



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

**Virtual Meeting
100 South Brainard Avenue
La Grange, Illinois 60525
Thursday, June 3, 2021 - 7:00 AM**

A G E N D A

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

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**BY ORDER OF
ALISON KELLY, CHAIRPERSON
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
100 SOUTH BRAINARD AVENUE
LA GRANGE, IL 60525**

LYONS TOWNSHIP HIGH SCHOOL



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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott Eggerding, Brian Waterman, Leslie Owens

DATE: June 3, 2021

RE: Fall Return to School Plan Update

Remote vs In-Person Learning

Much discussion and debate has occurred about the start of the 2021-2022 school year in the state of Illinois. In late May, ISBE came out with a Resolution Supporting In-Person Learning (attached). And while the resolution confirmed the desire of everyone to be in person, the last part of the resolution wasn't very clear about how students chose to remain remote in the fall. On June 1, a Q & A document was released (attached) which clarifies who qualifies as a remote learner and what a family should do if they do not meet the criteria. This guidance changes what we expected to do in the coming week. As a result, we will no longer send out any kind of survey requesting that a student choose remote or in-person learning. Instead, the assumption is that everyone will attend school in the fall in-person. If a student cannot, for any reason, come to school in-person, we will follow the ISBE guidance for COVID-related remote learning followed by existing guidance for homebound instruction.

COVID Mitigation Plans

We also have completed COVID-related guidance for summer school and summer programs. This guidance clearly details the COVID response plan for the District and includes a Mitigation Plan Acknowledgement link for parents of students and for staff so that we can go away from using the Qualtrix screener and recognize vaccinations. A version of this communication will also be sent to families prior to the fall to explain how we will move forward with COVID mitigation. We will not be using the Qualtrix screener in the fall given the latest IDPH and CC guidance that is included in the mitigation plan attachment.

Recommendation:

This item is informational and a further update will occur on June 15th with specific plans for the fall given the most recent guidance.

Illinois State Board of Education



RESOLUTION

Supporting
In-Person Learning

May 2021

WHEREAS, the hard work of our health care professionals and the conscientious diligence of all Illinoisans who altered their lives and daily habits to contain the spread of COVID-19 have allowed Illinois to transition into the Bridge Phase of the Restore Illinois plan; and

WHEREAS, barring any unforeseen setbacks and changes in public health conditions, the State of Illinois will, on June 11, enter Phase 5 of the Restore Illinois plan, allowing businesses to resume normal operations and public gatherings of all sizes to proceed; and

WHEREAS, students and school staff now have meaningful protection from COVID-19, with three highly effective vaccines widely available to all Illinoisans age 12 and older and trials underway to determine if younger children can benefit from COVID-19 vaccines; and

WHEREAS, our schools have the capability to rapidly identify new cases to prevent COVID-19 outbreaks and reduce the risk of further transmission, thanks to the State of Illinois providing schools free access to Abbott's BinaxNOW rapid test and offering all middle and high schools use of covidSHIELD tests at a reduced or no cost; and

WHEREAS, multiple studies show that – although online classes are a far better option than no classes at all – students, particularly students who struggle academically, still learn better while in person alongside their teachers; and

WHEREAS, reconnecting with teachers and peers in-person is essential for students' mental health and social-emotional development, especially after the prolonged isolation of the pandemic; and

WHEREAS, Illinois schools are receiving \$7.8 billion in federal pandemic relief funds for the safe return to in-person learning and to address learning gaps caused by the pandemic through strategies, such as tutoring, summer school, and community partnerships for mental health; and

WHEREAS, nearly all Illinois public school districts are offering partial or fully in-person learning; and

WHEREAS, guidance from the Illinois Department of Public Health is forthcoming regarding updated mitigations for schools in Phase 5 of the Restore Illinois plan;

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education supports Illinois State Superintendent of Education Dr. Carmen I. Ayala in making the following declaration after the conclusion of the current academic school year, subject to favorable public health conditions at that time: Beginning with the 2021-22 school year, all schools must resume fully in-person learning for all student attendance days, provided that, pursuant to 105 ILCS 5/10-30 and 105 ILCS 5/34-18.66, remote instruction be made available for students who are not eligible for a COVID-19 vaccine **and** are under a quarantine order by a local public health department or the Illinois Department of Public Health.

