BYOD were not working for many teachers, serving as distractions. Login times were inadequate because of having shared devices. Students with their own computers do not reboot their computers every hour, and choosing a Chromebook instead of a Windows-based laptop allows for more frequent updates. Since bringing Google tools into LT a year ago, students have been able to continue on the format they used in middle school where all of our associate schools use G-Suite tools—even the District that uses Apple computers.

ABILITY TO MEET REMOTE LEARNING NEEDS

Whether we move to a 1 to 1 computing environment or not, LT is prepared to weather intermittent closures should the Covid-19 pandemic continue throughout the next year. We have been able to loan over 350 computers to students with 600 more available for borrowing. We are also finalizing the purchase of mobile Wi-Fi hotspots to be distributed along with laptops for those who do not have Wi-Fi access in their homes. We have a very serviceable platform through Canvas and our teachers have all learned how to use the basics. We will need to provide additional support in the fall to develop better online lessons and train teachers on the techniques that are more conducive to remote learning. We also will work with BetterLesson to pilot a shift to 1 to 1 which will give our TEC coaches additional tools to share with teachers should we have to move to remote learning again. We will also ensure we have software platforms that allow for effective remote learning in specialized areas, such as CAD drafting, computer programming, and language acquisition. As more applications have been discovered to help make remote learning more effective, we will survey parents and teachers to determine what could make remote learning in the future more effective.

COMMON FEATURES OF SCHOOLS THAT HAVE INTEGRATED TECHNOLOGIES ACROSS CLASSROOMS

Deciding to move to a 1 to 1 environment is about more than just the distribution of laptops. It should be, like our vision states, a way to provide access to the tools needed to enhance learning every day. Research into technology is inconclusive unless the technology is a part of a school-wide plan for continuous improvement. Larry Cuban, in his book *The Flight of the Butterfly or the Path of a Bullet: Using Technology to Transform Teaching and Learning*, lays out the conditions for successful technology integration:

“[Exemplar schools] differ from one another, yet all emphasize that they personalize learning, blend instruction, and differentiate their lessons to meet the needs of different students. . . . They have created both an infrastructure and culture that subordinates technology to the larger tasks of preparing children and youth to do well academically and socially, graduate, and go to college (and complete it) or enter a career directly.

What are the common features of such schools?

- Recruit and train teachers who have the subject matter knowledge and skills to work with students before, during and after the school day.
- Recruit and train school site leaders who have the expertise and skills to lead a school and be a pillar and sandpaper simultaneously with teachers, students and parents.
- Equip all students with the knowledge and skills not only to enter college, persist through four years, and get a bachelor’s degree but also have the wherewithal to enter a career immediately.
- Provide students with access to nonacademic subjects that cultivate the mind, heart and sensibilities
- Organize the school day, week and month to provide students with sufficient time in and out of class to learn the prescribed material and core cognitive skills to master a subject, acquire the essential skills of planning and assessing their progress in each course they take, receive tutorial help when their skill levels are below and above par, and allow time for them to receive mentoring from teachers they trust.
- Build a culture of safety, learning, respect and collaboration for both youth and adults.
- Create a decision-making process that is inclusive, self-critical, and strong enough to make further changes in all of the above.
- Do all of this efficiently within available resources.

Note that I did not mention new technologies in the features I have listed. Why is that? Schools meeting the listed criteria have administrators and teachers who figure out when to use software to achieve desired outcomes, create an infrastructure to support staff in using new technologies, and determine which new technologies efficiently advance students in reaching these goals. Computers and their software are subordinate to the overarching goals for students and adults in the school.