Darren Reisberg, Board Chair

Dr. Donna S. Leak, Vice Chair

Dr. Christine Benson, Member

Dr. David R. Lett, Member

Susie Morrison, Member

Roger Eddy, Member

Jaime Guzman, Member



Illinois State Board of Education

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Darren Reisberg
Chair of the Board

Dr. Carmen I. Ayala
State Superintendent of Education

Resolution Supporting In-Person Instruction

Questions and Answers

Updated: May 24, 2021

On May 19, 2021, the Illinois State Board of Education unanimously adopted a [Resolution Supporting In-Person Learning](#) that supports the Illinois State Superintendent of Education Dr. Carmen I. Ayala in making the following declaration after the conclusion of the current academic school year, subject to favorable public health conditions at that time: Beginning with the 2021-22 school year, all schools must resume fully in-person learning for all student attendance days, provided that, pursuant to [105 ILCS 5/10-30](#) and [105 ILCS 5/34-18.66](#), remote instruction be made available for students who are not eligible for a COVID-19 vaccine and are under a quarantine order by a local public health department or the Illinois Department of Public Health.

This document is intended to provide additional guidance and support pertaining to this resolution for the 2021-22 school year.

Q-1 Is this resolution currently in effect?

No. This resolution expresses support for the State Superintendent and does not itself have any effect on policy. The policy will change when the State Superintendent makes the declaration requiring in-person learning. The State Superintendent currently is planning to finalize this declaration after the conclusion of the current academic school year, subject to favorable public health conditions at that time.

Q-2 When would the declaration take effect?

The State Superintendent's declaration, which has not yet occurred, would take effect at the beginning of the 2021-22 school year. It would not apply to this year's summer school programs.

Q-3 If a student is fully vaccinated and does not exhibit any symptoms, would they be required to quarantine if they are identified as a close contact to a known case of COVID-19?

Fully vaccinated and asymptomatic persons are not required to quarantine if named as a close contact to a known case of COVID-19, which is consistent with Centers for Disease Control and Prevention (CDC) and Illinois Department of Public Health (IDPH) guidance. Individuals should self-monitor for symptoms for 14 days after their last exposure to the case during the case's infectious period. [Refer to the IDPH decision tree for further guidance.](#)

Q-4 Once the declaration takes effect, under what circumstances would a student receive remote instruction under Sections [10-30](#) or [34-18.66](#) of the School Code?

Sections [10-30](#) and [34-18.66](#) of the School Code state that "[i]f the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act, the State Superintendent of Education may declare a requirement

to use remote learning days or blended remote learning days for a school district, multiple school districts, a region, or the entire State.”

Once the Superintendent makes the declaration and it takes effect, school districts would only be required to provide remote learning to students who meet both of the following conditions:

1. Are not eligible for the COVID-19 vaccine; **and**
2. Are under a quarantine order by a local public health department or the Illinois Department of Public Health.

School districts would be required to provide remote learning to students who meet both of those conditions. The bulk of this population would be students under age 12.

Q-5 What qualifies as a “quarantine order by a local public health department or the Illinois Department of Public Health”?

A quarantine order means that the student meets the requirements for quarantining under guidance from IDPH or the appropriate public health department that is in effect at that time.

Q-6 For purposes of this resolution, when is a student considered “eligible” for the COVID-19 vaccine?

Students are eligible for a COVID-19 vaccine pursuant to CDC guidance at that time. Please see the [CDC website for the most updated eligibility guidance](#).

Q-7 Once the declaration takes effect, would a school district be able to offer remote learning pursuant to Sections [10-30](#) or [34-18.66](#) of the School Code to students who do not meet the criteria in the declaration?

No. Remote learning under Sections [10-30](#) or [34-18.66](#) of the School Code must only be provided as detailed in the declaration. (See Q-4.)

However, flexibility exists in other parts of the law for school districts to provide remote learning to students whom the school district determines will best be served through remote learning. (See Q-8.)

Q-8 Are there other provisions of law that allow for remote instruction of students?

Yes. Flexibility exists in other parts of the law for school districts to continue to provide remote learning to individual students beyond those required in the Superintendent’s declaration, if that best meets the student’s learning needs. For example, districts could permit remote learning for families that include students who are ineligible to be vaccinated and live in a household with an immunocompromised individual.

School districts may choose to create local policies to provide remote learning to individual students beyond those required in the Superintendent’s declaration, if that best meets the student’s learning needs, through [105 ILCS 5/10-29](#) or create blended programs consisting of a combination of face-to-face and online learning through [105 ILCS 5/10-19.05\(k\)\(4\)](#).

Additionally, depending on the circumstances, students who do not meet the criteria for remote learning in the declaration may meet the criteria for home/hospital instruction

pursuant to [105 ILCS 5/14-13.01](#), [23 Ill Admin. Code 1.520](#), and [23 Ill Admin. Code 226.300](#). Please see [ISBE's Home and Hospital Q and A Document](#) for additional assistance.

Q-9 Are children of parents who choose to keep them home from school when those children do not meet the criteria for remote learning in the declaration – and the district has not established a remote learning policy under another section of the School Code – considered truant?

The Board of Education of each district may determine whether a child in this situation has “valid cause” for not attending school. A “truant” is defined in [105 ILCS 5/26-2a](#) as “a child who is subject to compulsory school attendance and who is absent without valid cause, as defined under this Section, from such attendance for more than 1% but less than 5% of the past 180 school days. ‘Valid cause’ for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the mental, emotional, or physical health or safety of the student.”

Q-10 Are students required to receive the COVID-19 vaccination?

No. Students are not currently required to receive the COVID-19 vaccine.

ISBE encourages families to use the summer months to ensure that eligible children get vaccinated. The vaccines are safe, effective, and proven to protect recipients from getting sick. Vaccines are widely available throughout the state. ISBE is also encouraging school districts to host vaccination clinics for eligible students and families. Find information and resources for hosting a vaccination event at www.isbe.net/covid19 under the Back to School tab.

Q-11 May a student who is eligible for the vaccination – but has not received it – still attend school in-person?

Yes. Students are not currently required to receive the COVID-19 vaccine; therefore, students who do not receive the vaccine are not required to be excluded. Students may be required to quarantine. Once the Superintendent makes the declaration and it takes effect, only students who are not eligible for the vaccine would be provided remote learning during a quarantine, unless the school district has established a remote learning policy under another part of the School Code or the student qualifies for hospital/homebound instruction. (See Q-8.)

Q-12 Are masks still required for the 2021-22 school year?

Yes. As stated in the Governor’s [announcement](#) on May 17, “In line with CDC guidance, the Illinois State Board of Education and Illinois Department of Public Health require masks in schools. The Illinois Department of Children and Family Services requires masks in daycare.”

ISBE will continue to work closely with the Governor’s Office and the Illinois Department of Public Health to stay consistent with CDC guidance.

For additional information, please visit www.isbe.net/covid19 or email questions to COVID19@isbe.net.

Lyons Township High School District 204
Academic Summer School and Extended School Year 2021
COVID-19 Mitigation Information & Safety Expectation

Background

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

Symptoms may appear 2-14 days after exposure to the virus. Symptoms of COVID-19 include, but are not limited to: fever (100.4°F or higher), new onset of moderate to severe headache, new cough, shortness of breath, sore throat, fatigue from unknown cause, muscle/body aches from unknown cause, new loss of taste or smell, vomiting, diarrhea.

[Older adults](#) are more likely to get severely ill from COVID-19. Long-standing [systemic health and social inequities](#) have put various groups of people at increased risk of getting sick and dying from COVID-19, including many racial and ethnic minority groups and [people with disabilities](#). Adults of any age with the following conditions can be more likely to get severely ill from COVID-19: cancer, chronic kidney disease, chronic lung disease, dementia, diabetes, Down syndrome, heart conditions, HIV infection, immunocompromised state, liver disease, overweight and obesity, pregnancy, sickle cell disease, smoking (current or former), solid organ or blood stem cell transplant, stroke or cerebrovascular disease, and substance use disorder.