There is no question that the teachers and schools [featured in the book] put into practice the integration of new technologies. And it was clear to me that it took time, was done in increments, and zigzagged considerably, according to the teachers and district leaders. . . . Gains in classroom efficiency did occur as a result of using digital tools, teachers declared. And just as surely, evidence of stable patterns in planning and enacting forty-five- to ninety-minute lessons persisted within those teacher-perceived increases in productivity. Thus, it is unclear whether the changes and stability that did unfold in the classrooms and schools will have had a pronounced or diminished effect on student learning. Studies of student responses and learning outcomes would have to establish whether such changes have had the desired impact on students. “

From *The Flight of a Butterfly or the Path of a Bullet* by Larry Cuban, Harvard University Press 2018. P.64-65, 184.

At Lyons Township High School, we see 1 to 1 computing as providing teachers with the tools they need to reach students in multiple ways. For teachers who are differentiating lessons, different approaches can be shared in the same classroom. For students who already have learned material, enrichment can be provided. For students who learn in different modalities, those supports can be more easily developed. Formative assessment can be scored in real time and give teachers the data they need to focus lessons. Documents can be shared efficiently and feedback can be more prompt. Students can collaborate more effectively. Digital citizenship can be taught. Proper ways to search for reliable sources can be shared.

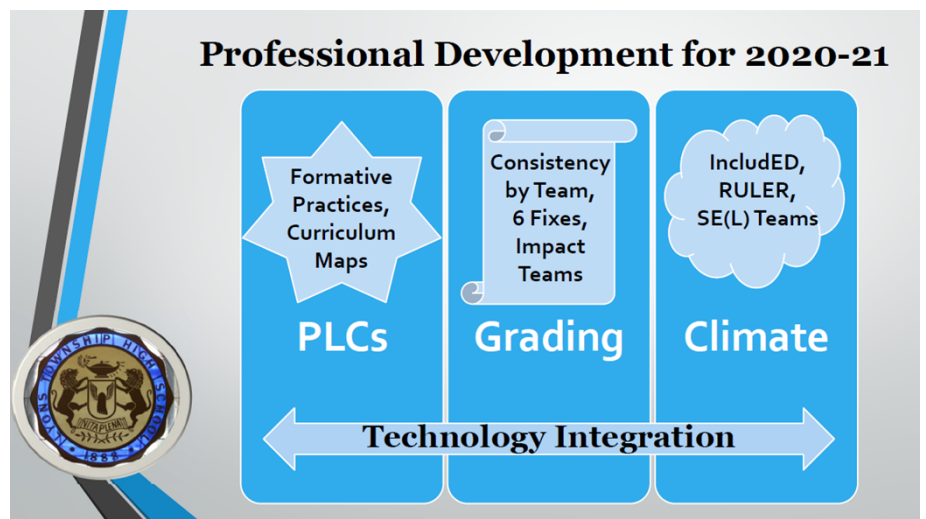
1 to 1 computing will transform teaching and learning when teachers learn how to match the software and information available to the individual needs of students and when the technology and the infrastructure of the district are robust enough to meet the need of 4100 students and over 500 staff.

WAYS THAT TECHNOLOGY CONNECTS TO DISTRICT PROFESSIONAL LEARNING

Our three major areas of focus for professional learning are all enhanced by a shift to 1 to 1 computing.

PLCs

As we have continued to improve our teaching teams through Professional Learning Communities, we have developed interactive curriculum map that will be shared with families this fall. Formative Practices, which have been a centerpiece of professional development for many years, are enhanced greatly by 1:1 computing. BetterLesson will show how they address formative assessment through their learning domains.

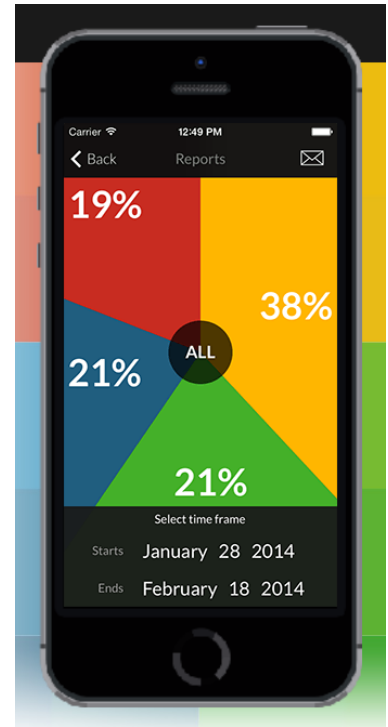


Grading

Our grading shifts are embedded in student ownership of learning, growth mindset, mastery of core curriculum, and individualization. We want to make sure a grade measures what each individual student has done in relation to a standard, not the other students in the room. 1:1 computing provides the feedback, access to curriculum, access to supports necessary to take ownership of learning. Taking ownership of learning is the highest rated degree of impact