Summary

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

In addition, LTHS Health Services will actively support evidence based COVID-19 mitigation strategies in coordination with school and local public health officials, specifically:

1. Universal and correct use of [masks](#)
2. [Physical distancing](#)
3. [Handwashing and respiratory etiquette](#)
4. [Cleaning](#) and maintaining healthy facilities
5. [Contact tracing](#) in combination with [isolation](#) and [quarantine](#)
6. [Vaccination](#) for those who are eligible.
7. School based [diagnostic and screening testing for SARS COV-2](#).

Safety Expectations

These expectations apply to all students and staff at any LTHS sponsored event and on any LTHS property, including school bus/vehicles.

- Wash hands frequently with soap and water for at least 20 seconds or use alcohol based hand sanitizer with at least 60% alcohol.
- Maintain at least 6 feet physical distance when eating and drinking.
- Maintain 3-6 foot physical distance in hallways, classrooms and other common spaces.
- Wear a face covering at all times inside and outside when unable to maintain 3-6 feet physical distance.
- Report COVID-19 symptoms, COVID-19 infection (positive test or healthcare provider clinical diagnosis), and COVID-19 exposure to Health Services promptly using this [link](#).
- Comply with all school and public health directives, including quarantine and isolation.

Vaccination

COVID-19 vaccines are [safe and effective](#). [People who have been fully vaccinated](#) can start to do some things that they had stopped doing because of the pandemic. Individuals who have been fully vaccinated do not need to quarantine if named as a close contact to a known case of COVID-19, as long as they remain asymptomatic. Submit a copy of your vaccination record to studentcovid@lths.net or staffcovid@lths.net.

Student Accommodations

If students require accommodations to meet the safety expectations, a [COVID-19 Medical Accommodation Form](#) must be completed by the student's health care provider and parent/guardian. Submit completed forms to studentcovid@lths.net. Upon receipt and review, the health office will coordinate a meeting with the parent/guardian, student and applicable school staff to determine an appropriate plan.

Symptoms at School

Any student or staff member who experiences COVID-19 symptoms during school hours is expected to immediately report to the health office for clinical evaluation and testing. BinaxNOW Rapid Antigen testing will be performed in the health office when clinically indicated. Students/staff who do not consent to school based testing may be required to isolate at home and seek medical evaluation prior to returning to campus.

Contact Tracing

In the event someone with COVID-19 has been on campus during the infectious period, LTHS will complete [contact tracing](#), in consultation with CCDPH, to identify exposures. Individuals determined to have been exposed will be contacted by the health office/administration and provided instructions regarding quarantine or isolation.

Isolation

Any individual with a positive COVID-19 test will be required to [isolate](#) at home for at least 10 days from symptom onset or the date the positive test was collected.

Quarantine

Any individual identified as a [close contact](#) to someone with COVID-19 will be required to [quarantine](#) at home. Recommended quarantine is 14 days. Based on CCDPH guidance, 14 day quarantine will apply to student participation in athletics and extracurricular activities. To reduce loss of instructional time, student quarantine will be reduced to 10 days for *in person learning*.

All reductions in quarantine require the following through Day 14 after exposure:

- Correct and consistent mask use
- Physical distancing
- Hand and cough hygiene
- Environmental cleaning and disinfection
- Avoiding crowds
- Ensuring adequate indoor ventilation
- Self-monitoring for symptoms of COVID-19.

The following individuals will be **exempt** from quarantine if identified as a [close contact](#) to someone with COVID-19, as long as they remain asymptomatic and have the related documentation on file in the health office:

- Diagnosed with COVID-19 in the past 90 days (requires positive COVID-19 test result).
- Fully vaccinated (requires COVID-19 vaccination card).

Return to School following Quarantine or Isolation

Prior to return to campus, any individual placed in quarantine or isolation must be cleared by the health office.

PARENT/GUARDIAN: Click on the link below to verify you have reviewed this information with your student and agree to follow the safety expectations as outlined.

[STUDENT COVID-19 Mitigation Plan Acknowledgement](#)

STAFF: Click on the link below to verify you have reviewed this information and agree to follow the safety expectations as outlined.

[STAFF COVID-19 Mitigation Plan Acknowledgement](#)

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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott Eggerding, Brian Waterman, Leslie Owens, Kelly Dostal, Adam Davis

DATE: June 3, 2021

RE: LT Academy and Academy+ Proposal

Background

Fifteen years ago, LT had a problem with students not graduating on time. Students were transferring in to LT with only a year's worth of credits despite being 18 years old or were regularly absent and not passing classes. To address these issues, we revamped our Alternative program and contracted with Ombudsman Educational Services to create an off-campus center where students could go to make up credits online (something very new at the time) and graduate with a high school diploma. This program was very effective, and within a few short years, we had solved the majority of our students with significant credit deficiencies. As such, we sent fewer and fewer students to Ombudsman and began to wonder how we could take over the program in a more individualized manner on our campus and maybe even save some money along the way.

Plan

The attached plan looks to address the new challenges our students are facing. Some of them are pandemic related and others are indicative of current challenges. With a desire to target four types of students (emotional/mental health supports, physical/chronic health supports, behavioral supports and academic--credit recovery--supports) we devised a two-tiered Academy designed to meet student's academic needs while also addressing their physical, emotional and behavioral health needs. The plan provides many of the details about entry into the Academy as well as the entrance, exit and SEL criteria employed that were not a part of the previous Ombudsman program. Finally, the Academy and Academy+ plans allow for more connectedness to LT and the other supports available in-house, including counseling, social work, and elective opportunities.

Cost Implication

The attached plan outlines how each student will be supported by the Academy and Academy+ as well as where the academy will be housed and who will staff it. For more specific information, the Ombudsman program cost use \$225,540.00 a year yet served fewer than 30 students. For some, it was the only way to finish, but for others, we felt there had to be a better way. The Academies as proposed would include a full time FTE for online credit recovery during the day (3 periods at NC and 2 periods at SC) as well as a Student Advocate for Academy+ who would be essentially a case worker for the students who had multiple failures and needed a concentrated individualized online

approach to learning. The advocate would run both sessions of Academy+ (one in the AM at SC and the other in the PM at NC). Adding in a paraprofessional at each campus to be available to support students' needs even further, the total estimated cost comes in at about \$182,700, based on average cost of FTE and paraprofessional salaries as well as the Advocate expenses as provided by the West40 ISC. This cost will be covered by Federal ESSER III funds for the 2021-2022 school year and it is anticipated that in subsequent years, these costs will be absorbed by West 40.

Recommendation:

Approve the creation of the LT Academy and Academy+ Programs to support students with credit recovery options to get back on track to graduation.

LT Academy and Academy+ Proposal

Objective

Create LT Academy, an on-campus support program, to address a variety of student needs to replace the current off-campus Ombudsman program and provide credit recovery during the school day. The more intensive program, Academy+, will be a partnership between LT and West 40 Alternative Learning Opportunities Program (ALOP) while the Academy will be staffed by LT teachers. Both programs will have oversight by the grade level Student Support Teams.

Academy+ is envisioned as a support program for students in need of an alternative to traditional high school classroom instruction and daily schedule with the end-goal of improving student outcomes. This program will replace an off-campus program run by Ombudsman and will be housed on both LT campuses. Students will have the opportunity to recover credits as well as advance in their course of study. The program will be technology-based and self-paced under the supervision of the Student Support Team and a West 40 ISC Student Advocate in the Alternative learning Opportunities Program (ALOP).

The Academy will be focused on credit recovery using the Edgenuity learning platform. Students will be enrolled for one period a day and have the opportunity to retake previously failed/withdrawn courses. Once the coursework is complete, the student will return to study hall for the remainder of the semester.