Climate

SEL and Equity are at the core of our Climate initiatives. While remote learning has left many students disconnected from their usual face-to-face interaction, students have been reaching out to support one another and advocate for themselves through technology. Our RULER tools have app-enabled mood meters and other laptop tools that help students to manage their own social emotional baseline. Integrating those tools through technology can connect students to the supports they need more readily.



4 FACTORS TO ENSURE A SUCCESSFUL 1 TO 1 ROLL-OUT

1. SCHOOL TECH TEAM CONSULTANTS

Following the audit, Ed Tennant and I have had a number of conversations with the School Tech Team (STT) consultants to talk about next steps. In their audit, they laid out specific upgrades and improvements necessary to ensure a successful 1 to 1 roll-out. They also identified a number of areas where we are currently spending money that they believe would be redundant in a 1 to 1 environment. We asked them for a plan to help implement 1 to 1 and they provided a project management and installation plan. STT would manage the implementation, tune the system, and ensure that it operates as expected. They will also train our in-house staff to manage the equipment once it is installed. We will engage with School Tech Team on the Pilot and make a decision to continue with them based on a more detailed scope of work for the entire project.

2. INFRASTRUCTURE UPGRADES

In order for the 1 to 1 initiative to be successful, everything from the wireless to the wired connections needs to be refreshed. The Infrastructure upgrades recommended by STT need to happen before we attach devices so that we can have a launch that works. STT will design the infrastructure and install it. They will also train our IT staff to manage and monitor it. As we learned in the audit report, there will be updates to our fiber, our connections between campuses, switches, server virtualization and security to ensure that the 1 to 1 roll out is able to handle the traffic.

3. TEACHER PILOT AND ONGOING PROFESSIONAL DEVELOPMENT

Research has shown that successful 1 to 1 implementations requires a shift in teacher lesson design to integrate devices into learning, Larry Cuban studied silicon valley schools to determine if the introduction of technology made an impact in teaching and learning. His findings, shared in his book *The Flight of a Butterfly or the Path of a Bullet*, demonstrated that technology only transforms teaching and learning if teachers are trained how to integrate rather than add technology into the classroom. If we do not change how teachers teach with devices in the classroom, we will have to deal with devices as distractions and not necessary

tools. A partnership with BetterLesson will give two cohorts at SC a chance to redesign instruction with the laptop in mind. One cohort will volunteer for the whole year and the second cohort will work with BetterLesson second semester. This will cover 30 of the SC teachers and allow STT to configure a portion of the south campus network as a proof of concept for their upgrades planned for SC and NC the following years. BetterLesson will also train out TEC Coaches so they can be supportive in the 1 to 1 environment in the following years. Their proposal is attached.

4. STUDENT LAPTOPS

The recommendation from STT is for the District to use Chromebook devices for students. These devices are less costly than PC laptops and are designed to work via Internet connections, thereby changing the spring 2019 budget projection as we gravitate away from Windows Infrastructure for students. We will still keep Windows-based laptops for teachers.