Targeted Students

There are four categories of students for whom we will provide support:

1. Emotional/Mental Health Support

Students who experience severe mental health concerns often find it hard to leave their homes and come to school. Throughout the last several years, we have seen an increase in the number of students that are referred for psychiatric evaluation due to suicidal ideation and school anxiety/refusal. We have also seen an increase in the number of students placed in either full day or partial day mental health hospital programs. This is reflected in our ED (emotional disorder) eligibility in Special Education. Often, there has been a medical diagnosis of anxiety, depression, bi-polar, or OCD. As these illnesses progress, it becomes too overwhelming for these students to face the challenges that traditional high school presents. As students miss school, they become more overwhelmed with the amount of schoolwork that needs to be completed. This then leads to more absences. The cycle perpetuates, and the

students find themselves unable to recover from the situation. We anticipate that this issue of school refusal and increased mental health concerns will increase as students return to campus following the remote and hybrid instruction offered during the Covid-19 pandemic. The Academy will help students get caught up while still enrolled in classes, or, for those more behind, Academy+ will provide a more secluded space where they can make up incomplete and failed coursework and begin additional coursework for credit in a less stressful setting.

2. Physical/Chronic Health Support

At times there are students with significant physical health issues that may affect their attendance. These issues include, but are not limited to: cancer, surgeries that necessitate extended sick leaves and concussion patients who have ongoing issues while recovering their mental capacities, POTS, juvenile arthritis, mononucleosis. In order to provide ongoing education for these students, we believe that an online course option would help these students continue academically while still being able to concentrate on their health. In cases such as these, students may need to complete some of the online courses at home, depending on their ability to attend school. But their connection to the Academy will provide a direct link to the school and a path back on campus.

3. Behavioral Support

Periodically, students make choices which disrupt the educational environment or display behaviors that make it difficult for them to be successful academically in a traditional setting. Behavioral concerns, substance use, chronic truancy, and school refusal are examples of this type of behavior. These students can benefit from enrollment in a program that does not entail moving from classroom to classroom. The temptation to cut classes is minimized by the nature of online course programming. Offering a therapeutic element allows us to shift our focus from disciplinary support to reflection and skill-building for behavior management while continuing academic progress.

4. Academic (Credit Recovery) Support

Students who need academic support through credit recovery would be eligible for this program. Throughout their high school career, these students have failed classes and have not earned enough credits to graduate in four years. In these instances, other interventions have been attempted; however, the students still need some form of credit recovery. This also includes our fifth-year students who need a flexible schedule to complete graduation requirements. We currently run a credit-recovery program through our Adult Education Department, but unless a student is in the Alternative Program, there is no option for credit recovery during the school day. The Academy Edgenuity classes will allow for students to get caught up without having to attend an additional semester or night classes.

	Program	Population Served	Staffing	Space /Equipment Needs
C u r r e n t	Ombudsman	<ul style="list-style-type: none"> ● 5th year students ● Credit recovery ● Students who begin the semester late and have not been attending ● Shortened Schedules 	1 Director 1 Teacher 1 Assistant 0 SW/CNS/PSYCH	Currently Off Campus
	Credit Recovery	<ul style="list-style-type: none"> ● Students return after school to complete courses required to graduate 	Hourly Teacher Rate	NC Discovery Center
P r o p o s e d A c a d e m y	Proposed LT Academy and Academy+	<ul style="list-style-type: none"> ● 5th year students ● Chronic truants ● Alternative Students requiring Edgenuity Classes ● Tier 2 SEL students ● Return from hospitalization not utilizing the Re-Entry program, but are switching to on-line classes (physical and/or mental health) ● School refusal ● Students with unique educational needs requiring on-line education to avoid loss of credit which contributes to increased anxiety 	1.0 Teacher (NC/SC) for Academy 1.0 West 40 Student Advocate for Academy+ Program 2.0 Para Support (NC/SC)	NC 171V SC Discovery Center

Vision for Consolidation and Implementation

The LT Academy is meant to be a temporary placement for most students with progress monitoring. For students who will not be successful reintegrating into regular education or stabilized through our current Re-Entry program, this would advance to a one period credit course (Skills for Success) to monitor progress while teaching SEL and coping skills (if necessary), while maintaining as many regular education courses as indicated. This will be the primary Tier 2 intervention prior to referral to special education.

Decisions regarding Academy placement will be made at the SST-level with counselors placing students into the program who have failed one or more courses. Academy+ program will take referrals from the Tier 3 team after other academic supports have been exhausted. We will use attendance data, intervention data taken from the RtI tabs in Infinite Campus, medical diagnoses, credit counts, grades, and progress toward graduation to inform the decision-making process.