BETTERLESSON TRAINING

By signing up to be a part of this cohort, **BetterLesson will provide LT Teachers:**

- 30 minutes every other week to meet with their coach in a space that has a good wireless internet connection and is free from distractions
- Excitement and commitment to trying strategies recommended by their coach that enhance their use of technology
- A willingness to share practices with peers and colleagues
- A willingness to embrace a growth mindset in which teachers try new things, reflect openly on their progress, and take data-informed risks

By signing up to be a part of this cohort, **a teacher will get:**

- A classroom set of laptops
- A coach whose expertise is matched to their content area and needs
- A non-evaluative space with their coach to reflect on feedback, successes, and challenges
- Context-specific recommendations as they build a repertoire of highly effective strategies for using technology purposefully
- Access to ready-to-use resources to facilitate their implementation
- Daily support from their dedicated coach via email any time they need it outside of your coaching sessions

COST CONSIDERATIONS FOR 1 TO 1

The attached spreadsheet provides a summary of technology costs that include the necessary technology not associated with 1 to 1 and the upgrades, equipment and support needed for 1 to 1 computing. As we discussed last year, we budgeted \$1 million for technology for 5 years to keep our current technology functioning while scheduling cyclical replacements without including costs necessary to shift to 1 to 1 computing. While a 1 to 1 initiative requires more expenditure in the first two years, by the time we add in student fees, access to grants, and elimination of outmoded technology, we will come in at almost the same \$5 million expenditure.

4 PHASE IMPLEMENTATION

Phase I: 1 to 1 Laptop Pilot

We will begin with a 450-500 laptop pilot at south campus. These laptops will be paid for by grant funds since we will not be charging students for their participation in the pilot.

BetterLesson will train our TEC coaches and two cohorts of teachers. One cohort will last all year and include approximately 10-12 teachers. The second cohort will join the training second semester and include another 10-12 teachers. Final number of participants will be determined based on teachers meeting the criteria for the pilot and the ability to efficiently use the fewest infrastructure upgrades necessary for the pilot to run smoothly.

Phase II: South Campus Infrastructure Upgrades

This phase will require significant upgrades and changes to the SC fiber, wifi, switches, and servers. The Board will hear a presentation by School Tech Team in June about the second phase and their vision of leading the efforts for the entire project. II. Phase II will occur during the 2020-21 school year and will prepare south campus for the Third Phase. Infrastructure amounts in the 5 year budget reflect what School Tech Team discovered during the audit and will need to be approved and installed before August of 2021.

Phase III: 1 to 1 Roll-out at South Campus and North Campus Infrastructure Upgrades

In the fall of 2021, all south campus students will be issued a Chromebook and assessed a fee. It is anticipated that the costs and fees for this phase will be approved in the winter of 2020. BetterLesson has awarded us a grant to cover half the cost of an additional cohort group. During the 1 to 1 roll-out at south campus, infrastructure for north campus will be approved and installed to be prepared for Phase IV in the fall of 2022 and BetterLesson will work with primarily north campus teachers.

Phase IV: 1 to 1 Roll-out at North Campus

In Phase IV, all students at LT will have been issued a Chromebook. Teacher support and technical support will be evaluated and the majority of 1 to 1 technology costs will have been expended. This will give us an opportunity to plan for other larger technical initiatives that are not related to 1 to 1 as outlined in the 5 year budget.

STUDENT TECHNOLOGY FEES

As we consider how to pay for a 1 to 1 computing program, we have discussed at Technology Committee meetings that student technology, and laptops in particular, are tools that should be paid for by users rather than taxpayers. Chromebooks, while effective and affordable, are not designed to last for more than four or five years, so it stands to reason that they be considered a disposable supply, not unlike other school supplies. As we move toward the fall of 2021, we will need to determine a fee that pays for the computer and a portion of the technology infrastructure. The attached budget projection shows what a \$100 fee could do to defray costs. In a 3 year phased roll-out, the \$100 fee will reduce the overall District cost of technology over the next 5 years by nearly \$1.2 million.

FUTURE CONSIDERATIONS

As we develop the 1 to 1 plan, there will be many points along the way to ensure that the project is staying on budget and on focus. As we shift into a 1 to 1 environment, we can make many decisions, including but not limited to the following:

- Increased demand for support could lead to additional release time for technology coaches or additional technology coaches.

- A method of measuring the impact of the 1 to 1 computing initiative will be developed and based on the International Society for Technology in Education (ISTE) technology standards. The measurement plan will begin by collecting baseline data prior to a fall 2021 launch and continue monitoring and feedback through all phases.
- School Tech Team has offered to support the other technology initiatives in addition to the 1 to 1. This amount is currently in the budget, but could be eliminated depending on how the partnership evolves.
- Existing spaces may be reconfigured since they will no longer need computers resulting in some new summer projects or rethinking of how 1 to 1 computing affects libraries, discovery centers, common spaces and labs.

RECOMMENDATION

Following the recommendation of the School Tech Team audit and reviewing the path forward with the greatest potential to ensure a successful implementation, we recommend moving forward with a 1 to 1 computing initiative over three years consisting of four phases.

- **Phase I** will be a Pilot for professional development with BetterLesson as our guide.
- **Phase II** will focus on infrastructure at south campus and prepare for a Chromebook roll-out at south campus.
- **Phase III** will kick off year 2 and will put laptops in the hands of south campus students with infrastructure upgrades at north campus.
- **Phase IV** will begin year 3 to bring 1 to 1 Chromebooks to north campus. We recommend enlisting School Tech Team as a partner in the endeavor and we recommend considering a technology fee that will include the purchase of a Chromebook that the student will keep upon graduation.

We believe that the investment into 1 to 1 computing will realize our vision that students and teachers will have access to necessary learning tools every day and that such an investment will better prepare our students for what lies ahead in the future schooling and careers.

1 to 1 Computing at LTHS: Vision, Purpose, Logistics and Benefits



Technology Vision:

Students and teachers need access to necessary learning tools every day.

Technology Purpose:

LTHS supports the appropriate use of technology tools to enhance teaching and learning.

- The entire LTHS community engages with technology on a regular basis to communicate, collaborate, create, solve problems and access information in an effective, efficient and ethical manner.
- Engaged learners use and interact with technology to enhance learning and become digital citizens.
- Teachers facilitate and inspire student learning through the use of technology to design and develop digital-age learning experiences and authentic assessments.

The 1:1 program at Lyons Township High School will:

- Allow students to drive their own learning
- Engage students in the learning process
- Encourage and support collaboration
- Require critical thinking
- Foster student creativity
- Create global connections

All District 204 students are issued a district-owned and managed Chromebook that students are expected to use on a daily basis in school. Our Chromebook management system allows the district to quickly and efficiently make changes to software and device settings ensuring all students have access to required instructional resources including specialized assessment programs that are only available on the Chromebook platform. District 204 operates a Chromebook service center in the Library at each campus to support and maintain a fleet of Chromebooks for all students. Students are strongly discouraged from bringing their personal computer to school since not all instructional resources are supported and so their personal device is not lost, damaged or stolen at school. Further, District 204 technicians can only support district-owned devices including configuration changes, maintenance and repairs.

Technology Fee

Each student will be assessed a technology fee of \$150, annually, that provides:

- A District-owned Chromebook.
- Access to all digital applications and programs necessary for their coursework, activities and athletics.
- Access to a District network

Student Expectations

- Students are expected to have their school issued Chromebook at school every day.
- Students are expected to maintain their Chromebook in good repair.
- Students are expected to visit the Chromebook Help Desk as soon as possible if their school issued Chromebook is damaged, lost or stolen.
- Additional Chromebook norms can be found in the student handbook and will be reviewed with all students annually.

Chromebook Loaner Program

- Daily Loaners: As a courtesy, students may check out a Chromebook for use at school during the school day if they forget to bring their school issued Chromebook. Students may check out a loaner up to three times per month. Daily loaners must remain in school and be returned by 3:30 the same day they were checked out. Daily loaners not returned by the end of the school day will be disabled after 3:30 pm and count as two check out days. Students are not allowed to check out more than one daily loaner at a time.
- Long-Term Loaners: a student will be temporarily assigned a Chromebook to use at school and home as long as needed while their school-issued Chromebook is being evaluated or repaired.