	Academy+	Academy
Schedule	<ul style="list-style-type: none"> ● 3 period AM block at SC, 3 period PM block at NC ● Students would only take Edgenuity classes online and would not attend other classes on campus (electives that are not available online could be taken in person with the approval of the SST) 	<ul style="list-style-type: none"> ● Available single periods 2-4 at NC and Periods 6-7 at SC ● 9th period option at NC only ● Students would attend traditional classes the remainder of the day
Location	SC Discovery Center/ NC 171V	SC Discovery Center/ NC 171V
Program placement	Tier 3	Guidance Counselor and/or SST
Credits	Advancement and recovery	Recovery only
Targeted Students-Entrance Criteria	<ul style="list-style-type: none"> ● 5th-year students ● Students that have failed more than 3 graduation requirements the previous semester (not including electives) ● Chronic truants ● Students who are hospitalized for extended periods of time and would have difficulty returning to a traditional classroom setting to complete make up work ● Students experiencing short-term emotional difficulties such as school refusal or extended IOP programs ● Transfer students that enroll with a gap of more than 15 days of educational services ● Unique educational needs requiring on-line education to avoid loss of credits which 	<ul style="list-style-type: none"> ● Students who failed 1-2 graduation requirements ● Current NC students who need to repeat a class only offered at SC ● Alternative students who need Edgenuity classes

	<p>contributes to increased anxiety</p> <ul style="list-style-type: none"> ● Students that require a shortened day due to significant external commitments (family, financial, etc.) ● Students who have not experienced success in the traditional classroom setting 	
Exit Criteria	<ul style="list-style-type: none"> ● Credits recovered and student is able to return to their grade level classes ● Graduation for 5th year students 	<ul style="list-style-type: none"> ● Evaluation at the end of the semester to see if student is on track to graduate
SEL Supports	<ul style="list-style-type: none"> ● Weekly contacts with family and counselor to assess progress ● Home visits, if student is not attending school 	<ul style="list-style-type: none"> ● Daily Mood Meter monitoring ● Weekly contacts with counselor to assess program
Transportation	<p>One way for alternate times, the other portion would be provided through regular transportation</p>	N/A

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SCOTT D. EGGERDING
Director of Curriculum and Instruction

Following the guidance from State Superintendent Carmen Ayala, Lyons Township High School has updated its e-learning plan with the following provisions for remote learning. Items in italics are required for a remote learning plan.

Engage students for 5 hours a day

Teachers will provide an asynchronous lesson by 9:00 am via Canvas that will:

- Focus only on essential outcomes and skills.
- Demand no more than 45 minutes of student activity, including homework, from the start of a session to the beginning of the next session.
- Relevant work can be assigned for homework.
- Provide opportunities for students to process new information, request feedback and get help upon return from e-learning.

Ensure access from home or other appropriate remote facility for all students participating, including computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program

- All students have a laptop provided by the District
- Every effort will be made to ensure students take home their laptops prior to the declaration of an e-learning day.

Ensure that non-electronic materials are made available for students participating in the program who do not have access to the required technology or to participating teachers or students who are prevented from accessing the required technology

- Teachers will create paper assignments for students that are equivalent to online assignments as much as possible for those who run into technology access issues.
- Depending on the length of the e-learning event, the paper assignments may not be made available until students return to school.
- Time will be provided to do work that could not be accessed during e-learning upon return to school.

Ensure appropriate learning opportunities for students with special needs

- The unique needs of students in special populations, including, but not limited, students eligible for special education under Article 14 of the Code, students who are English learners, as defined by Section 14C-2 of the Code, students experiencing homelessness under the Education for Homeless Children Act [105 ILCS 45], or vulnerable student populations.

- We will follow the Guidance in the State Guidance for remote learning.
<https://www.isbe.net/Documents/RL-Recommendations-3-27-20.pdf>

Monitor and verify each student's electronic participation

- Students will need to submit a Google “survey” for attendance each day.