Chromebook Repairs and Fees

- There are no student fees for maintenance or Chromebook repairs due to normal use, wear and manufacturer's defects.
- Accidental damage to a district owned Chromebook will be repaired at no cost to the student in most cases. Students need to report the damage to the Chromebook Help Desk and bring it in for a free evaluation. District 204 may assess a repair fee in the following situations:
 - Damage is due to willful neglect, misuse, or intentional damage
 - Damage due to fire, floods or biological hazards
- Repair fees, when applicable, are determined by the cost of the replacement part(s), there are no mark-ups, sales tax or fees for labor.
- If a Chromebook is lost or stolen, the student is responsible for the replacement cost of the device.

Distribution

Laptops will be distributed during regular processing at the start of the school year. Students will pick up their laptops at the campus where they attend. Unless a student has an issue with the Chromebook, they will keep the same Chromebook for all four years at LTHS. Students will not return the Chromebook over the summer.

Students will receive:

- A District-owned Chromebook.
- A charging cord.
- A shock absorbing case.

Student will have:

- A single sign on for access to all necessary applications.
- Access to Infinite Campus, Canvas, Google tools, including Gmail, Google Drive, Sheets, Slides and other applications as needed.
- Anti-SPAM, Anti-virus, Anti-malware and safe-search functions to protect students from outside threats and keep students from accessing sites that are not education related and/or unsafe.
- Access to peripherals, printing, and additional technology at school necessary to achieve curricular goals.

Parents will have:

- Access to Infinite Campus to check grades and transcripts, attendance and behavior records, and other documents and plans developed by LTHS.
- Ability to access Canvas to view details of course activities and assignments.
- Tutorials on how to use Infinite Campus and Canvas
- Clear expectations for technology use, repair, disposal and access as outlined in District Policy and explained in procedures developed to implement the policy.

Teachers will have:

- Training on the functionality of student devices.
- Access to programs and software necessary to deliver course content.
- Access to programs and software that facilitate virtual and asynchronous student interaction.
- Ability to monitor student devices in their classroom.

Infinite Campus

Infinite Campus (IC) is LT's Student Information System. It contains demographic and contact information for students, parents and staff. It's the system that manages enrollments and schedules for students and teachers. It tracks attendance, behavior, grades, transcripts, fees, transportation, health & immunization compliance and much more. It facilitates communications among staff, students and parents. The IC Portal is the way students and parents interact with the system.

Canvas

Canvas is LT's Learning Management System (LMS). It's the system used by teachers and students to share important information, assignments, quizzes and projects for specific classes. All LT students and teachers have accounts and are enrolled in the system for the courses on their schedules. Parents may create "Observer" accounts linked to their child(ren).

Digital Health and Wellness

Digital health and wellness is an important parent-child discussion to revisit frequently. The following suggestions are drawn from a wide variety of professional sources that may aid you in effectively guiding your student's use of the Chromebook and other technology devices.

Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as cell phones, television or movies. It is the sole responsibility of the parent(s) to supervise the student's use of the technology device when off school grounds or outside of school.

Internet Access at Home and School

Chromebooks have access to the internet only when connected to Wi-Fi. The Chromebook is filtered at school for appropriate content in compliance with the Child Online Protection Act. If parents provide Internet access outside of school, they are responsible for monitoring that access. Students will have access with personal devices and phones, with certain sites filtered and blocked while in use at school. Parents may consider filtering and blocking inappropriate content on wireless home networks.

1 to 1 Chromebook FAQ

How will LT initially distribute devices?

Devices will be provided to students during Book Pick-Up Days.

Where and when can students obtain assistance with their Chromebooks / report technical issues?

Each campus will have a Student Chromebook HelpDesk, staffed by members of the Tech Services team. At South Campus, the Chromebook HelpDesk will be located in the Library – Room A109D. At North Campus, the Chromebook HelpDesk will be located on the lower level of the library, Room 44A, accessible via the Library and the main cross hall. Hours of operation for the Chromebook HelpDesks will be 7:00-3:30 school days. Students will be able to come to the HelpDesk during the day during lunch or lunch study, during passing periods, and even during a class with a teacher pass.

What items are students expected to bring to school with them each school day?

Students should bring their assigned Chromebooks, fully charged and ready to use in their protective cases, every day.

Students are expected to leave the power adapters at home to charge their units in preparation for the next school day. A limited number of locations will be made available within the school for device charging while the students are present in those locations. Students are not to leave their assigned devices in those locations when they, themselves, are elsewhere in the buildings.

Will the Chromebook HelpDesks offer loaner devices?

Yes, loaners and/or replacement devices will be available for students experiencing technical issues with the devices they've been assigned. The district reserves the right to determine whether devices brought in for service will be returned to students after repairs, or if the loaners will become the new "permanent" assignments for students.

Will students retain the Chromebooks during summer break?

In general, students will return their devices at the end of the spring semester. This will allow the district to inspect and service devices over the summer to ensure they are ready for service for the following fall semester. Students enrolled in LT Summer Academic program courses will be allowed to retain them throughout the summer school terms for which they're enrolled, but will be expected to return them at the conclusion of their summer term courses. Students withdrawing from LT mid-year are expected to return their devices (and accessories) as part of their exit process. Students will be charged full replacement costs for devices and accessories not returned in accordance with the defined schedule.

What happens if a Chromebook is damaged?

Damaged units are to be returned to the Chromebook HelpDesk. Technicians will collect reports related to the circumstances of the damages and will determine if damages are repairable. Damages resulting from negligence or intentional activities will result in charges to the student's Infinite Campus Fees account. Repair fees will not exceed the replacement cost of the unit. A menu of repair fees will be posted to the program's web page, identifying standard charges for common repair types.

What happens if a Chromebook is lost, missing or stolen?

Reports of lost, missing and stolen devices and accessories must be made to the Chromebook HelpDesk as soon as the situation is identified, in order to avoid charges for the items being added to the students' Infinite Campus Fees accounts. Investigations will occur and district tools / features may

be employed to disable and/or locate such items. Assistant Principals and/or local law enforcement will be involved, as necessary, and the district reserves the right to pursue disciplinary and/or criminal proceedings against individuals involved.

Is it permissible for a student / family to obtain service or replacement of a device / accessory outside of LT?

It is absolutely not permissible for a student / family to obtain service on a district device or accessory outside the school and may not replace items through any source beyond the school.

Is it permissible for students to remove, replace or customize the protective cases provided by LT?

Students may not remove or replace the protective cases provided by LT. Students are encouraged to transport the Chromebooks between home and school in padded / protective backpacks or other school bags of their choosing (not supplied by LT), but may not remove the protective case supplied by the school. Devices and accessories may not be marked, painted or otherwise customized, including adornment with glue or adhesive stickers or decals of any sort.

Can students / families opt out of the program?

No. All students are required to use a district issued Chromebook for their academic studies. These devices will be integral to classroom instruction, and without a device, students will be unable to fully participate in classroom activities and assignments. Just as textbooks are required for class today, a Chromebook will be required for use in class.

Are families purchasing Chromebooks through the payment of the annual Tech Fee?

No. Similar to the operation of the District Textbook loan program and the associated fee, ownership of the Chromebooks is retained by the district throughout their useful lives as this ensures the district can manage, maintain and service the devices, as well as the software, utilities and services installed on the units and/or accessed via the devices. The Tech Fee provides access to district technology resources beyond the devices, as well to maintenance and support services directly associated with the Chromebooks.

What happens to the Chromebooks at the end of their useful lives within the district?

The district will assess the conditions and residual values of all Chromebooks at the end of their useful lives within the district. Market conditions and opportunities will be considered prior to the making of a disposal recommendation to the Board of Education.