Provide staff and students with adequate training for e-learning days' participation

- Training in the use of Canvas will be required of incoming freshmen and transfer students. It will also be made available for all other students and parents.
- The e-learning plan will be shared with faculty at the beginning of the year.
- TEC coaches will provide an online tutorial on how to upload course content and take attendance for their classes during the first two weeks of school.

Ensure that all teachers and staff who may be involved in the provisions of e-learning have access to any and all hardware and software that may be required for the program

- All faculty have District-provided laptops with the ability to access the Internet.
- All courses must use Canvas and Infinite Campus for dissemination of curriculum as well as feedback and grading.
- All student have access to all approved software for their courses beginning on the first day of school.

Ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required, and including all classifications of school district employees who are represented by collective bargaining agreements and who would be affected in the event of an e-learning day

- Communication with leadership of all collective bargaining groups has taken place and drafts of the plan have been shared.
- The Lyons Township Education Association has reviewed the plan and components of the plan have been agreed to.

Review and revise the program as implemented to address difficulties confronted

- A protocol for continuous feedback through the Director of Curriculum and Instruction and Curricular Division Chairs was enacted.
- Following the initial use of the plan, feedback though the Administrative Team, parent/student/faculty surveys, and our Community Advisory were sought for improvement and refinement of online learning following the Pandemic of 2020-2021.

Ensure that the protocol regarding general expectations and responsibilities of the program is communicated to teachers, staff, and students at least 30 days prior to utilizing an e-learning day

- Communication to the entire staff will occur following the release of any guidance from the Illinois State Board of Education on the Governor’s office prior to the start of the school year.



Scott D. Eggerding
Director of Curriculum and Instruction



Illinois State Board of Education

e-Learning Program Verification Form

According to Section 10-20.56 of the School Code [105 ILCS 5/10-20.56], school districts may, by adopted resolution, utilize “e-learning days” in lieu of emergency days. The number of e-learning days may not exceed the number of emergency days in the approved school calendar. The district’s e-learning program must be verified by the regional office of education or intermediate service center for the school district prior implementation. Before adoption, the school board must hold a public hearing for initial proposal or renewal of e-learning program by:

- District Name: _____
- Publication in a newspaper of general circulation in the school district at least 10 days prior to hearing
Date of Publication: _____
- Written or electronic notice designed to reach the parents or guardians of all students enrolled in the district
Date of Notification: _____
- Written or electronic notice designed to reach any exclusive collective bargaining representatives of school district employees and all those employees not in a collective bargaining unit
Date of Notification: _____
- The school board’s approval of a district’s initial e-learning program and renewal of the e-learning program shall be for a term of 3 years
Date of Public Hearing: _____ Date of Board Meeting/Resolution: _____

Specifically, the regional office of education or intermediate service center for the school district must verify that the e-learning proposal will: 1) ensure access for all students; ensure that the specific needs of all students are met, including special education students and English learners; ensure that all mandates are still met using the e-Learning program adopted; and 2) contain provisions designed to reasonably and practicably accomplish the following:

- Ensure and verify at least 5 clock hours of instruction or school work, as required under Section 10-19.05, for each student participating in an e-learning day
- Ensure access from home or other appropriate remote facility for all students participating, including computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program
- Ensure that non-electronic materials are made available for students participating in the program who do not have access to the required technology or to participating teachers or students who are prevented from accessing the required technology
- Ensure appropriate learning opportunities for students with special needs
- Monitor and verify each student's electronic participation
- Address the extent to which student participation is within the student's control as to the time, pace, and means of learning
- Provide effective notice to students and their parents or guardians of the use of particular days for e-learning
- Provide staff and students with adequate training for e-learning days' participation
- Ensure that all teachers and staff who may be involved in the provisions of e-learning have access to any and all hardware and software that may be required for the program
- Ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required, and including all classifications of school district employees who are represented by collective bargaining agreements and who would be affected in the event of an e-learning day
- Review and revise the program as implemented to address difficulties confronted
- Ensure that the protocol regarding general expectations and responsibilities of the program is communicated to teachers, staff, and students at least 30 days prior to utilizing an e-learning day

Verified by: School Dist. Superintendent (printed)

Signature*

Date

Verified by: Regional Superintendent (printed)

Signature

Date